

## 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"/>

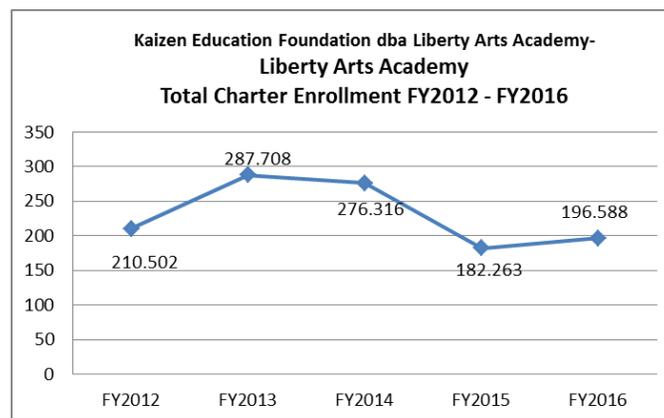
During the five-year interval review of the charter, Kaizen Education Foundation dba Liberty Arts Academy was not required to submit a Performance Management Plan as an intervention because the school operated by the Charter Holder, Kaizen Education Foundation dba Liberty Arts Academy, met the academic expectations set forth by the Board. At the time Kaizen Education Foundation dba Liberty Arts Academy 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, Liberty 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

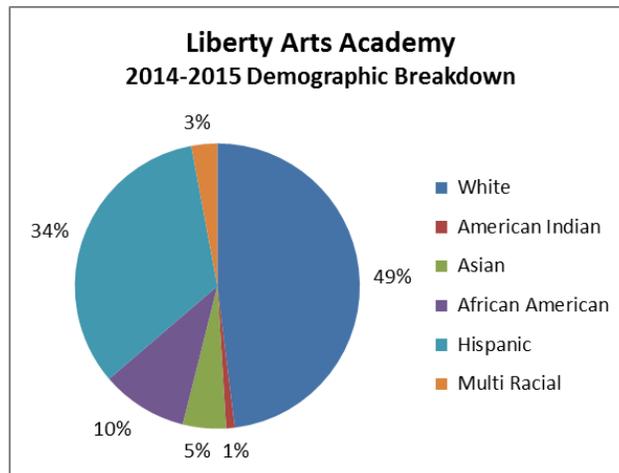
Kaizen Education Foundation dba Liberty Arts Academy operates one school, Liberty Arts Academy, serving grades K-8 in Mesa. The graph below shows the Charter Holder’s actual 100th day average daily membership (ADM) for fiscal years 2012-2015 and 40th day ADM for 2016.



The academic performance of Liberty 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
Liberty Arts Academy	08/07/2008	K – 8	67.19/B	60.62/B	60.94/B

The demographic data for Liberty Arts Academy from the 2014-2015 school year is represented in the chart below.<sup>1</sup>



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.<sup>2</sup>

Category	Liberty Arts Academy
Free and Reduced Lunch (FRL)	64%
English Language Learners (ELLs)	2%
Special Education	11%

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

### III. Additional School Choices

Liberty Arts Academy is located in Mesa near S. Power Rd. and E. Guadalupe Rd. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

<sup>1</sup> Information provided by the Research and Evaluation Division of the ADE.

<sup>2</sup> 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.



There are 45 schools serving grades K-8 within a five mile radius of Liberty 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 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.

Liberty Arts Academy				Math 14%	ELA 24%		
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	26	26	26	0	0	4	4
B	10	8	7	0	4	5	5
C	5	1	1	0	2	3	0

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

Liberty Arts Academy	2%	64%	11%
Letter Grade	Comparable ELL (± 5%)	Comparable FRL (± 5%)	Comparable SPED (± 5%)
A	26	0	11
B	7	1	9
C	2	0	3

#### IV. Success of the Academic Program

In FY2012, Liberty Arts Academy met the Board’s academic performance standards with an Overall Rating of 67.19. In FY2013, the Overall Rating fell 6.57 points to 60.62, and resulted in the school being evaluated as “Does Not Meet”. In FY2014, the Overall Rating increased 0.32 points to 60.94, but the school was again evaluated as “Does Not Meet”. From FY2013 to FY2014, one measure increased from “Falls Far Below” to “Meets”. The school has maintained an A-F letter grade of B for FY2012, FY2013, and FY2014.

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

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

**February, 2013:** The Board released FY2012 Academic Dashboards; Liberty 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.

<sup>3</sup> 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; Liberty Arts Academy received an overall rating of “Does Not Meet” the Board’s academic standards. Therefore, Kaizen Education Foundation dba Liberty Arts Academy did not meet the Board’s Academic Performance Expectations. The Charter Holder was not assigned a DSP as part of an annual reporting requirement.

**October, 2014:** The Board released FY2014 Academic Dashboards; Liberty Arts Academy received an overall rating of “Does Not Meet” the Board’s academic standards. Therefore, Kaizen Education Foundation dba Liberty Arts Academy 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 dba Liberty Arts Academy timely submitted a Performance Management.

**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 dba Liberty Arts Academy (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 dba Liberty Arts Liberty Arts Academy present at the site visit:

Name	Role
Mary Berg	VP Academic Support
Heidi Sinkovic	Director of Exceptional Student Services
Stacy Hoffman	Director of ELAS, Data, and Assessment
Emily Britton	Director of QSI High School
Lorisa Pombo	Director of Elementary Initiatives
Darla Eddy	Director of Data Management
Nicole McNeil	Director of Language and Literacy
Julie Angel	School Leader, LAA



At the site visit, Board staff completed a document inventory for all evidence presented by the Charter Holder (portfolio: 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 (portfolio: 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 3 out of the 8 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 dba Liberty Arts Academy.

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 dba Liberty Arts Academy 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.



**APPENDIX A**  
**RENEWAL SUMMARY REVIEW**

## ARIZONA STATE BOARD FOR CHARTER SCHOOLS

### Renewal Summary Review

#### Interval Report Details

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Report Date:	03/04/2016	Report Type:	Renewal
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#### Charter Contract Information

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Charter Corporate Name:	Kaizen Education Foundation dba Liberty Arts Academy		
Charter CTDS:	07-85-71-000	Charter Entity ID:	90334
Charter Status:	Open	Contract Effective Date:	04/10/2002
Number of Schools:	1	Contractual Days:	<ul style="list-style-type: none"> <li>• Liberty Arts Academy: 180</li> </ul>
Charter Grade Configuration:	K-8	Contract Expiration Date:	04/09/2017
FY Charter Opened:	2003	Charter Signed:	06/09/2009
Charter Granted:	05/11/2009	Charter Enrollment Cap	375
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 Liberty 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:	<b>Name:</b> 1.) Mr. Theodore Frederick 2.) Michele Kaye	<b>Email:</b> ted.frederick@kaizenfoundation.org michele.kaye@leonagroup.com	<b>FCC Expiration Date:</b> - -

#### Academic Performance - Liberty Arts Academy

[Hide Section](#)

School Name:	Liberty Arts Academy	School CTDS:	07-85-71-001
School Entity ID:	89868	Charter Entity ID:	90334
School Status:	Open	School Open Date:	08/07/2008
Physical Address:	3015 South Power Road Mesa, AZ 85212	Website:	-
Phone:	480-830-3444	Fax:	480-830-4355
Grade Levels Served:	K-8	FY 2014 100th Day ADM:	276.316

#### Academic Performance Per Fiscal Year

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Liberty Arts Academy											
		2012 Traditional Elementary School (K-8)			2013 Traditional Elementary School (K to 8)			2014 Traditional Elementary School (K to 8)			
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
<b>1. Growth</b>	1a. SGP	Math	41	50	12.5	38	50	12.5	47	50	12.5
		Reading	54	75	12.5	55	75	12.5	48	50	12.5
1b. SGP Bottom 25%		Math	60	75	12.5	27	25	12.5	56	75	12.5
		Reading	57	75	12.5	64	75	12.5	48	50	12.5
		Measure	Points	Weight	Measure	Points	Weight	Measure	Points	Weight	

2. Proficiency		Assigned			Assigned			Assigned		
2a. Percent Passing	Math	63 / 64.6	50	7.5	57.2 / 64.4	50	7.5	55 / 63.5	50	7.5
	Reading	85 / 77.2	75	7.5	83.4 / 78.7	75	7.5	82.4 / 78.7	75	7.5
2b. Composite School Comparison	Math	-1.6	50	7.5	-5	50	7.5	-7.3	50	7.5
	Reading	7.1	75	7.5	6.4	75	7.5	4.1	75	7.5
2c. Subgroup ELL	Math	NR	0	0	36.4 / 41.6	50	2.5	NR	0	0
	Reading	NR	0	0	63.6 / 51.8	75	2.5	NR	0	0
2c. Subgroup FRL	Math	65 / 54.4	75	3.75	51.9 / 55	50	2.5	50.6 / 53.3	50	3.75
	Reading	85 / 69.7	75	3.75	81.5 / 71.8	75	2.5	81.6 / 70.4	75	3.75
2c. Subgroup SPED	Math	7 / 26.7	50	3.75	34.6 / 26.9	75	2.5	26.3 / 23.4	75	3.75
	Reading	40 / 37.9	75	3.75	65.4 / 39.8	75	2.5	63.2 / 37.4	75	3.75
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		67.19	100		60.62	100		60.94	100	

### Financial Performance

[Hide Section](#)

Charter Corporate Name: Kaizen Education Foundation dba Liberty Arts Academy  
 Charter CTDS: 07-85-71-000 Charter Entity ID: 90334  
 Charter Status: Open Contract Effective Date: 04/10/2002

### Financial Performance

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#### Kaizen Education Foundation dba Liberty Arts Academy

#### Near-Term Measures

	Fiscal Year 2014		Fiscal Year 2015	
	No	Meets	No	Meets
Going Concern		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 dba Liberty Arts Academy  
 Charter CTDS: 07-85-71-000 Charter Entity ID: 90334  
 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?	Does Not Meet	--
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)	ADE Monitoring CAP - Federal Title Funds	--
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?	Meets	--
Academic Performance Notifications	No issue identified	--
Teacher Resumes	No issue identified	--
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	--
<b>OVERALL RATING</b>	<b>Meets Operational Standard</b>	<b>--</b>

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**APPENDIX B**

**ACADEMIC DASHBOARD**

## Academic Performance

[Edit this section.](#)

## Liberty Arts Academy

		2012 Traditional Elementary School (K-8)			2013 Traditional Elementary School (K to 8)			2014 Traditional Elementary School (K to 8)		
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
<b>1. Growth</b>										
1a. SGP	Math	41	50	12.5	38	50	12.5	47	50	12.5
	Reading	54	75	12.5	55	75	12.5	48	50	12.5
1b. SGP Bottom 25%	Math	60	75	12.5	27	25	12.5	56	75	12.5
	Reading	57	75	12.5	64	75	12.5	48	50	12.5
<b>2. Proficiency</b>										
2a. Percent Passing	Math	63 / 64.6	50	7.5	57.2 / 64.4	50	7.5	55 / 63.5	50	7.5
	Reading	85 / 77.2	75	7.5	83.4 / 78.7	75	7.5	82.4 / 78.7	75	7.5
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	Reading	7.1	75	7.5	6.4	75	7.5	4.1	75	7.5
2c. Subgroup ELL	Math	NR	0	0	36.4 / 41.6	50	2.5	NR	0	0
	Reading	NR	0	0	63.6 / 51.8	75	2.5	NR	0	0
2c. Subgroup FRL	Math	65 / 54.4	75	3.75	51.9 / 55	50	2.5	50.6 / 53.3	50	3.75
	Reading	85 / 69.7	75	3.75	81.5 / 71.8	75	2.5	81.6 / 70.4	75	3.75
2c. Subgroup SPED	Math	7 / 26.7	50	3.75	34.6 / 26.9	75	2.5	26.3 / 23.4	75	3.75
	Reading	40 / 37.9	75	3.75	65.4 / 39.8	75	2.5	63.2 / 37.4	75	3.75
<b>3. State Accountability</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		B	75	5	B	75	5	B	75	5
<b>Overall Rating</b>		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		67.19			60.62			60.94		
		100			100			100		

**APPENDIX C**

**RENEWAL DSP FINAL EVALUATION**

## Demonstration of Sufficient Progress Final Evaluation

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### CHARTER INFORMATION

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<b>Charter Holder Name</b>	<b>Kaizen Education Foundation dba Liberty Arts Schools Academy</b>	<b>Liberty Arts Academy</b>
<b>Charter Holder Entity ID</b>	<b>90334</b>	<b>Purpose of DSP Submission</b> <b>Renewal</b>
<b>Site Visit Date</b>	<b>February 16, 2016</b>	

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### 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 3 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	Choose an item.	Choose an item.
1a. Student Median Growth Percentile (SGP) – Reading	Yes	Yes	No	Choose an item.	Choose an item.
1b. SGP Bottom 25% – Math	Yes	Yes	Yes	Choose an item.	Choose an item.
1b. SGP Bottom 25% – Reading	Yes	Yes	No	Choose an item.	Choose an item.
2a. Percent Passing – Math	Yes	Yes	Yes	Choose an item.	Choose an item.
2a. Percent Passing – Reading	No	N/A	N/A	Choose an item.	Choose an item.
2c. Subgroup, ELL – Math	Yes	Yes	No	Choose an item.	Choose an item.
2c. Subgroup, ELL – Reading	Yes	Yes	Yes	Choose an item.	Choose an item.
2c. Subgroup, FRL – Math	Yes	Yes	Yes	Choose an item.	Choose an item.
2c. Subgroup, FRL – Reading	No	N/A	N/A	Choose an item.	Choose an item.
2c. Subgroup, students with disabilities – Math	No	N/A	N/A	Choose an item.	Choose an item.
2c. Subgroup, students with disabilities – Reading	No	N/A	N/A	Choose an item.	Choose an item.

**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
<b>A. Evaluating Curriculum</b>		
What ongoing process does the Charter Holder use to evaluate curriculum? What criteria guide that process?	<b>YES</b>	C.A.1
What ongoing process does the Charter Holder use to evaluate how effectively the curriculum enables students to meet all <b>standards</b> ? What criteria guide that process?	<b>YES</b>	C.A.2
What ongoing process does the Charter Holder use to identify <b>curricular gaps</b> ? What criteria guide that process?	<b>YES</b>	C.A.3
<b>B. Adopting Curriculum</b>		
After curriculum is evaluated, what process does the Charter Holder use to determine if new and/or <b>supplemental curriculum</b> needs to be adopted? What criteria guide that process?	<b>YES</b>	C.B.1
Once the Charter Holder has chosen to adopt new and/or <b>supplemental curriculum</b> , how has the Charter Holder evaluated curriculum options? What criteria guide that process?	<b>YES</b>	C.B.2
<b>C. Revising Curriculum</b>		
After curriculum is evaluated, what process does the Charter Holder use to determine if curriculum must be revised? What criteria guide that process?	<b>YES</b>	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?	<b>YES</b>	C.C.2
<b>D. Implementing Curriculum</b>		
What ongoing process does the Charter Holder use to ensure curriculum is implemented with <b>fidelity</b> ? How have these expectations been communicated to instructional staff?	<b>YES</b>	C.D.1
What is the Charter Holder’s ongoing process to ensure consistent use of <b>curricular tools</b> ? How have these expectations been communicated to instructional staff?	<b>YES</b>	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?	<b>YES</b>	C.D.3
<b>E. Alignment of Curriculum</b>		
What process does the Charter Holder use to verify that the curriculum is aligned to Arizona’s College and Career Ready Standards?	<b>YES</b>	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?	<b>YES</b>	C.E.2
<b>F. Adapted to Meet the Needs of Subgroups</b>		
How does the Charter Holder assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	<b>YES</b>	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
<b>A. Developing the Assessment System</b>		
What ongoing process does the Charter Holder use to evaluate assessment tools? What criteria guide that process?	<b>YES</b>	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?	<b>YES</b>	A.A.2
What is the Charter Holder’s ongoing process to evaluate how the assessments are aligned to the <b><u>instructional methodology</u></b> ? What criteria guide that process?	<b>YES</b>	A.A.3
<b>B. Adapted to Meet the Needs of Subgroups</b>		
How does the assessment system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	<b>YES</b>	A.B.1
<b>C. Analyzing Assessment Data</b>		
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?	<b>YES</b>	A.C.1
What is the Charter Holder’s ongoing process to make adjustments to <b><u>curriculum</u></b> based on the data analysis? What criteria guide that process?	<b>YES</b>	A.C.2
What is the Charter Holder’s ongoing process to make adjustments to <b><u>instruction</u></b> based on the data analysis? What criteria guide that process?	<b>YES</b>	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
<b>A. Monitoring Instruction</b>		
What is the Charter Holder’s ongoing process to monitor that the instruction taking place is <ul style="list-style-type: none"> <li>• Aligned with ACCRS standards,</li> <li>• Implemented with <b>fidelity</b>,</li> <li>• Effective throughout the year, and</li> <li>• Addressing the identified needs of students in all four subgroups?</li> </ul>	<b>YES</b>	M.A.1
How is the Charter Holder monitoring instruction to ensure that it is leading all students to mastery of the standards?	<b>YES</b>	M.A.2
<b>B. Evaluating Instructional Practices</b>		
How does the Charter Holder evaluate the instructional practices of all staff?	<b>YES</b>	M.B.1
What is the Charter Holder’s ongoing process to identify the quality of instruction?	<b>YES</b>	M.B.2
How does the evaluation process identify the individual strengths, weaknesses, and needs of instructional staff?	<b>YES</b>	M.B.3
<b>C. Adapted to Meet the Needs of Subgroups</b>		
What is the Charter Holder’s ongoing process to evaluate supplemental instruction targeted to address the needs of students in the following subgroups?	<b>YES</b>	M.C.1
<b>D. Providing Feedback that Develops the Quality of Teaching</b>		
How does the Charter Holder analyze information about strengths, weaknesses, and needs of instructional staff?	<b>YES</b>	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?	<b>YES</b>	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
<b>A. Development of the Professional Development Plan</b>		
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 <b>professional development plan</b> is aligned with instructional <b>staff learning needs</b> ? What criteria are used to make those determinations?	YES	P.A.2
What is the Charter Holder’s ongoing process to address the <b>areas of high importance</b> in the <b>professional development plan</b> ? How are the areas of high importance determined?	YES	P.A.3
<b>B. Adapted to Meet the Needs of Subgroups</b>		
Identify how the Charter Holder provides professional development to ensure instructional staff is able to address the needs of students in all four <b>subgroups</b> .	YES	P.B.1
<b>C. Supporting High Quality Implementation</b>		
What is the Charter Holder’s ongoing process to provide <b>support</b> 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 <b>concrete resources</b> , necessary for high quality implementation, for instructional staff?	YES	P.C.2
<b>D. Monitoring Implementation</b>		
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 dba Liberty Arts Academy  
 School Name: Liberty Arts Academy

Site Visit Date: February 16, 2016  
 Required for: Renewal  
 Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p><b>[D.1]</b>            LAA 2014-2015 Data- Galileo Student Growth and Achievement Reports            LAA 2015-2016 Data- Galileo Student Growth and Achievement Reports            DSP Data Submission Spreadsheet 2014-2015            DSP Data Submission Spreadsheet 2015-2016</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) - Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.</b></p> <ul style="list-style-type: none"> <li>Comparison of percent of students above typical growth for FY15 and FY16 in Math indicates that the school has improved performance. In FY15, 56% of students demonstrated typical growth, and 62% of students demonstrated typical growth.</li> </ul> <p><b>Final Evaluation:</b></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 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><b>[D.2]</b>            LAA 2014-2015 Data- Galileo Student Growth and Achievement Reports            LAA 2015-2016 Data- Galileo Student Growth and Achievement Reports            DSP Data Submission Spreadsheet 2014-2015            DSP Data Submission Spreadsheet 2015-2016</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) - Reading</p> <p><b>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.</b></p> <ul style="list-style-type: none"> <li>Comparison of percent of students above typical growth for FY15 and FY16 in Reading indicates that the school has not improved performance. In FY15, 58% of students demonstrated typical growth, and 50% of students demonstrated typical growth. This decrease is indicative of 69 out of 119 students making expected growth in FY15, versus 60 out of 121 students making expected growth in FY16.</li> </ul> <p><b>Final Evaluation:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input 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 checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.         </td> </tr> </table>	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
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<p><b>[D.3]</b>            LAA 2014-2015 Data- Galileo Student Growth and Achievement Reports            LAA 2015-2016 Data- Galileo Student Growth and Achievement Reports</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math</b></p> <ul style="list-style-type: none"> <li>Comparison of percent of students above typical growth for FY15 and FY16 in Math indicates that the school has improved performance. In FY15, 31% of students demonstrated typical growth, and 55% of students</li> </ul>		

DSP Data Submission Spreadsheet 2014-2015 DSP Data Submission Spreadsheet 2015-2016	demonstrated typical growth.  <b>Final Evaluation:</b>	
<b>[D.4]</b> LAA 2014-2015 Data- Galileo Student Growth and Achievement Reports LAA 2015-2016 Data- Galileo Student Growth and Achievement Reports DSP Data Submission Spreadsheet 2014-2015 DSP Data Submission Spreadsheet 2015-2016	<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.
<b>[D.5]</b> Liberty Arts Academy % Passing Math DL and %tile	<b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing – Math  <b>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Math</b> <ul style="list-style-type: none"> <li>Comparison of proficiency data demonstrated an average change in percentile ranking of 1 point. In FY15, the percentile at the mid-year benchmark in grades 2-6 was 36. In FY16, by the mid-year benchmark was percentile was 37.</li> </ul> <b>Final Evaluation:</b>	
<b>[D.6]</b>  N/A	<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.	
	<b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing – Reading  Not Applicable	

<p><b>[D.7]</b> ELL % Passing Math DL and %tile</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, ELL – Math</p> <p><b>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Math.</b></p> <ul style="list-style-type: none"> <li>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 not able to demonstrate overall improvement.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[D.8]</b> ELL % Passing Reading DL and %tile</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, ELL – Reading</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Reading.</b></p> <ul style="list-style-type: none"> <li>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. However, data from AZELLA assessments indicates overall improvement in Scaled Scores, demonstrating an overall increase in proficiency from the Basic to Intermediate level.</li> </ul> <p><b>Final Evaluation:</b></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><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><b>[D.9]</b> Liberty Arts Academy % Passing Math DL and %tile</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, FRL – Math</p> <p>The Charter Holder’s FRL population is 68%. Therefore, the presented data indicates that the Percent Passing for the whole school and FRL population are the same.</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Math.</b></p> <ul style="list-style-type: none"> <li>• Comparison of proficiency data demonstrated an average change in percentile ranking of 1 point. In FY15, the percentile at the mid-year benchmark in grades 2-6 was 36. In FY16, by the mid-year benchmark was percentile was 37.</li> </ul> <p><b>Final Evaluation:</b></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><b>[D.10]</b> N/A</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, FRL – Reading</p> <p>Not Applicable</p>	
<p><b>[D.11]</b> N/A</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, Students with disabilities – Math</p> <p>Not applicable</p>	
<p><b>[D.12]</b> N/A</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading</p> <p>Not applicable</p>	



## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Kaizen Education Foundation dba Liberty Arts Academy  
 School Name: Liberty Arts Academy

Site Visit Date: February 16, 2016  
 Required for: Renewal  
 Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p><b>[C.A.1]</b></p> <p>ELA Curriculum            ELA DOK Chart            Math Curriculum            Math Quarter Focus Standards            ELA Monitoring Progress Charts            Math Monitoring Progress Charts            Curriculum Calendar            Leaders Calendar/Agenda            Leader Retreat Agenda            Coaches Calendar/Agenda            Evaluation Meeting Results            Coaching            Curriculum Quality Rubric            Lesson Plan Rubric            PMP Overview</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>Quarterly meetings to monitor the current curriculum alignment to AZCCRS using assessment data and standards, as outline in the TLG chart.</li> <li>The leadership team monitors and analyzes curriculum using multiple data points such as lesson plans, lesson observations, formative and summative assessments.</li> <li>Criteria for evaluation includes student interest, prior knowledge, standards-based content, articulated learning outcomes, instructional strategies, assessment strategies, and instructional resources.</li> </ul> <p><b>Final Evaluation:</b></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.
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<p><b>[C.A.2]</b></p> <p>Benchmark Assessment Data            Coaching logs            ELA Curriculum Maps            Math Curriculum Maps            LAA Lesson Plan            Lesson Plan Feedback Form            Lesson Plan Feedback Log            Lesson Plan Rubric            Action Plans            Meeting agenda            Sample of Curriculum Adoption with Rubric</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating how effectively the curriculum enables students to meet all standards.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>The Charter Holder deconstructs standards for both ELA and Math to align to curricular pacing guides. Rubrics are utilized to determine standards met, which are then reflected on standards-based report cards. This data is evaluated by curriculum coaches and the leadership team to determine if the curriculum is enabling students to meet the standards.</li> </ul> <p><b>Final Evaluation:</b></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.
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<p><b>[C.A.3]</b></p> <p>Classroom Walkthrough data</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder identifies curricular gaps.</p>		

<p>Goals Assessment reports Action Plans Meeting agenda</p>	<p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The school analyzes data to verify alignment to standards and the relationship and/or gaps in student achievement and monitoring of instruction.</li> <li>• The school establishes instructional goals that are based on benchmark assessments to set points of comparison to determine curricular gaps.</li> <li>• The school conducts quarterly analysis of the data to identify gaps.</li> <li>• The school collects data of alignment to standards using the curriculum pacing guides as a tool.</li> </ul> <p><b>Final Evaluation:</b></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><b>[C.B.1]</b>  TLG Curriculum Adoption/Monitoring Cycle Chart PD 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 Rubric completed Assessment data Action plan Meeting agenda</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder's process for adopting curriculum based on its evaluation processes.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• What is the Charter Holder's process for adopting curriculum based upon the evaluation processes?</li> <li>• The Charter Holder follows a specific curriculum adoption process, including using the quality curriculum evaluation rubric. At a district level, this process was conducted last in 2014. Leadership will consider new adoption based upon data analysis.</li> </ul> <p><b>Final Evaluation:</b></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><b>[C.B.2]</b></p> <p>Curriculum Quality Rubric Lesson Plan Rubric Assessment reports Action plan Meeting agenda Sample of Curriculum Adoption with Rubric</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for evaluating new and/or supplemental curriculum options.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Planning a meeting to review options aligned to the school’s supplemental needs.</li> <li>• Review materials using the rubric to ensure the materials align to the needs of the students.</li> <li>• Identify strengths and weaknesses of supplemental materials and resources using rubric on standards, coherence, and rigor.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[C.C.1]</b></p> <p>Action plan Quality Curriculum Evaluation (QCE) Rubric TLG Curriculum Adoption/ Monitoring Cycle Chart Sample of Curriculum Adoption with Rubric</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for revising curriculum based on its evaluation processes.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The Charter Holder follows a specific curriculum adoption/revision process, including using the quality curriculum evaluation rubric. Leadership team meets to go over the rubric to determine if revising curriculum is necessary.</li> <li>• Monitoring and evaluating the implementation of curriculum and alignment to AZCCRS.</li> <li>• Data is collected to determine the effectiveness of implementation based on the criteria for focus standards, coherence, and rigor.</li> <li>• Study data aligned to Quality Curriculum Evaluation Rubric to determine areas of refinement and reinforcement.</li> </ul> <p><b>Final Evaluation:</b></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><b>[C.C.2]</b></p> <p>TLG Curriculum Adoption/Monitoring Cycle Chart Quality Curriculum Evaluation Rubric Action plan Sample of Curriculum Adoption with Rubric</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for revising the curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The Charter Holder follows a specific curriculum adoption/revision process, including using the quality curriculum evaluation rubric.</li> <li>• Monitoring and evaluating the implementation of curriculum and alignment to AZCCRS.</li> <li>• Data is collected to determine the effectiveness of implementation based on the criteria for focus standards, coherence, and rigor.</li> <li>• Study data aligned to Quality Curriculum Evaluation Rubric to determine areas of refinement and reinforcement.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[C.D.1]</b></p> <p>PD Calendar PD Flow chart School leader sample agenda Curriculum Coach sample Classroom Walkthrough data TET Rubric Lesson Plan Rubric Coaching Log Form (log)</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> 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><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The school provides ongoing professional development on rubrics and curriculum expectations listed in the walk-through form/tool.</li> <li>• The criteria from the TET includes Lesson Delivery, Rigor, Assessment, and Engagement.</li> <li>• Expectations are observed using the tool, lesson plan reviews, and cognitive coaching support.</li> <li>• The school updates action plans monthly to focus on supporting instructional staffs’ needs to ensure curriculum is implemented with fidelity.</li> </ul> <p><b>Final Evaluation:</b></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><b>[C.D.2]</b></p> <p>PD Calendar          PD Flow chart          PD Flow chart          Thinking Maps follow-up          Follow-up plans</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for ensuring consistent use of curricular tools, and that these expectations have been communicated to instructional staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The school plans professional development to communicate expectations and access to curricular tools.</li> <li>• The school collects data via walk-through forms with a focus on Rigor and engagement.</li> <li>• The school studies the data to determine consistent use of curricular tools.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[C.D.3]</b></p> <p>Curriculum and Instruction Cycle          Teacher Goals          Class goals          Classroom Walkthrough data          Coaching Log Form (log)          Lesson Plan Feedback Form          Lesson Plan Feedback Log          Assessment calendar          Intervention groups (demo)          ELA Portfolio          Math Portfolio          Portfolio Rubric          Formative Assessment          Standards mastery report card          Pacing guides          Focus sheets</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process to ensure that all grade-level standards are taught to mastery within the academic year.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Review curriculum maps annual to ensure there are multiple opportunities to practice and apply grade level standards throughout the year and across content area.</li> <li>• The school compares instructional quality data to student assessments of grade level standards to determine any gaps.</li> <li>• Data is analyzed quarterly and intervention groups are developed to ensure students have opportunity to master standards.</li> <li>• Standards-based report cards are utilized as another measure of tracking standards mastery growth.</li> <li>• Teachers use pacing guides, focus sheets and lesson plans listing standards to be taught. Coaches and leadership evaluate these for use and consistency.</li> </ul> <p><b>Final Evaluation:</b></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><b>[C.E.1]</b></p> <p>ELA Curriculum Maps          Math Curriculum Maps          Lesson Plan Feedback Form          Lesson Plan Feedback Log          Classroom Walkthrough data          PMP Overview          Coaching Log Form (log)          Orientation Meeting Agenda          PD Flow chart Agenda          Action plan          Sample of Curriculum Adoption with Rubric          Pacing guides          Focus sheets</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for verifying that the curriculum is aligned to Arizona’s College and Career Ready Standards.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• TLG and the school review and update curriculum maps to ensure implementation of curriculum is tightly aligned to AZCCRS.</li> <li>• Ongoing professional development to ensure teachers are planning lessons aligned to the AZCCRS.</li> <li>• Aligning maps to lesson planning utilizing pacing guides and focus sheets.</li> <li>• Collect evidence of curriculum, instruction, and assessment to determine standards based instruction weekly using walkthrough data, lesson plan data, and assessment data.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[C.E.2]</b></p> <p>Benchmark assessment data          Coaching Log Form (log)          ELA Curriculum Maps          Math Curriculum Maps          LAA Lesson Plan          Lesson Plan Feedback Form          Lesson Plan Feedback Log          Classroom Walkthrough data</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> 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><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• TLG and the school review and update curriculum maps to ensure implementation of curriculum is tightly aligned to AZCCRS.</li> <li>• Ongoing professional development to ensure teachers are planning lessons aligned to the AZCCRS.</li> <li>• Aligning maps to lesson planning utilizing pacing guides and focus sheets.</li> <li>• Collect evidence of curriculum, instruction, and assessment to determine standards based instruction weekly using walkthrough data, lesson plan data, and assessment data.</li> </ul> <p><b>Final Evaluation:</b></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><b>[C.F.1]</b></p> <p>Sample of Curriculum Adoption with Rubric</p> <p>Bottom 25%</p> <ul style="list-style-type: none"> <li>• Teacher intervention group rosters (demo)</li> <li>• Focus group rosters (demo)</li> <li>• GAA Lesson Plan</li> <li>• Teacher Goals</li> <li>• Class goals</li> <li>• Assessment data (Site data)</li> </ul> <p>ELL Students</p> <ul style="list-style-type: none"> <li>• ELAS google site</li> <li>• Schools ILLP</li> <li>• GAA Lesson Plan</li> <li>• Teacher Goals</li> <li>• Class goals</li> <li>• Assessment data</li> </ul> <p>Students Eligible for FRL</p> <ul style="list-style-type: none"> <li>• Intervention group rosters (demo)</li> <li>• GAA Lesson Plan</li> <li>• Teacher Goals</li> <li>• Class goals</li> <li>• Assessment data</li> </ul> <p>Students with Disabilities</p> <ul style="list-style-type: none"> <li>• Student IEPs</li> <li>• GAA Lesson Plan</li> <li>• Teacher goals</li> <li>• ESS meeting sign-ins</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> 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><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Intervention groups are created in Galileo to track improvement on standards based assessment.</li> <li>• Students are provided additional support by the classroom teacher and a Title 1 paraprofessional.</li> <li>• Individual Language Learning Plans are created and updated quarterly to differentiate the curriculum for ELLS.</li> <li>• FRL students create individual goals to improve mastery of grade-level standards.</li> <li>• Individual Education Plans document the learning accommodations for students with disabilities.</li> <li>• The teachers collaborate with a site Special Education Coordinator and Special Education teacher to provide differentiates and skill-based services.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<table border="1" style="width: 100%;"> <tr> <td data-bbox="569 727 1243 1060"> <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="1243 727 1896 1060"> <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.
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## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Kaizen Education Foundation dba Liberty Arts Academy  
 School Name: Liberty Arts Academy

Site Visit Date: February 16, 2016  
 Required for: Renewal  
 Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome	
<b>[A.A.1]</b>  Assessment calendar Benchmark assessment data Growth data Coaching Log Form (log) ELA Curriculum Maps Math Curriculum Maps LAA Lesson Plan Lesson Plan Feedback Form Lesson Plan Feedback Log PD Calendar PD Flow chart Action plans	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating assessment tools.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Criteria and assessment are aligned to the state standards</li> <li>• The assessment calendar demonstrates that the school is assessing what students are expected to know and teachers are expected to teach</li> <li>• Liberty examines assessment data to ensure assessments are meeting standards</li> <li>• Ensure that what is being taught is being assessed and what is being assessed is being taught</li> </ul> <p><b>Final Evaluation:</b></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.
<b>[A.A.2]</b>  ELA Curriculum Maps Math Curriculum Maps LAA Lesson Plan Assessment calendar Action plan	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating how assessments are aligned to the curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Curriculum Maps provide teacher with the focus goals that will be assessed in each quarter</li> <li>• Curriculum purposefully aligns to the assessments, which is verified through lesson plans</li> </ul> <p><b>Final Evaluation:</b></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><b>[A.A.3]</b></p> <p>ELA/Math Qtr plan          ELA DOK Chart          Math Curriculum          Math Quarter Focus Standards          Assessment Cycle          Classroom Walkthrough data          Lesson Plan Feedback Form          Lesson Plan Feedback Log          PD Flow chart          Coaching Log Form (log)          Action plan</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating how the assessment system is aligned to the instructional methodology.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Focus standards documents provide standards, skills, essential skills, and depth of knowledge to align to the assessment system</li> <li>• Walkthrough data allows the Charter Holder to verify that instruction aligns to these expectations</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[A.B.1]</b></p> <p>Bottom 25% (demo)</p> <ul style="list-style-type: none"> <li>• Galileo assessments</li> <li>• State assessments</li> <li>• Attendance reports</li> <li>• Galileo Intervention Reports</li> </ul> <p>ELL Students (demo)</p> <ul style="list-style-type: none"> <li>• Schools ILLP</li> <li>• ELAS google site</li> <li>• Assessment data</li> <li>• State assessments</li> </ul>	<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><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the assessment system assesses each subgroup to determine the effectiveness of supplemental and/or differentiated instruction and curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Intervention groups are created in Galileo to track improvement on standards based assessment.</li> <li>• Students create individual goals to improve mastery of grade-level standards. Students use multiple assessments to track their learning goals.</li> <li>• After each quarterly assessment or benchmark, Attachment B (of the ILLP) is updated to track student progress.</li> <li>• The teachers collaborate with site Special Education Coordinator and Special Education teacher to provide assessments that adhere to the differentiated and skill-based services.</li> </ul> <p><b>Final Evaluation:</b></p>		

<ul style="list-style-type: none"> <li>• Attendance reports</li> <li>• Galileo Intervention Reports</li> </ul> <p>Students Eligible for FRL (demo)</p> <ul style="list-style-type: none"> <li>• Galileo assessments</li> <li>• State assessments</li> <li>• Attendance reports</li> <li>• Galileo Intervention Reports</li> </ul> <p>Students with disabilities</p> <ul style="list-style-type: none"> <li>• Galileo assessments</li> <li>• State assessments</li> <li>• Attendance reports</li> <li>• Galileo Intervention Reports</li> </ul>	<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><b>[A.C.1]</b></p> <p>PMP Overview          Grade level intervention group goals          Teacher Goals          Class goals          Assessment calendar          PD Flow chart          Coaching Log Form (log)          Assessment reports          Galileo intervention groups Goals</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for collecting and analyzing assessment data.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Implementation of the TLG Assessment calendar and data analysis schedule.</li> <li>• The school team plans a schedule to analyze the type of assessments listed in the assessment system and subgroup system.</li> <li>• 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.</li> <li>• The school studies areas of strength and needs to develop focus goals.</li> </ul> <p><b>Final Evaluation:</b></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><b>[A.C.2]</b></p> <p>ELA Portfolio Math Portfolio Portfolio Rubric Quality Curriculum Evaluation (QCE) Rubric Assessment reports Action plan Teacher Goals Class Goals</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the data analysis is used to make adjustments to curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Teachers set focus group goals for students that include needed interventions.</li> <li>• Portfolio rubrics allow teachers to see what goes in portfolios and how they align to the standards.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[A.C.3]</b></p> <p>Assessment data Coaching Log Form (log) ELA Curriculum Maps Math Curriculum Maps LAA Lesson Plan Lesson Plan Feedback Form Lesson Plan Feedback Log Classroom Walkthrough data TET Rubric Focus Group Goals Spreadsheet Focus Group Goals Form</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the data analysis is used to make adjustments to instruction.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Teachers set focus group goals for students that include needed interventions.</li> <li>• Coaches train and then work with teachers to implement small group instruction in order to support the needs of students.</li> <li>• Portfolio rubrics allow teachers to see what goes in portfolios and how they align to the standards.</li> </ul> <p><b>Final Evaluation:</b></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>
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## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Kaizen Education Foundation dba Liberty Arts Academy  
 School Name: Liberty Arts Academy

Site Visit Date: February 16, 2016  
 Required for: Renewal  
 Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p><b>[M.A.1]</b></p> <p>TET Rubric            Curriculum and Instruction Cycle            LAA Lesson Plan            ELA Curriculum Maps            Math Curriculum Maps            Assessment calendar            Teacher Goals            Class goals            Action plan            Coaching cycle</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> 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><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The school has a calendar and follow the cycle that includes pre-instruction, live instruction, post-instruction and evaluation using the TET rubric.</li> <li>• The school uses testing data to determine increased improvement and identify areas of weakness to revise using evidence.</li> <li>• 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.</li> <li>• The school revises teacher goals and individual growth plans to improve instruction focusing on Delivery, Assessment, Rigor, and Engagement.</li> </ul> <p><b>Final Evaluation:</b></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.
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<p><b>[M.A.2]</b></p> <p>ELA Curriculum Maps            Math Curriculum Maps            LAA Lesson Plan            Classroom Walkthrough data            Assessment report            Action plan</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how does the Charter Holder monitor instruction to ensure it is leading all students to mastery of the standards.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The school analyzes multiple data points to monitor the integration of AZCCRS are taught effectively, monitored, and assessed to increase student mastery.</li> <li>• The school collects evidence of curriculum, instruction, and assessments to determine standards-based</li> </ul>		

	<p>instruction is effective.</p> <ul style="list-style-type: none"> <li>Data will be compared across lesson plans, observations and assessment to monitor needs.</li> </ul> <p><b>Final Evaluation:</b></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><b>[M.B.1]</b></p> <p>Benchmark assessment data Coaching Log Form (log) ELA Curriculum Maps Math Curriculum Maps LAA Lesson Plan Lesson Plan Feedback Form Lesson Plan Feedback Log Classroom Walkthrough data Teacher Goals Class goals TET Rubric</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for evaluating instructional practices of all staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>Using data analysis for continuous improvement to monitor and revise the instructional process using criteria outline on the Leona Group Teacher Evaluation Tool (TET).</li> <li>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.</li> <li>The cycle includes pre-instruction, live instruction, post-instruction, and evaluation using the TET rubric.</li> </ul> <p><b>Final Evaluation:</b></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><b>[M.B.2]</b></p> <p>Curriculum and Instruction Cycle Teacher Goals Class goals Teacher Barometer Classroom Walkthrough data Coaching Log Form (log) Action plan</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process to identify the quality of instruction.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>The school conducts observation and coaching sessions to provide feedback to develop instructional quality.</li> <li>The school uses data from the evaluation instrument to identify areas of strength and need.</li> </ul> <p><b>Final Evaluation:</b></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><b>[M.B.3]</b></p> <p>Action plan  Curriculum and Instruction Cycle  Coaching Log Form (log)  LAA Lesson Plan  Classroom Walkthrough data  PD Calendar  PD Flow chart  Feedback Email to teacher</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how this process identifies individual strengths, weaknesses, and needs of instructional staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The school has planned action steps to outline the process of analyzing data to verify instructional and curricular effectiveness of instructional staff.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[M.C.1]</b></p> <p><b>Lesson Plan Feedback log</b>  Bottom 25% (demo)</p> <ul style="list-style-type: none"> <li>• Teacher intervention group rosters</li> <li>• Focus group rosters (demo)</li> <li>• LAA Lesson Plan</li> <li>• Teacher and Class Goals</li> <li>• Teacher Goals</li> <li>• Class goals</li> <li>• Assessment data</li> </ul>	<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><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process to evaluate supplemental instruction that is targeted to address the needs of students in all four subgroups.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Intervention groups will be analyzed weekly to improve instruction for students.</li> <li>• Teachers will have instructional goals set to address the bottom 25% of their students and non-proficient ELL students.</li> <li>• Teachers will track improvement on Attachments A and B of student ILLPs.</li> <li>• Teachers are required to include ELPO standards in their lesson plans.</li> <li>• Teachers will plan for accommodations in their lesson plans.</li> </ul> <p><b>Final Evaluation:</b></p>



<p>ELL Students</p> <ul style="list-style-type: none"><li>• TLG Google ELAS site</li><li>• Schools ILLP</li><li>• LAA Lesson Plan</li><li>• Teacher Goals</li><li>• Assessment data</li></ul> <p>Students Eligible for FRL</p> <ul style="list-style-type: none"><li>• Intervention group rosters (demo)</li><li>• LAA Lesson Plan</li><li>• Teacher and Class Goals</li><li>• Teacher Goals</li><li>• Class goals</li><li>• Assessment data</li></ul> <p>Students with Disabilities</p> <ul style="list-style-type: none"><li>• Student IEPs</li><li>• LAA Lesson Plan</li><li>• Teacher Goals</li><li>• Assessment data</li><li>• ESS meeting sign-ins</li></ul>	<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>
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<p><b>[M.D.1]</b></p> <p>Benchmark assessment data          Coaching Log Form (log)          ELA Curriculum Maps          Math Curriculum Maps          LAA Lesson Plan          Lesson Plan Feedback Form          Lesson Plan Feedback Log          Teacher Goals          Class Goals          QSI Professional Development google site          Classroom Walkthrough data          Feedback email to teacher</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder analyzes information about strengths, weaknesses, and needs of instructional staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The school analyzes multiple data points to determine instructional staff members’ strengths, weaknesses, and needs.</li> <li>• The school uses a continuous improvement systems approach to analyze the implementation strategies by multiple sources of data.</li> <li>• The school collects data using TET tools, goals, lesson plans, classroom observations, Cognitive Coaching, curriculum maps and assessments.</li> <li>• The school studies the needs of the instructional staff aligned to the criteria outlined in the TET rubric.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[M.D.2]</b></p> <p>ELA Curriculum Maps          Math Curriculum Maps          Lesson Plan Feedback Form          Lesson Plan Feedback Log          Elementary website (<a href="http://www.leonaqsiele.com/">http://www.leonaqsiele.com/</a>)          QSI Professional Development google site          Coaching Log Form (log)          Teacher Goals          Class goals          Classroom Walkthrough data          Action plan          Feedback email to teacher</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> 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><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Weekly feedback is on strength and needs is provided in an email after reviewing lesson plans.</li> <li>• Teachers receive consistent feedback about class observations via an email and coaching.</li> </ul> <p><b>Final Evaluation:</b></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 dba Liberty Arts Academy  
 School Name: Liberty Arts Academy

Site Visit Date: February 16, 2016  
 Required for: Renewal  
 Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome			
<p><b>[P.A.1]</b></p> <p>TET Rubric            PD Calendar            PD Flow chart            Professional Development Cycle            QSI Professional Development google site            TLG QSI elementary website (<a href="http://www.leonaqsiele.com/">http://www.leonaqsiele.com/</a>)            Lesson Plan Feedback Form            Lesson Plan Feedback Log            Classroom Walkthrough data            Thinking Maps PD            PD Flow Chart</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> 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><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The school leader, curriculum coach, and TLG Academic Services work together by using an ongoing process that is outlined in the Professional Development Cycle.</li> <li>• The school plans a needs-based assessment based on TET rubric, curriculum, assessment, data, and monitoring instruction.</li> <li>• The school collects data from multiple sources including surveys, assessments, individual growth plans, observation data and lesson plans.</li> <li>• The school defines professional development needs in the areas of Data Analysis, Curriculum, Assessment, Monitoring Instruction.</li> <li>• TLG uses HESS Cognitive Rigor Matrix as a framework for developing modules and topics throughout the year.</li> </ul> <p><b>Final Evaluation:</b></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><b>[P.A.2]</b></p> <p>ELA Curriculum Maps          Math Curriculum Maps          LAA Lesson Plan          Elementary website          (<a href="http://www.leonaqsiele.com/">http://www.leonaqsiele.com/</a>)          Coaching Log Form (log)          PD Calendar          PD Flow chart          QSI Professional Development          google site          TET Rubric          Thinking maps PD</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> that Charter Holder’s process to ensure the professional development plan is aligned with instructional staff learning needs.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>Identifying high quality strategies to be implemented, monitored, and coached to increase effectiveness of instruction.</li> <li>Needs are planned using evidence from curriculum, instruction, and assessment to identify areas of focus.</li> <li>High quality strategies are aligned to meet the needs of students, and strategies included in professional development and individualized coaching practices.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[P.A.3]</b></p> <p>Professional Development Cycle          Coaching Log Form (log)          Elementary website          (<a href="http://www.leonaqsiele.com/">http://www.leonaqsiele.com/</a>)          Teacher Goals          Class goals          PD Calendar/ Plan          PD Flow chart          QSI Professional Development          google site          TET Rubric          Professional development survey          data          Teacher barometers          Action plan          Thinking Maps PD</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process to determine and address the areas of high importance in the professional development plan.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>Analyzing data to verify instructional effectiveness to adjust focus as needed.</li> <li>Data is continuously collected from multiple data points aligned to the TET rubric to monitor and adjust professional development opportunities.</li> <li>Data is analyzed to determine areas of high importance and specific needs of teachers.</li> <li>A teacher barometer is created to adjust coaching plan at least once a quarter.</li> </ul> <p><b>Final Evaluation:</b></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><b>[P.B.1]</b></p> <p>Professional Development Cycle Class goals Focus goals Galileo intervention group reports (demo) Coaching Log Form (log) LAA Lesson Plan Nov 8 K-8 PLC</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> 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><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>Differentiated practices are embedded into each professional development session, including best practices, Thinking Maps, Kagan Strategies, SIOP strategies, and a variety of accommodations.</li> <li>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.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[P.C.1]</b></p> <p>ELA Curriculum Maps Math Curriculum Maps LAA Lesson Plan Elementary website (<a href="http://www.leonaqsiele.com/">http://www.leonaqsiele.com/</a>) Classroom Walkthrough data QSI Professional Development google site Teacher Goals Class goals PD Calendar/ Plan PD Flow chart Coaching Log Form (log)</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> 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><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>Implementation of the coaching model to provide systematic support to the instructional staff.</li> <li>Follow-up with teachers on professional development or a coaching session.</li> <li>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.</li> <li>Coaching logs are updated to document the support to the instructional staff on implementation of strategies learned in professional development.</li> </ul> <p><b>Final Evaluation:</b></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><b>[P.C.2]</b></p> <p>Professional Development Cycle          PD Calendar/ Plan          PD Flow chart          ELE website          (<a href="http://www.leonaqsiele.com/">http://www.leonaqsiele.com/</a>)          QSI Professional Development          google site          Coaching Log Form (log)          Teacher Goals          Class goals          LAA Lesson Plan          Mid-Yr PD ELE session power          point</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder identifies the resources that are necessary for high quality implementation.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>The Charter Holder provides a PD webpage that teachers can access with specific follow-up resources such as videos and tutorials, Kagan strategies, modeling, etc. that link directly with a PD calendar of topics covered.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[P.D.1]</b></p> <p>Walk through data          Coaching Log Form (log)          ELA Curriculum Maps          Math Curriculum Maps          LAA Lesson Plan          Lesson Plan Feedback Form          Lesson Plan Feedback Log          Professional Development          Portfolio Rubric          Teacher Goals          Class goals          Website          (<a href="http://www.leonaqsiele.com/">http://www.leonaqsiele.com/</a>)          Thinking Maps survey feedback</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><b>[P.D.2]</b></p> <p>Professional Development Cycle          PD Calendar/ Plan          Coaching Log Form (log)          Teacher Goals          Class goals          LAA Lesson Plan          PD Flow chart          Thinking Maps PD responses          MidYr PD ELE session</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder monitors and follows-up with instructional staff regarding implementation of the strategies learned in professional development.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Follow-up support is documented in the coaching log and used to update teacher goals.</li> <li>• The Charter Holder monitors implementation with survey feedback and teacher evaluation by instructional coach. If evaluations and/or feedback demonstrates that PD is not being implemented as intended, additional PD is provided and other supports put into place, including action plans and SMART goal development.</li> </ul> <p><b>Final Evaluation:</b></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**  
**FY2014 DSP SUBMISSION**



**DEMONSTRATION OF SUFFICIENT PROGRESS REPORT**

**CHARTER INFORMATION**

<b>Charter Holder Name</b>	<b>Kaizen Education Foundation, DBA as Liberty Arts Academy</b>	<b>Schools</b>	<b>Kaizen Education Foundation, DBA as Liberty Arts Academy</b>
<b>Charter Holder Entity ID</b>	<b>90334</b>	<b>Dashboard Year</b>	<b>FY14</b>
<b>Submission Date</b>	<b>January 1, 2016</b>	<b>Purpose of DSP Submission</b>	<b>Renewal</b>

**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: _____			
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)	Falls Far Below	Meets	Yes
Student Median Growth Percentile (SGP), Bottom 25%—Reading (Traditional and Small Schools Only)	Meets	Does Not Meet	Yes
Improvement—Math (Alternative High Schools Only)	Not Applicable	Not Applicable	No
Improvement—Reading (Alternative High Schools Only)	Not Applicable	Not Applicable	No
Percent Passing—Math	Does Not Meet	Does Not Meet	Yes
Percent Passing—Reading	Meets	Meets	No
Subgroup, ELL—Math	Does Not Meet	No Rating	Yes
Subgroup, ELL—Reading	Meets	No Rating	Yes
Subgroup, FRL—Math	Does Not Meet	Does Not Meet	Yes
Subgroup, FRL—Reading	Meets	Meets	No
Subgroup, students with disabilities—Math	Meets	Meets	No
Subgroup, students with disabilities—Reading	Meets	Meets	No
High School Graduation Rate (High Schools Only)	Not Applicable	Not Applicable	No
Academic Persistence (Alternative Schools Only)	Not Applicable	Not Applicable	No

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
<b>Internal Benchmarking data</b> has been disaggregated for <b>READING</b> from:	<b>Galileo</b>	Reading Galileo achievement data was analyzed by giving three benchmark tests in (fall, winter, spring) and analyzing growth.
<b>Internal Benchmarking data</b> has been disaggregated for <b>MATH</b> from:	<b>Galileo</b>	Math Galileo achievement data was analyzed by giving three benchmark tests (fall, winter, spring) and analyzing growth.
<b>High School Graduation Rate</b>	<b>Not Applicable</b>	<b>Liberty Arts Academy is a K-8 school.</b>
<b>Academic Persistence</b>	<b>Not Applicable</b>	<b>Liberty Arts Academy is a traditional school.</b>

**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, and ADE 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?*



Demonstration of Sufficient Progress Report

- 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?

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
Student Median Growth Percentile (SGP)— <b>Math</b>	A full review of GALILEO math benchmark assessment data from 2013-14 & 2014-15 SY from Test #1-2 & Test #1-3 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><b><u>2013-2014 Analysis:</u></b></p> <p>In 2013-2014, 54% of students demonstrated typical or above-typical growth between the August and December Math benchmarks; that number grew to 56% between the August and May Math benchmarks, demonstrating a 2.63% improvement.</p> <p><b><u>2014-2015 Analysis:</u></b></p> <p>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.</p> <p>As a result of the abrupt changes from 2013-2014 to 2014-2015, our students' typical to above typical growth fell from 51% (from August to December) to 35% (from August to May), showing a 16% decline in overall growth.</p> <p><b><u>Conclusion:</u></b></p> <p>Due to the paradigm shift we are</p>



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## Demonstration of Sufficient Progress Report

undergoing with CCRS, it is clear that students were not showing as much growth in 2014-2015 with the new standards as they did in 2013-2014.

### **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.

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Student Median Growth Percentile (SGP)—**Reading** A full review of ELA GALILEO benchmark assessment data from 2013-14 & 2014-15 SY from Test #1-2 & Test #1-3 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, 45% of students demonstrated typical or above-typical growth between the August and December Math benchmarks; that number grew to 48 % between the August and May Math Combo benchmarks, demonstrating a 3% improvement.

### **2014-2015 Analysis:**



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## Demonstration of Sufficient Progress Report

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, our students' typical to above typical growth fell from 58% (from August to December) to 46% (from August to May), showing a 12% decline in overall growth.

### **Conclusion:**

Due to the paradigm shift we are undergoing with CCRS, it is clear that students were not showing as much growth in 2014-2015 with the new standards as they did in 2013-2014.

### **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,

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

A full review of math GALILEO benchmark assessment data from our bottom 25% students in 2013-14 & 2014-15 SY from Test #1-2 & Test #1-3 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.

**2013-2014 Analysis:**

In 2013-2014, 46% of students demonstrated typical or above-typical growth between the August and December Math benchmarks; that number grew to 52% between the August and May Math benchmarks, demonstrating a 6% improvement.

**2014-2015 Analysis:**

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, our students' typical to above typical growth fell from 53% (from August to December) to 42 % (from August to May), showing a 11% decrease in students who showed adequate growth.

**Conclusion:**

Due to the paradigm shift we are undergoing with CCRS, it is clear that students were not showing as much growth in 2014-2015 with the new standards as they did in 2013-2014.

**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

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## Demonstration of Sufficient Progress Report

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.

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

A full review of ELA GALILEO benchmark assessment data from our bottom 25% students in 2013-14 & 2014-15 SY from Test #1-2 & Test #1-3 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, 61 % 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 Math benchmarks, demonstrating a decrease of 17% in the bottom 25% of students who continued to show adequate growth in reading.

### **2014-2015 Analysis:**

In 2014-2015 there were two extreme changes to the assessment tool. The test shifted to test AZCCRS and became a

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## Demonstration of Sufficient Progress Report

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, our students' typical to above typical growth fell from 43% (from August to December) to 29% (from August to May), showing a 14% overall decline.

### **Conclusion:**

Due to the paradigm shift we are undergoing with CCRS, it is clear that students were not showing as much growth in 2014-2015 with the new standards as they did in 2013-2014.

### **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.



Percent Passing—Math

A full review of GALILEO math benchmark assessment data from 2013-14 & 2014-15 SY from Test #1-2 & Test #1-3 was used to determine if proficiency was reached in math. Students in the upper left and upper right quadrants of our GALILEO scatter plot graphs (which are the students who met the proficiency cut scores) were included in the % proficient counts.

**2013-2014 Analysis:**

In 2013-2014, 55% of students demonstrated proficiency between the August and December Math benchmarks; that number decreased to 53% between the August and May Math benchmarks, demonstrating a 2% decrease in proficiency.

**2014-2015 Analysis:**

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, our students' proficiency was at 60 % (from August to December) and when proficiency was re-tested in May it was 54 % (from August to May), showing 6% overall decrease in proficiency.

**Conclusion:**

Due to the paradigm shift we are undergoing with CCRS, it is clear that students were not showing as much growth in 2014-2015 with the new standards as they did in 2013-2014.

**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



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## Demonstration of Sufficient Progress Report

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.

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### Subgroup, ELL—Math

A full review of the ELL student’s GALILEO math benchmark assessment data from 2013-14 & 2014-15 SY from Test #1-2 & Test #1-3 was used to determine if proficiency was reached in math. Students in the upper left and upper right quadrants of our GALILEO scatter plot graphs (which are the students who met the proficiency cut scores) were included in the % proficient counts.

#### **2013-2014 Analysis:**

In 2013-2014, 50% of ELL students demonstrated proficiency in math between the August and December Math benchmarks; that number stayed constant at 50% between the August and May.

#### **2014-2015 Analysis:**

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.

In spite of the abrupt changes from 2013-2014 to 2014-2015, our ELL students’ proficiency increased from 0% (August to



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## Demonstration of Sufficient Progress Report

December), and increased to 50% by May.

### **Conclusion:**

Due to the paradigm shift we are undergoing with CCRS, it is clear that students were not showing as much growth in 2014-2015 with the new standards as they did in 2013-2014.

### **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.

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Subgroup, ELL—**Reading**

A full review of ELL student's GALILEO ELA benchmark assessment data from 2013-14 & 2014-15 SY from Test #1-2 & Test #1-3 was used to determine if proficiency was reached in reading.

### **2013-2014 Analysis:**

In 2013-2014, 25 % of ELL students demonstrated proficiency in reading

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## Demonstration of Sufficient Progress Report

Students in the upper left and upper right quadrants of our GALILEO scatter plot graphs (which are the students who met the proficiency cut scores) were included in the % proficient counts.

between the August and December Reading benchmarks; that number increased to 50% between the August and May Reading benchmarks.

### **2014-2015 Analysis:**

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 in curriculum and assessment from 2013-2014 to 2014-2015, our ELL students' proficiency fell from 50 % (from August to December) to 0% approaching benchmark (from August to May). However, there were 2 students who tested at mid-point benchmark and 0 students who tested at the last benchmark.

### **Conclusion:**

Due to the paradigm shift we are undergoing with CCRS, it is clear that students were not showing as much growth in 2014-2015 with the new standards as they did in 2013-2014.

### **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



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## Demonstration of Sufficient Progress Report

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, FRL—Math

A full review of our FRL student's GALILEO math benchmark assessment data from 2013-14 & 2014-15 SY from Test #1-2 & Test #1-3 was used to determine if proficiency was reached in math. Students in the upper left and upper right quadrants of our GALILEO scatter plot graphs (which are the students who met the proficiency cut scores) were included in the % proficient counts.

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### **2013-2014 Analysis:**

In 2013-2014, 49% of students demonstrated typical or above-typical growth between the August and December Math benchmarks; that number decreased to 45% between the August and May Math benchmarks, demonstrating a 4% decrease in proficiency.

### **2014-2015 Analysis:**

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, our FRL students' proficiency fell from 60% (from August to December) to 42% (from August to May), showing a 18% decline in proficiency among FRL students.

### **Conclusion:**

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## Demonstration of Sufficient Progress Report

Due to the paradigm shift we are undergoing with CCRS, it is clear that students were not showing as much growth in 2014-2015 with the new standards as they did in 2013-2014.

### **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.



**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**



## Demonstration of Sufficient Progress Report

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

**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

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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



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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**



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Subgroup	Exempt	How does the Charter Holder 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
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"> <li>- Teacher intervention group rosters</li> <li>- Focus group rosters</li> <li>- Teacher lesson plans</li> <li>- Teacher goals</li> <li>- Assessment data</li> </ul>
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"> <li>- TLG Google ELAS site</li> <li>- Schools ILLPs</li> <li>- Teacher lesson plans</li> <li>- Teacher goals</li> <li>- Assessment data</li> </ul>
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"> <li>- Intervention group rosters</li> <li>- Teacher lesson plans</li> <li>- Teacher goals</li> <li>- Assessment data</li> </ul>
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"> <li>- Student IEPs</li> <li>- Teacher lesson plans</li> <li>- Teacher goals</li> <li>- Assessment data</li> <li>- ESS meeting sign-ins</li> </ul>



**AREA III: ASSESSMENT**

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

**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 <u>performance measures</u> 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-8 ELLs	Diagnostic	English Language	Proficiency	Annually
AZMerit	3-8	Summative	Reading & Math	Proficiency	Annually
ATI-GALILEO	2-8	Benchmark	Reading & Math	Growth & Proficiency	4 times per year
ATI-GALILEO	2-8	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



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- Coaching logs
- Curriculum maps and Lesson Plans
- Feedback on lesson plans and log
- Professional development plans and Flowchart
- Action plans

**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



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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

**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



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Students eligible for FRL	□	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.	<ul style="list-style-type: none"> <li>-Galileo assessments</li> <li>-State assessments</li> <li>-Attendance reports</li> <li>-Galileo Intervention Reports</li> </ul>
Students with disabilities	□	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.	<ul style="list-style-type: none"> <li>-Galileo assessments</li> <li>-State assessments</li> <li>-Attendance reports</li> <li>-Galileo Intervention Reports</li> </ul>

**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**



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- 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
- 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



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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**

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"> <li>- Teacher intervention group rosters</li> <li>- Focus group rosters</li> <li>- Teacher lesson plans</li> <li>- Teacher goals</li> <li>- Assessment data</li> </ul>
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"> <li>- TLG Google ELAS site</li> <li>- Schools ILLPs</li> <li>- Teacher lesson plans</li> <li>- Teacher goals</li> <li>- Assessment data</li> </ul>
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"> <li>- Intervention group rosters</li> <li>- Teacher lesson plans</li> <li>- Teacher goals</li> <li>- Assessment data</li> </ul>



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Students with disabilities	□	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 students with disabilities. Teachers will plan for accommodations in their lesson plans.	<ul style="list-style-type: none"> <li>- Student IEPs</li> <li>- Teacher lesson plans</li> <li>- Teacher goals</li> <li>- Assessment data</li> <li>- ESS meeting sign-ins</li> </ul>
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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 criterial 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



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and needs is provided in an email after reviewing lesson plans. Teachers receive consistent feedback about class observations via an email and coaching.

### Documentation

- 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**

- 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**



## Demonstration of Sufficient Progress Report

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, 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



## Demonstration of Sufficient Progress Report

- Curriculum maps
- Lesson plans
- Elementary website
- 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. Liberty Arts Academy is a K-8 school.

**Documentation**

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

**Documentation**

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

Documentation

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

Documentation

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

Documentation

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

**Documentation**

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

**Documentation**

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

