

## 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 Maya High School was required to submit a Performance Management Plan as an intervention because the school operated by the Charter Holder, Maya High School did not meet the academic expectations set forth by the Board. At the time Kaizen Education Foundation dba Maya High School 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 able 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, Maya High School received an overall rating of "Does Not Meet" the Board's academic standards.

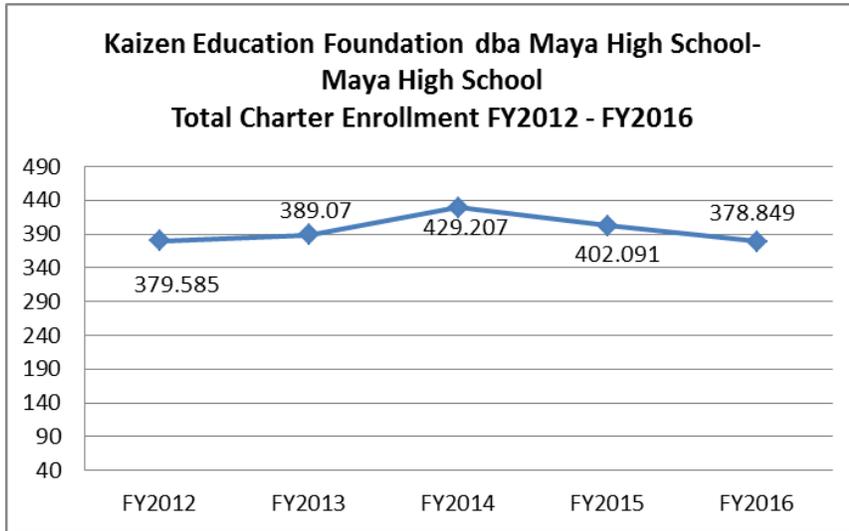
The Charter Holder meets the Board's Financial Performance Expectations.

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 Maya High School operates 1 school, Maya High School, serving grades 9-12 in Phoenix. Maya High School is designated as an alternative school. The graph below shows the Charter Holder's actual 100<sup>th</sup> day average daily membership (ADM) for fiscal years 2012-2015 and 40<sup>th</sup> day ADM for 2016.

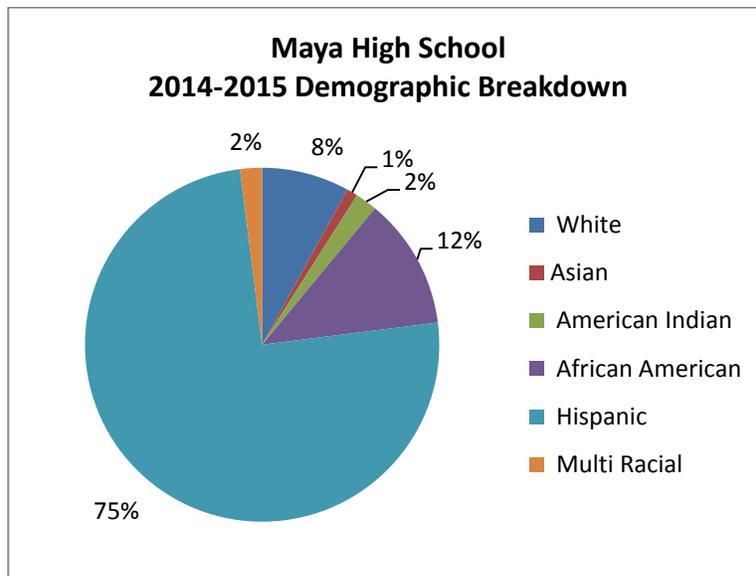




The academic performance of Maya High School is represented in the table below. The Academic Dashboard for the school can be seen in the appendix: B. Academic Dashboard.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Maya High School	10/20/1997	9-12	60.43/ C-ALT	50.42/ D-ALT	56.25/ C-ALT

The demographic data for Maya High School from the 2014-2015 school year is represented in the chart below.<sup>1</sup>



<sup>1</sup> Information provided by the Research and Evaluation Division of the ADE. ASBCS, March 14, 2016



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	Maya High School
Free and Reduced Lunch (FRL)	98%
English Language Learners (ELLs)	7%
Special Education	7%

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

### III. Additional School Choices

Maya High School is located in Phoenix near N. 37<sup>th</sup> Avenue and W. Glenn Drive. The following information identifies additional schools within a five-mile radius of the school and the academic performance of those schools.

There are 12 alternative schools serving grades 9-12 within a five-mile radius of Maya High School. 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.

Maya High School				Math 7%	ELA 6%		
Letter Grade	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable Math ( $\pm 5\%$ )	Comparable ELA ( $\pm 5\%$ )	Charter Schools	Meets Board's Standard
B-ALT	3	0	0	1	2	2	2
C-ALT	9	0	0	4	7	9	6

The table below presents the number of schools, sorted by FY14 letter grade, within a five mile radius of Maya High School, serving a comparable percentage of students ( $\pm 5\%$ ) in the identified subgroups.<sup>3</sup>

Maya High School	7%	98%	7%
Letter Grade	Comparable ELL ( $\pm 5\%$ )	Comparable FRL ( $\pm 5\%$ )	Comparable SPED ( $\pm 5\%$ )
B-ALT	2	0	1
C-ALT	5	0	8

<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.

<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



#### IV. Success of the Academic Program

For the past three years for which academic data is available, Maya High School has not met the Board's academic performance standards. The Overall Rating points have decreased by 4.18 from FY2012 to FY2014, and the school has been evaluated as "Does Not Meet" in all three fiscal years. From FY2013 to FY2014, the school demonstrated improvement of 5.83 points. Two measures that were evaluated as Falls Far Below for FY2013 improved to "Does Not Meet" in FY2014, and two measures that were evaluated as Falls Far Below for FY2013 improved to "Meets" in FY2014. Additionally, the school's A-F letter grade improved from D-ALT in FY2013 to C-ALT in 2014.

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

**January, 2012:** Kaizen Education Foundation dba Maya High School was notified that the Charter Holder was required to submit a Performance Management Plan on or before July 1, 2012 for the five-year interval review because Maya High School, a school operated by the Charter Holder, did not meet the Academic Expectations set forth by the Board.

**June, 2012:** Kaizen Education Foundation dba Maya High School timely submitted a Performance Management Plan.

**July, 2012:** Board staff completed an evaluation of the Charter Holder's FY2012 PMP and made the evaluation available to the Charter Holder. In that evaluation of the FY2012 PMP, Board staff determined that the Charter Holder's Performance Management Plan provided a sufficiently detailed, full description for all components.

**February, 2013:** The Board released FY2012 Academic Dashboards; Maya High School received an overall rating of "Does Not Meet" the Board's academic standards and Kaizen Education Foundation dba Maya High School did not meet the Board's Academic Performance Expectations.

**October, 2013:** The Board released FY2013 Academic Dashboards; Maya High School received an overall rating of "Does Not Meet" the Board's academic standards. Therefore, Kaizen Education Foundation dba Maya High School did not meet the Board's Academic Performance Expectations. The Charter Holder was assigned a DSP as part of an annual reporting requirement.

**January, 2014:** Following a preliminary evaluation of the FY2014 DSP, Board staff conducted a site visit on January, 30, 2014 to meet with the school's leadership and review all evidence provided by the Charter Holder. The Charter Holder was able to submit additional evidence for 48 hours after the site visit.

**February, 2014:** Board staff completed a final evaluation of the Charter Holder's FY2014 DSP and made the evaluation available to the Charter Holder. In that final evaluation of the FY2014 DSP, Board staff determined that the Charter Holder's Demonstration of Sufficient Progress was not acceptable in all areas. In areas that were evaluated as not acceptable, Board staff provided the Charter Holder with technical guidance. The findings contained in the final evaluation of the FY2014 DSP were grounded in a limited evaluation of the school's evidence as compared to the evaluation used in completing final evaluation of the FY2016 DSP submitted as part of the renewal application package.

**October, 2014:** The Board released FY2014 Academic Dashboards; Maya High School received an overall rating of "Does Not Meet" the Board's academic standards. Therefore, Kaizen Education Foundation dba Maya High School did not meet the Board's Academic Performance Expectations. The Charter Holder was assigned a DSP as part of an annual reporting requirement.



**June, 2015:** Board staff completed a final evaluation of the Charter Holder’s FY2015 DSP and made the evaluation available to the Charter Holder. In that final evaluation of the FY2015 DSP, Board staff determined that the Charter Holder’s Demonstration of Sufficient Progress was not acceptable in 3 of 6 areas. In areas that were evaluated as not acceptable, Board staff provided the Charter Holder with technical guidance.

**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 Maya High School (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 Maya High School were present at the site visit:

Name	Role
John Anderson	Principal, Maya High School
Willi Sanchez	Instructional Support Specialist, Maya High School
Larry McGill, Jr.	School Leader, South Pointe High School
Lauren Arnold	Data Specialist, South Pointe High School
Emily Britton	Director of QSI High School
Michele Kaye	C.O.O., TLG & Charter Representative
Mary Berg	Vice President, Academic Support Maya High School
Heidi Sinkovic	Director of Exceptional Student Services
Melissa Barnett	School Leader SPJHS/QHS
Darla Eddy	Director of Data Management



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

<b>Evaluation Summary</b>			
<b>Area</b>	<b>DSP Evaluation</b>		
	<b>Meets</b>	<b>Does Not Meet</b>	<b>Falls Far Below</b>
Data	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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"/>
Graduation Rate	<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 demonstrated evidence of a sustained improvement plan that includes implementation of a comprehensive curriculum system, a comprehensive assessment system, a comprehensive instructional monitoring system, a comprehensive professional development system, and a system for ensuring students in grades 9-12 graduate on time. Data and analysis provided at the site visit demonstrate comparative improvement year-over-year for at least the two most recent school years based on data generated from valid and reliable assessment sources.

Based on the findings summarized above and described in appendix D. Site Visit Inventory, staff determined that the Charter Holder demonstrated 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. Staff recommends the following language provided for consideration: Renewal is based on consideration of academic, fiscal and contractual compliance of the Charter Holder. In this case, the Charter Holder did not meet the Academic Performance Expectations set forth in the Board’s Performance Framework but was able to demonstrate sufficient progress toward the Board’s expectations. Additionally, the Board has adopted an academic Performance Framework that allows for additional consideration of the Charter Holder throughout the next contract period. 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 Maya High School.

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 Maya High School. Specifically, the Charter Holder, during the term of the contract, failed to meet the obligations of the contract or failed to comply with state law when it: (Board member must specify reasons the Board found during its consideration.)



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

## Five-Year Interval Report

[Back to reports list](#)

# ARIZONA STATE BOARD FOR CHARTER SCHOOLS

## *Renewal Summary Review*

## Interval Report Details

[Hide Section](#)

<b>Report Date:</b>	03/04/2016	<b>Report Type:</b>	Renewal
---------------------	------------	---------------------	---------

## Charter Contract Information

[Hide Section](#)

<b>Charter Corporate Name:</b>	Kaizen Education Foundation dba Maya High School		
<b>Charter CTDS:</b>	07-89-49-000	<b>Charter Entity ID:</b>	79882
<b>Charter Status:</b>	Open	<b>Contract Effective Date:</b>	04/10/2002
<b>Number of Schools:</b>	1	<b>Contractual Days:</b>	<ul style="list-style-type: none"> <li>• Maya High School: 144</li> </ul>
<b>Charter Grade Configuration:</b>	9-12	<b>Contract Expiration Date:</b>	04/09/2017
<b>FY Charter Opened:</b>	2003	<b>Charter Signed:</b>	04/10/2002
<b>Charter Granted:</b>	03/18/2002	<b>Charter Enrollment Cap</b>	700
<b>Corp. Type</b>	Non Profit		

## Charter Contact Information

[Hide Section](#)

<b>Mailing Address:</b>	7878 N. 16th St. Suite 150 Phoenix, AZ 85020	<b>Website:</b>	—
<b>Phone:</b>	602-953-2933	<b>Fax:</b>	602-277-4900
<b>Mission Statement:</b>	The mission of Maya High School is to help all students develop basic skills, understanding and attitudes necessary to become productive citizens. We accomplish this through an integrated approach using curriculum aligned to the Arizona State Standards and relevant instruction. The school serves young people for whom traditional schools have not been effective and predictably will not be in the future. As such, essentially all students meet one or more of Arizona's definitions for an alternative school. That is, they have behavioral issues, have dropped out or are likely to drop out, are pregnant or parenting, have a history of academic failure or have been adjudicated. It is the specific mission of the school to serve such students.		
<b>Charter Representatives:</b>	<b>Name:</b>	<b>Email:</b>	<b>FCC Expiration Date:</b>
	1.) Mr. Theodore Frederick	ted.frederick@kaizenfoundation.org	—
	2.) Michele Kaye	michele.kaye@leonagroup.com	—

## Academic Performance - Maya High School

[Hide Section](#)

<b>School Name:</b>	Maya High School	<b>School CTDS:</b>	07-89-49-001
<b>School Entity ID:</b>	10748	<b>Charter Entity ID:</b>	79882
<b>School Status:</b>	Open	<b>School Open Date:</b>	10/20/1997
<b>Physical Address:</b>	3660 West Glendale Ave. Phoenix, AZ 85051	<b>Website:</b>	http://www.mayahs.com/
<b>Phone:</b>	602-242-3442	<b>Fax:</b>	602-242-5255
<b>Grade Levels Served:</b>	9-12	<b>FY 2014 100<sup>th</sup> Day ADM:</b>	429.207

## Academic Performance Per Fiscal Year

[Hide Section](#)

Maya High School

		2012 Alternative High School (9 to 12)			2013 Alternative High School (9 to 12)			2014 Alternative High School (9 to 12)			
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
<b>1. Growth</b>											
1a. SGP	Math	45	75	2.5	15	25	2.5	30	50	2.5	
	Reading	46	75	2.5	38.5	50	2.5	30	50	2.5	
1b. Improvement	Math	20.5	50	12.5	16	25	12.5	30.4	75	12.5	
	Reading	41	50	12.5	38.5	50	12.5	27.7	25	12.5	
<b>2. Proficiency</b>											
2a. Percent Passing	Math	12 / 19.6	50	10	10 / 19.2	50	10	24.8 / 20.4	75	10	
	Reading	39 / 47.8	50	10	35.4 / 50.6	25	10	38.9 / 53.5	25	10	
2b. Subgroup ELL	Math	8 / 17.6	50	1.67	8 / 20.3	50	1.67	21.7 / 20.4	75	1.67	
	Reading	33 / 40.7	50	1.67	18.1 / 47.6	50	1.67	31.2 / 47.6	50	1.67	
2b. Subgroup FRL	Math	12 / 18.6	50	1.67	10.2 / 18.1	50	1.67	24.8 / 20.3	75	1.67	
	Reading	39 / 46.6	50	1.67	35.4 / 49.2	25	1.67	39.1 / 52.3	50	1.67	
2b. Subgroup SPED	Math	7 / 4.6	75	1.67	0 / 5.8	25	1.67	10 / 5.3	75	1.67	
	Reading	13 / 20.9	50	1.67	15.6 / 23.3	50	1.67	17.6 / 27.2	50	1.67	
<b>3. State Accountability</b>											
3a. State Accountability		C-ALT	50	5	D-ALT	25	5	C-ALT	50	5	
<b>4. Graduation</b>											
4a. Graduation		Met	75	15	Met	75	15	Not Met	50	15	
4b. Academic Persistence		89	75	20	87	75	20	80	75	20	
<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		60.43			100	50.42			100	56.25	

Financial Performance

[Hide Section](#)

Charter Corporate Name: Kaizen Education Foundation dba Maya High School  
 Charter CTDS: 07-89-49-000 Charter Entity ID: 79882  
 Charter Status: Open Contract Effective Date: 04/10/2002

Financial Performance

[Hide Section](#)

Kaizen Education Foundation dba Maya High School

Near-Term Measures

Going Concern

Fiscal Year 2014		Fiscal Year 2015	
No	Meets	No	Meets

Unrestricted Days Liquidity	32.83	Meets	52.01	Meets
Default	No	Meets	No	Meets

Sustainability Measures (Negative numbers indicated by parentheses)

Net Income	\$1,869,154	Meets	\$1,255,996	Meets
Fixed Charge Coverage Ratio	1.86	Meets	1.62	Meets
Cash Flow (3-Year Cumulative)	\$1,664,619	Meets	\$4,011,547	Meets

Cash Flow Detail by Fiscal Year	FY 2014	FY 2013	FY 2012	FY 2015	FY 2014	FY 2013
	\$934,493	\$730,126	—	\$2,346,928	\$934,493	\$730,126

Meets Board's Financial Performance Expectations

## Operational Performance

[Hide Section](#)

<b>Charter Corporate Name:</b>	Kaizen Education Foundation dba Maya High School		
<b>Charter CTDS:</b>	07-89-49-000	<b>Charter Entity ID:</b>	79882
<b>Charter Status:</b>	Open	<b>Contract Effective Date:</b>	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	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Meets	--
2.b. Is the charter holder administering student admission and attendance appropriately?	Meets	--
2.c. Is the charter holder maintaining a safe environment consistent with state and local requirements?	Meets	--
2.d. Is the charter holder transparent in its operations?	Meets	--
2.e. Is the charter holder complying with its obligations to the Board?	Meets	--
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Meets	--
3. Is the charter holder complying with all other obligations?	Meets	--
<b>OVERALL RATING</b>	<b>Meets Operational Standard</b>	--

Last Updated: 2015-11-19 11:19:26

**APPENDIX B**  
**ACADEMIC DASHBOARD**

## Academic Performance

[Edit this section.](#)

### Maya High School

		2012 Alternative High School (9 to 12)			2013 Alternative High School (9 to 12)			2014 Alternative High School (9 to 12)			
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
<b>1. Growth</b>											
1a. SGP	Math	45	75	2.5	15	25	2.5	30	50	2.5	
	Reading	46	75	2.5	38.5	50	2.5	30	50	2.5	
1b. Improvement	Math	20.5	50	12.5	16	25	12.5	30.4	75	12.5	
	Reading	41	50	12.5	38.5	50	12.5	27.7	25	12.5	
<b>2. Proficiency</b>											
2a. Percent Passing	Math	12 / 19.6	50	10	10 / 19.2	50	10	24.8 / 20.4	75	10	
	Reading	39 / 47.8	50	10	35.4 / 50.6	25	10	38.9 / 53.5	25	10	
2b. Subgroup ELL	Math	8 / 17.6	50	1.67	8 / 20.3	50	1.67	21.7 / 20.4	75	1.67	
	Reading	33 / 40.7	50	1.67	18.1 / 47.6	50	1.67	31.2 / 47.6	50	1.67	
2b. Subgroup FRL	Math	12 / 18.6	50	1.67	10.2 / 18.1	50	1.67	24.8 / 20.3	75	1.67	
	Reading	39 / 46.6	50	1.67	35.4 / 49.2	25	1.67	39.1 / 52.3	50	1.67	
2b. Subgroup SPED	Math	7 / 4.6	75	1.67	0 / 5.8	25	1.67	10 / 5.3	75	1.67	
	Reading	13 / 20.9	50	1.67	15.6 / 23.3	50	1.67	17.6 / 27.2	50	1.67	
<b>3. State Accountability</b>											
3a. State Accountability		C-ALT	50	5	D-ALT	25	5	C-ALT	50	5	
<b>4. Graduation</b>											
4a. Graduation		Met	75	15	Met	75	15	Not Met	50	15	
4b. Academic Persistence		89	75	20	87	75	20	80	75	20	
<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		60.43			100	50.42			100	56.25	

**APPENDIX C**

**RENEWAL DSP FINAL EVALUATION**

## Demonstration of Sufficient Progress Final Evaluation

---

### CHARTER INFORMATION

---

<b>Charter Holder Name</b>	<b>Kaizen Education Foundation dba Maya High Schools School</b>	<b>Maya High School</b>
<b>Charter Holder Entity ID</b>	<b>79882</b>	<b>Purpose of DSP Submission</b> <b>Renewal</b>
<b>Site Visit Date</b>	<b>February 17, 2016</b>	

---

### 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, Professional Development, and Graduation Rate.
  - 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

In the area of Data, the Charter Holder's DSP is evaluated as Meets. As evidenced at the site visit, the data provided by the Charter Holder showed improvement year-over-year for the two most recent school years in all measure required by the Board. For more detailed analysis see Data Inventory (appendix: d. Renewal DSP Site Visit Inventory Forms, i. Site Visit Inventory – Data).

Assessment Measure	Data Required	Comparative Data Provided	Data Shows Improvement	Sufficient explanation of HOW data was analyzed	Sufficient explanation of what conclusions were drawn
1a. Student Median Growth Percentile (SGP) – Math	Yes	Yes	Yes	Yes	Yes
1a. Student Median Growth Percentile (SGP) – Reading	Yes	Yes	Yes	Yes	Yes
2a. Percent Passing – Math	Yes	Yes	Yes	Yes	Yes
2a. Percent Passing – Reading	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, ELL – Math	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, ELL – Reading	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, FRL – Math	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, FRL – Reading	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, students with disabilities – Math	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, students with disabilities – Reading	Yes	Yes	Yes	Yes	Yes
4a. High School Graduation Rate	Yes	Yes	Yes	Yes	Yes
4b. Academic Persistence	No	N/A	N/A	Yes	Yes

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

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

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

Question	Sufficient Evidence	Site Visit Inventory Item
<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?	<b>YES</b>	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?	<b>YES</b>	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?	<b>YES</b>	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> .	<b>YES</b>	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?	<b>YES</b>	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?	<b>YES</b>	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?	<b>YES</b>	P.D.1
How does the Charter Holder follow-up with instructional staff regarding implementation of the strategies learned in professional development?	<b>YES</b>	P.D.2

**Graduation Rate:** *The area of Graduation Rate is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a system for ensuring students in grades 9-12 graduate on time that addresses each of the required elements.

For more detailed analysis see Graduation Rate Inventory (appendix: e. Renewal DSP Site Visit Inventory Forms, vi. Site Visit Inventory – Graduation Rate).

Question	Sufficient Evidence	Site Visit Inventory Item
<b>A. Monitoring Progress Toward Timely Graduation</b>		
What is the Charter Holder’s ongoing process to create academic and career plans?	<b>YES</b>	G.A.1
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?	<b>YES</b>	G.A.2
<b>B. Addressing Barriers to Timely Graduation</b>		
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?	<b>YES</b>	G.B.1
What is the Charter Holder’s ongoing process to evaluate the processes described above to determine effectiveness? What criteria guide that process?	<b>YES</b>	G.B.2

**APPENDIX D**

**RENEWAL DSP SITE VISIT**

**INVENTORY FORMS**



## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Kaizen Education Foundation dba Maya High School  
 School Name: Maya High School

Site Visit Date: February 17, 2016  
 Required for: Renewal  
 Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome	
<b>[D.1]</b>  2014-2015 Data- Galileo Student Growth and Achievement Reports 2015-2016 Data- Galileo Student Growth and Achievement Reports	<b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) - Math  <b>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.</b> <ul style="list-style-type: none"> <li>Comparison of percent of students above the expected growth target for FY15 and FY16 in Algebra 1 indicates that the school has improved performance. In FY15, 41.67% of students were above the growth target of 24, and for FY16, 42.8% of students were above the growth target of 21.</li> </ul>	
	<b>Final Evaluation:</b> <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.2]</b>  2014-2015 Data- Galileo Student Growth and Achievement Reports 2015-2016 Data- Galileo Student Growth and Achievement Reports	<b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) - Reading  <b>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.</b> <ul style="list-style-type: none"> <li>Comparison of percent of students above typical growth for FY15 and FY16 in ELA 9 and 10 indicates that the school has improved performance. In FY15, 44% of students, and in FY16 59% of students demonstrated above typical growth.</li> </ul>	
	<b>Final Evaluation:</b> <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.3]</b>  N/A	<b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) Improvement – Math  Not Applicable	

<p><b>[D.4]</b></p> <p>N/A</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) Improvement – Reading</p> <p>Not Applicable</p>	
<p><b>[D.5]</b></p> <p>Kaizen Education Foundation dba Maya High School Percent Passing Math ALL Data Algebra Percent Passing</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing – Math.</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Math</b></p> <ul style="list-style-type: none"> <li>Comparison of proficiency data demonstrated that the increase in percentile on Galileo benchmark assessments for students in Algebra 1 was 3%. This was demonstrated by an increase from 20% in FY15 to 23% in FY16.</li> </ul> <p><b>Final Evaluation:</b></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.6]</b></p> <p>Kaizen Education Foundation dba Maya High School Percent Passing ELA ALL Data ELA Percent Passing</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing – Reading</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Reading.</b></p> <ul style="list-style-type: none"> <li>Comparison of proficiency data demonstrated that the increase in percentile on Galileo benchmark assessments for students in ELA 9 and 10 was 16.5%. This was demonstrated by an increase from 1.5% in FY15 to 18% in FY16.</li> </ul> <p><b>Final Evaluation:</b></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.7]</b></p> <p>Maya High School Math ELL Data Algebra Percent Passing</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 demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Math.</b></p> <ul style="list-style-type: none"> <li>Comparison of proficiency data demonstrated that the increase in percentile on Galileo benchmark assessments for ELL students in Algebra 1 was 5%. This was demonstrated by an increase from 9% in FY15 to 14% in FY16.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[D.8]</b></p> <p>Maya High School Reading ELL Data ELA Percent Passing</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>Comparison of proficiency data demonstrated that the increase in percentile on Galileo benchmark assessments for ELL students in ELA 9 and 10 was 9.2%. This was demonstrated by an increase from 2.8% in FY15 to 12% in FY16.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[D.9]</b></p> <p>Kaizen Education Foundation dba Maya High School Percent Passing Math ALL Data Algebra Percent Passing</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 operates as a school with 100% Free and Reduced Lunch based on provision 2 of the National School Lunch Program.</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 that the increase in percentile on Galileo benchmark assessments for students in Algebra 1 was 3%. This was demonstrated by an increase from 20% in FY15 to 23% in FY16.</li> </ul> <p><b>Final Evaluation:</b></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>

	<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.10]</b>  Kaizen Education Foundation dba Maya High School Percent Passing ELA ALL Data ELA Percent Passing	<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>The Charter Holder operates as a school with 100% Free and Reduced Lunch based on provision 2 of the National School Lunch Program.</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Reading.</b></p> <ul style="list-style-type: none"> <li>Comparison of proficiency data demonstrated that the increase in percentile on Galileo benchmark assessments for students in ELA 9 and 10 was 16.5%. This was demonstrated by an increase from 1.5% in FY15 to 18% in FY16.</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.
<b>[D.11]</b>  Kaizen Education Foundation dba Maya High School Percent Passing Math ALL Data Algebra Percent Passing	<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><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Math.</b></p> <ul style="list-style-type: none"> <li>Comparison of proficiency data demonstrated that the increase in percentile on Galileo benchmark assessments for students with disabilities in Algebra 1 was 12%. This was demonstrated by an increase from 7% in FY15 to 19% in FY16.</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.12]</b></p> <p>Kaizen Education Foundation dba Maya High School Percent Passing ELA ALL Data ELA Percent Passing</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><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading.</b></p> <ul style="list-style-type: none"> <li>Comparison of proficiency data demonstrated that the increase in percentile on Galileo benchmark assessments for students with disabilities in ELA 9 and 10 was 11%. This was demonstrated by an increase from 3% in FY15 to 14% in FY16.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[D.13]</b></p> <p>High School Grad Rate 2015-2016 Projected Grad Rate</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved performance in High School Graduation Rate</p> <p><b>The documents provided demonstrate evidence of improved performance in High School Graduation Rate.</b></p> <ul style="list-style-type: none"> <li>Comparison of graduation rate data demonstrated graduation rate improvement of 13 percentage points. Credit completion indicated 5 year graduation rate data for cohort of 2014 was 32% and the projected 5 year graduation rate for cohort of 2015 at 45%.</li> </ul> <p><b>Final Evaluation:</b></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>



## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Kaizen Education Foundation dba Maya High School  
 School Name: Maya High School

Site Visit Date: February 17, 2016  
 Required for: Renewal  
 Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p><b>[C.A.1]</b>            Lesson Plan Submission &amp; Feedback Log            Curriculum Maps            Galileo data including Class Dev Profile Grid            Lesson Plan emails            Lesson Plan Feedback Docs            Pre/Post Test Data</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>• BTS Team Meetings</li> <li>• Curriculum Maps</li> <li>• Evaluation of lesson plans/feedback</li> <li>• Data analysis (Galileo &amp; AZMerit)</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>[C.A.2]</b>            Lesson Plans &amp; Lesson Plan Feedback (Located in Area II, Section A, Question 1)            Curriculum Maps (Located in Area II, Section A, Question 1)            Data Review Docs</p> <ul style="list-style-type: none"> <li>• AZMerit</li> <li>• Galileo Benchmark (Located in Area I)</li> <li>• Galileo Pre/Post (Located in Area II, Section A, Question 1)</li> <li>• AZELLA</li> <li>• Galileo Class Dev Profile</li> </ul>	<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>• Teachers use standard-aligned curriculum maps to guide instructional planning and use a standards-based lesson plan which aligns to the curriculum maps.</li> <li>• Teachers assess standards mastery after instruction to determine the course of action.</li> <li>• The teacher and leadership use pre-post assessment data in Galileo to determine student achievement and growth.</li> <li>• Teachers and leadership team evaluate state testing growth and achievement results to evaluate the effectiveness of the curriculum.</li> <li>• Utilize the following tools:             <ul style="list-style-type: none"> <li>○ Benchmark testing using ATI Galileo</li> </ul> </li> </ul>		

<p>Grids (Located in Area II, Section A, Question 1)</p>	<ul style="list-style-type: none"> <li>○ Pre- and Post- testing in all classes</li> <li>○ AZMerit testing results</li> <li>○ AZELLA results</li> <li>● Quarterly data-driven team meetings use disaggregated data that shows how students perform on each tested standard.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[C.A.3]</b>  Lesson Plan Submission &amp; Feedback Log (Located in Area II, Section A, Question 1)  Curriculum Maps (Located in Area II, Section A, Question 1)  Galileo data including Class Dev Profile Grid (Located in Area II, Section A, Question 1)  BTS (PLC) Meeting Notes  Lesson Plan Emails (Located in Area II, Section A, Question 1)  Lesson Plan Feedback Docs (Located in Area II, Section A, Question 1)</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><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>● Curriculum maps have pacing tallies that evidence the number of times each grade level CCRS standard is covered by a term’s curriculum map. Using these tallies in conjunction with student data, content workgroups are called Break Through to Success (BTS) Teams at Maya High School (similar to PLC Teams), are able to make modifications to curriculum maps at the end of each year to address any gaps.</li> <li>● BTS Teams meet on a weekly basis.</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.
	<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>[C.B.1]</b>  School Culture Survey (SRSI Data) EOY data for AZMerit &amp; Galileo (Located in Area II, Section A, Question 2 [AzMERIT] and Area I [Galileo])  BTS (PLC) minutes (Located in Area II, Section A, Question 3)  CMO Curriculum Adoption Cycle</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>• Ongoing process established by Leona Group</li> <li>• School Culture Survey</li> <li>• CMO Curriculum Adoption Cycle</li> <li>• BTS Meetings</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[C.B.2]</b>  PD Meeting Notes  Blended Learning Grant docs  CMO Curriculum Adoption Cycle (Located in Area II, Section B, Question 1)</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>• Maya High School uses the following criteria to evaluate curriculum options to determine what to adopt: <ul style="list-style-type: none"> <li>○ Aligned to AZCCRS</li> <li>○ Compatible to the school’s technology</li> <li>○ Address school areas of improvement (based on assessment data)</li> <li>○ Research-based</li> <li>○ Cost-effective</li> </ul> </li> <li>• The school adopted ThinkCerca and TenMarks. Stakeholders met to evaluate the curriculum according to criteria.</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>[C.C.1]</b>  Lesson Plan Submission &amp; Feedback Log (Located in Area II, Section A, Question 1)  Curriculum Maps (Located in Area II, Section A, Question 1)  Galileo data including Class Dev Profile Grid (Located in Area II, Section A, Question 1)  BTS (PLC) minutes (Located in Area II, Section A, Question 3)  Lesson Plan Emails (Located in Area II, Section A, Question 1)  Lesson Plan Feedback Docs (Located in Area II, Section A, Question 1)  CMO Content Workgroup Agendas  PD Calendar</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>• How BTS teams review pacing tallies used to determine how many times the standards are covered</li> <li>• Evaluation of lesson plans</li> <li>• Data analysis (Galileo &amp; AzMerit)</li> <li>• Curriculum Maps</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[C.C.2]</b>  School Culture Survey (SRSI Data) (Located in Area II, Section B, Question 1)  EOY data for AZMerit &amp; Galileo (Located in Area II, Section A, Question 2 [AzMERIT] and Area I [Galileo])  BTS (PLC) minutes (Located in Area II, Section A, Question 3)  Curriculum Maps (Located in Area II, Section A, Question 1)  CMO Content Workgroup Agendas (Located in Area II, Section C, Question 1)  PD Calendar (Located in Area II, Section C, Question 1)</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>• BTS Team processes</li> <li>• CMO Content Workgroups</li> <li>• Curriculum maps</li> <li>• Data analysis (Galileo &amp; AzMerit)</li> <li>• Professional development calendar</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>[C.D.1]</b> Lesson Plan Submission &amp; Feedback Log (Located in Area II, Section A, Question 1) Walkthrough Observation Data Leona Teacher Evaluation Instrument</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>• Courses are aligned to the appropriate adopted curriculum maps. This ensures that there is consistency in standards coverage and rigor for all courses, regardless of the teacher.</li> <li>• Through the lesson plan submission and feedback log, leadership evidences that all teachers are aligning their lesson plans to the standards and maps provided.</li> <li>• Daily classroom walkthroughs, formal and informal, by administration validate that the written plans are being executed with fidelity in the classrooms.</li> <li>• In their evaluations, teachers are held accountable for adhering to the campus written curriculum maps, submitting and using aligned lesson plans using the campus template, providing differentiated learning opportunities, using classroom data aligned to the RTI model, and engaging in data analysis at the year’s end and participating in collaborative revisions to improve instruction.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[C.D.2]</b> Galileo Meeting Data Communication Documentation Cognitive Coaching Documentation Lesson Plan Submission &amp; Feedback Log (Located in Area II, Section A, Question 1) Teacher Evaluation Tool &amp; Rubric (Located in Area II, Section D, Question 1)</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>• Teachers are held accountable for consistent use of these tools as part of their formal evaluations. The evaluation tool and articulated evaluation rubric are presented to teachers multiple times throughout the year to ensure a clear understanding of these expectations.</li> <li>• As part of the quarterly data meetings with leadership, teachers are informed of their percentage rate of lesson plan submission as well as regularly informed of due dates of weekly lesson plan submissions.</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.3]</b>  Curriculum Maps (Located in Area II, Section A, Question 1)  Lesson Plan Submission &amp; Feedback Log (Located in Area II, Section A, Question 1)  Walkthrough Observation Data (Located in Area II, Section D, Question 1)  Pacing Tallies  Galileo pre/post test data (Located in Area II, Section A, Question 1)  TLG PLC Workgroup Agendas  BTS (PLC) Team Minutes (Located in Area II, Section A, Question 3)  Lesson Plan Emails (Located in Area II, Section A, Question 1)  Lesson Plan Feedback Docs (Located in Area II, Section A, Question 1)</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>• Curriculum maps are aligned to the Arizona College and Career Readiness Standards.</li> <li>• Blueprints clearly communicate the standards expectations for each course and compliment the curriculum maps.</li> <li>• Curriculum maps have pacing tallies that evidence the number of times each grade level CCRS standard is covered by a term’s curriculum map.</li> <li>• BTS teams use data to modify and adjust the curriculum based on the needs of the students.</li> <li>• All teachers submit their lesson plans for all courses to the site instructional coach every week. Lesson plans are aligned to curriculum maps to ensure standards are properly being covered.</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>  PD Calendars &amp; Invoices  TLG PLC Workgroup Agendas  Curriculum Maps (Located in Area II, Section A, Question 1)  Pacing Tallies  Lesson Plans (Located in Area II, Section A, Question 1)  Regional Math Coach documentation  BTS (PLC) Team Minutes (Located in Area II, Section A, Question 3)</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>• All curriculum maps state each CCRS that is being addressed by every day’s activity. All lesson plans are required to have articulated CCRS standards stated at the top of the plan, and those CCRS standards are to be aligned to the pacing of the curriculum map as closely as possible.</li> <li>• The curriculum pacing tallies evidence the number of times each grade level CCRS standard is covered by a term’s curriculum map, so they evidence that within a course sequence all standards are presented.</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.2]</b>  Lesson Plans &amp; Lesson Plan Feedback (Located in Area II, Section A, Question 1)  Curriculum Maps (Located in Area II, Section A, Question 1)  Data Review Docs  AZMerit  Galileo Benchmark  Galileo Pre/Post (Located in Area II, Section A, Question 1)  AZELLA  Galileo Class Dev Profile Grids (Located in Area II, Section A, Question 1)</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>• Teachers use standard-aligned curriculum maps to guide instructional planning and use a standards-based lesson plan which aligns to the curriculum maps.</li> <li>• Teachers assess standards mastery after instruction to determine the course of action.</li> <li>• The teacher and leadership use pre-post assessment data in Galileo to determine student achievement and growth.</li> <li>• Teachers and leadership team evaluate state testing growth and achievement results to evaluate the effectiveness of the curriculum.</li> <li>• Utilize the following tools: <ul style="list-style-type: none"> <li>○ Benchmark testing using ATI Galileo</li> <li>○ Pre- and Post- testing in all classes</li> <li>○ AZMerit testing results</li> <li>○ AZELLA results</li> </ul> </li> <li>• Quarterly data-driven team meetings use disaggregated data that shows how students perform on each tested standard.</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>  <b>Subgroup 1_Documents</b>  Lesson Plan Submission &amp; Feedback Log (Located in Area II, Section A, Question 1)  Walkthrough Observation Data  Cognitive Coaching documentation  Galileo Data  Focus Friday reports in SchoolMaster  Lesson Plan Emails (Located in Area II, Section A, Question 1)  Lesson Plan Feedback docs (Located in Area II, Section A, Question 1)</p> <p><b>Subgroup 2_Documents</b>  PD Meeting Notes  Rosetta Stone Usage Reports  Lesson Plan Submission &amp; Feedback Log (Located in Area II, Section A, Question 1)  Walkthrough Observation Data  Cognitive Coaching documentation  AZELLA Data  Focus Friday reports in SchoolMaster  SEI Logs</p> <p><b>Subgroup 3_Documents</b>  Lesson Plan Submission &amp; Feedback Log (Located in Area II, Section A, Question 1)  Walkthrough Observation Data  Cognitive Coaching documentation  Focus Friday reports in SchoolMaster  Lesson Plan Emails (Located in Area II, Section A, Question 1)  Lesson Plan Feedback Docs</p>	<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>• Planning for the daily interventions is required on weekly lesson plans.</li> <li>• Students have the opportunity to remain after school Monday through Thursday or attend on Fridays for additional support provided by site instructors and/or Achievement Learning highly qualified paraprofessionals.</li> <li>• ELL students have access to Reading Horizons to support language development and are monitored on the program regularly.</li> <li>• Teachers are required to submit bi-weekly SEI logs in support of the ELL population.</li> <li>• Teachers are required to submit weekly SPED logs in support of the SPED population.</li> </ul> <p><b>Final Evaluation:</b></p>
---	--

<p>(Located in Area II, Section A, Question 1)</p> <p><b>Subgroup 4_Documents</b></p> <p>SPED Communication</p> <p>Lesson Plan Submission &amp; Feedback Log (Located in Area II, Section A, Question 1)</p> <p>Walkthrough Observation Data</p> <p>Cognitive Coaching documentation</p> <p>Focus Friday reports in SchoolMaster</p> <p>SPED Service Logs</p> <p>Teacher SPED Logs</p> <p>SPED classroom walk-throughs</p> <p>Lesson Plan Emails (Located in Area II, Section A, Question 1)</p> <p>Lesson Plan Feedback docs (Located in Area II, Section A, Question 1)</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 Maya High School  
 School Name: Maya High School  
 Site Visit Date: February 17, 2016

Required for: Renewal  
 Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome			
[A.A.1] TLG Secondary Assessment Flow Chart HS Assessment Cycle TLG PLC Workgroup Agendas	<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>• ATI-Galileo Benchmarks were selected by a collaborative leadership team that included CMO directors, site instructional coaches, school leaders, and master-level teachers.</li> <li>• Galileo was selected because it provided valid and reliable assessments and produced standards-based reporting by teacher, class, and student through a comprehensive database that could be powerful tools for differentiation.</li> <li>• The benchmarks provide normed-growth data that evidence how our students are improving compared to students across our state.</li> <li>• Content workgroups and CMO directors evaluate these tools each summer using state testing results and a rubric.</li> </ul> <p><b>Final Evaluation:</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <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%; vertical-align: top;"> <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.			
[A.A.2] iLesson Plans (Located in Area II, Section A, Question 1) Curriculum Maps (Located in Area II, Section A, Question 1) Galileo Blueprints Galileo Reports BTS (PLC) Team Minutes (Located in Area II, Section A, Question 3) Curriculum Map course tallies Coaching Logs	<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>• The assessment system is aligned to the curriculum and instructional methodology based on the correlation of state standards, CCRS standards, and objectives.</li> <li>• The lesson plan template requires all teachers to pre-plan their standards-aligned assessment and re-teaching/enrichment activities based on data.</li> </ul>			

Assessment Data Docs PMP Documentation Teacher Evaluations Walkthroughs	<b>Final Evaluation:</b>	
<b>[A.A.3]</b> Galileo meeting data Galileo blueprints Galileo reports Communication docs Cognitive Communication docs Lesson Plan Submission & Feedback Log (Located in Area II, Section A, Question 1) Teacher Evaluation Tool & Rubric Curriculum Maps (Located in Area II, Section A, Question 1)	<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>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.  <b>The documents provided demonstrate evidence of the following:</b> <ul style="list-style-type: none"> <li>Galileo is aligned to the standards and data is used to determine alignment to instructional methodology</li> </ul> <b>Final Evaluation:</b>	
	<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.B.1]</b>  <b>Subgroup 1_Documents</b>  Galileo Reports  Focus Friday reports in SchoolMaster  Master Schedule  <b>Subgroup 2_Documents</b>  ELL Census Reports  Descriptions for SEI courses  SEI Assessment Data  Master Schedule  Focus Friday reports in SchoolMaster  SEI Logs  AZELLA Reports  <b>Subgroup 3_Documents</b>  Galileo Reports  Master Schedule  Focus Friday reports in SchoolMaster  <b>Subgroup 4_Documents</b>  Galileo Reports  Master Schedule  Focus Friday reports in SchoolMaster  BTS (PLC) Team minutes (Located in Area II, Section A, Question 3)  SPED Logs</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>Galileo data provides the team with intervention reports, individualized reports, and school-wide reports on students in the four subgroups.</li> <li>The instructional team can determine best practices, interventions, standards, and curriculum to focus on with identified students.</li> <li>Reports are used to place students in the subgroups into State tutoring.</li> <li>Reports are used to identify students in the subgroups who would benefit from Friday workshops.</li> <li>Students are able to receive additional intervention to assist with academic goals, retention of curriculum, and identified learning gaps.</li> <li>The AZELLA test is administered to ELL students upon enrollment.</li> </ul>	
	<p><b>Final Evaluation:</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <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%; vertical-align: top;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.	

<p><b>[A.C.1]</b>          TLG Secondary Assessment Flow Chart          HS Assessment Cycle          Benchmark Schedule &amp; Results          AZMerit schedule          AZELLA Census          Documentation for Data Meetings          Cognitive Coaching Data Meeting Docs          PD Calendar</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>• Within each block, students are assessed with a pre-test, mid-term, and post-test.</li> <li>• Teachers and administration meet to analyze the data, evaluate current practices and instruction, determine interventions/enrichment needs, and align maps and lesson plans to support the data.</li> <li>• Administration, teachers, and paraprofessionals leverage Galileo growth and achievement reports to measure how students on the campus are growing compared to students across the state.</li> <li>• Data is analyzed during staff meetings, instructional coach sessions, and teacher evaluation meetings.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[A.C.2]</b>          BTS (PLC) Team minutes (Located in Area II, Section A, Question 3)          Curriculum Map course tallies          Assessment Data docs          PMP Documentation          Teacher evaluations          Walkthroughs          Galileo post-test (Located in Area II, Section A, Question 1)          TLG Assessment          Coach Activity Log          TLG Secondary Assessment Flow Chart          HS Assessment Cycle</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>• The analysis of data will be used to determine interventions to include, modify or remove from curriculum.</li> <li>• The data from the mentioned assessments are used to revise the curriculum maps for the upcoming school year, ensuring that instruction is enhanced for areas that test low. Analysis of assessment data is conducted and reviewed by administrators and department PLCs to support changes in sequencing and/or prioritizing of standards within the curriculum and instructional strategies and activities.</li> <li>• The analysis will determine whole-group, small-group, and individual re-teaching that moves all students toward standard mastery.</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>[A.C.3]</b>          BTS (PLC) Team Minutes (Located in Area II, Section A, Question 3)          Curriculum Map course tallies          Assessment Data Docs          PMP Documentation          Teacher Evals          Walkthroughs          Galileo post-test (Located in Area II, Section A, Question 1)          TLG Assessment Cycle          Coach Activity Log          HS Assessment Cycle</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>• The analysis of data will be used to determine instructional strategies to include, modify, or remove from curriculum.</li> <li>• The data from the mentioned assessments are used to revise the curriculum maps for the upcoming school year, ensuring that instruction is enhanced for areas that test low.</li> <li>• Ongoing analysis of assessment data, curriculum, and instruction occur to identify, monitor, and adjust intervention groups or modify curriculum delivery</li> <li>• The analysis will also determine whole-group, small-group, and individual re-teaching that moves all students toward standard mastery</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 Maya High School  
 School Name: Maya High School  
 Site Visit Date: February 17, 2016

Required for: Renewal  
 Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome			
<p><b>[M.A.1]</b>            Pre/Post Conference docs for Cognitive Coaching sessions            Walkthrough Data            Agendas for Professional Development            Lesson Plan Submission &amp; Feedback Logs (Located in Area II, Section A, Question 1)            Lesson Plan Template            Lesson Plan Rubric            Curriculum maps (Located in Area II, Section A, Question 1)            Lesson Plan Emails (Located in Area II, Section A, Question 1)            BTS (PLC) Team minutes (Located in Area II, Section A, Question 3)            PD Calendar</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>• Teachers are observed regularly to analyze the alignment of ACCRS curriculum with fidelity.</li> <li>• Data is collected, analyzed, and documented to determine alignment between standards, objectives, instruction, assessments, and materials.</li> <li>• Teachers are provided with Cognitive Coaching sessions, video coaching sessions, feedback on walk-throughs, and professional development to ensure fidelity of instruction to the curriculum as determined by ACCRS.</li> <li>• Instructional coach rotates through the BTS teams to meet the needs of all four subgroups.</li> <li>• BTS Teams meet throughout the year to address all components.</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>[M.A.2]</b>            Galileo Data            AZMERIT Data            TLG Teacher Evaluation Tool</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>• Students are assessed on a regular basis to ensure growth on grade-level standards and teacher effectiveness is analyzed against class and student data.</li> <li>• We look at the relationship between effectiveness of instruction as measured by the Leona Teacher Evaluation Tool and student achievement on various assessments, including AZMerit, AZELLA, and Galileo Benchmarks and Pre-Post Tests.</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         </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Documents presented do not demonstrate evidence         </td> </tr> </table>		<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of	<input type="checkbox"/> Documents presented do not demonstrate evidence
<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of	<input type="checkbox"/> Documents presented do not demonstrate evidence			

	implementation of each of the relevant described processes, and thus are evaluated as sufficient.	of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<p><b>[M.B.1]</b>          Individual teacher goals          Cognitive coaching documentation          Walkthrough data          Lesson plan submission &amp; feedback documentation          (Located in Area II, Section A, Question 1)          TLG teacher evaluation tool          TLG teacher evaluation rubric          Lesson plan emails (Located in Area II, Section A, Question 1)</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>• Teachers are evaluated twice a year during their first year of employment and once a year every year after that using the CMO’s evaluation template that is aligned to Danielson, Marzano, and InTASC standards.</li> <li>• Student achievement and teacher performance data is being constantly collected and analyzed to inform the evaluation.</li> <li>• Leaders and teachers use the evaluation rubric as an instructional guide to ensure consistent, effective evaluations of instructional practice ions and provide evidence.</li> <li>• Teachers are observed and guided in the creation and implementation of goals to refine and reinforce instructional practice and overall teacher effectiveness. These goals are supported throughout the year through instructional coaching and professional development to increase overall teacher effectiveness.</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>          Individual teacher goals          Cognitive coaching documentation          Walkthrough data          Lesson plan submission &amp; feedback documentation          (Located in Area II, Section A, Question 1)          Leona teacher evaluation tool          Leona teacher evaluation rubric          Lesson plan emails (Located in Area II, Section A, Question 1)</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 Teacher Evaluation Tool Rubric is used to measure the quality of instruction and the variety of student assessments outlined in the assessment section are used to measure the effectiveness of instruction.</li> <li>• The evaluation itself evidences and measures: student engagement, rigor and relevance of written plans and delivery, effective delivery, data use to drive instruction, professional collaboration, physical learning environment, emotional learning environment, focus on learning, special education service, ELL service, professionalism, and support of the school’s mission/vision.</li> <li>• Leadership collects data about instruction from pre/post tests, benchmarks, student surveys, classroom walkthroughs, lesson plan rubrics, the lesson plan submission and feedback log, and the coach activity log.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[M.B.3]</b>          Coach activity log          Individual teacher goals          TLG evaluation tool          Lesson Plan Emails (Located in Area II, Section A, Question 1)          Lesson Plan Feedback documents (Located in Area II, Section A, Question 1)          Corrective Action Sample Doc          Teacher Dashboards</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>• Teacher dashboards are reviewed by individual teachers and then are discussed and analyzed in BTS teams</li> <li>• Teacher dashboards reflect self-identified 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>[M.C.1]</b>  <b>Subgroup 1_Documents</b>          Lesson plan submission and feedback form (Located in Area II, Section A, Question 1)          Professional development plan          Galileo reports          Lesson plan template          Walkthroughs          Lesson plan emails (Located in Area II, Section A, Question 1)          BTS (PLC) Team minutes (Located in Area II, Section A, Question 3)</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>• The school tracks the completion <i>and implementation</i> of the RTI portion of the lesson plan template that specifically outlines the instructional plan for this group of students for each content area. If the instructional plan for this subgroup is insufficient for adequate growth and achievement support, additional instructional coaching and support are provided for individual teachers.</li> <li>• If it is deemed that the staff as a whole could use additional coaching and support, additional training is added to the Professional Development Plan to address those instructional needs.</li> </ul>	
<p><b>Subgroup 2_Documents</b>          SEI Lesson plan template          SEI Lesson Plan feedback          Professional development plan          Galileo reports          Lesson Plan Emails (Located in Area II, Section A, Question 1)          SEI Logs</p> <p><b>Subgroup 3_Documents</b>          Lesson plan submission and feedback form (Located in Area II, Section A, Question 1)          Professional development plan          Galileo reports          Lesson Plan Emails (Located in Area II, Section A, Question 1)</p> <p><b>Subgroup 4_Documents</b>          SPED census &amp; related docs          Professional development plan          Galileo reports          Lesson Plan Emails (Located in Area II, Section A, Question 1)          Walkthroughs          SPED Logs          BTS (PLC) Team minutes (Located in Area II, Section A, Question 3)</p>	<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>[M.D.1]</b>  Walkthrough Data  Achievement Data  Survey Data  Lesson Plan Submission &amp;  Feedback Docs (Located in Area II, Section A, Question 1)  Teacher Goals / Coach Activity Log  TLG Teacher Evaluation tool  Corrective Action sample doc  Leadership Team Meeting Notes</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>• BTS Teams meet to analyze and discuss Teacher Dashboards to determine individual strengths, weaknesses, and needs.</li> <li>• This data is used to help improve growth, pass, and attendance rates.</li> <li>• Instructional support specialist uses this data to follow up with individual teachers to address strengths, weaknesses, and needs.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[M.D.2]</b>  Walkthrough Data  Achievement Data  Survey Data  Lesson Plan Submission &amp;  Feedback Docs (Located in Area II, Section A, Question 1)  Teacher Goals / Coach Activity Log  TLG Teacher Evaluation tool  Corrective Action sample doc</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><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 Maya High School  
 School Name: Maya High School

Site Visit Date: February 17, 2016  
 Required for: Renewal  
 Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p><b>[P.A.1]</b>            BTS (PLC) Team minutes (Located in Area II, Section A, Question 3)            CMO content PLC agendas and sign in sheets            Cognitive coaching documentation            Professional Development Plan &amp; Schedule            School Leader &amp; Instructional Coach PD docs            New Teacher Academy docs            Conference attendance records            PD Cycle</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>• Job-embedded coaching is provided that is aligned to each educator’s professional goals that use a variety of strategies</li> <li>• Site professional development sessions are offered that align to each area of the teacher evaluation tool</li> <li>• Meaningful, data-based, curriculum supported professional development from August to June to meet the needs of our teachers and students</li> <li>• Professional development sessions align to each area of the teacher evaluation tools, including:               <ul style="list-style-type: none"> <li>○ New Teacher Academy</li> <li>○ Instructional Coach PLCs</li> <li>○ School Leader PLCs</li> <li>○ Content PLCs</li> </ul> </li> <li>• Maya adheres to the Leona Professional Development Cycle in its delivery of meaningful 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.A.2]</b>          Survey Data          Professional Development Plan / Schedule          Coach Activity Logs          Lesson Plan Submission &amp; Feedback docs (Located in Area II, Section A, Question 1)          Walkthrough data          SchoolMaster reports          Individual teacher goals          Cognitive coaching documentation          Professional Development Plan          Staff Meeting docs</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>• Site administration and coaches reflect on professional development survey data, student achievement data, teacher evaluation data, and walk-through data to determine common professional development needs across the campus. This data is used to create a professional development plan that is evidenced by our Coach Activity Logs, QSI websites, and professional development session calendar.</li> <li>• Professional Development Plans were determined after instructional staff completed a “needs survey” to determine in what areas they needed the most support in their roles.</li> <li>• Other methods that aid in guiding professional development are: lesson plan submission/feedback, walk-throughs, and assessment data.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[P.A.3]</b>          Professional Development Plan          Survey Data          Lesson Plan Submission &amp; Feedback docs (Located in Area II, Section A, Question 1)          Walkthrough Data          Assessment Data          Professional Expectations docs</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>• Specific PD plans were determined after instructional staff completed a “needs survey” to determine areas they felt they needed the most support</li> <li>• In a staff meeting, data/results were shared and as a group, the ranking of importance was discussed to guide 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.B.1]</b>          BTS (PLC) Team minutes (Located in Area II, Section A, Question 3)          CMO Content PLC agenda &amp; sign ins          Cognitive coaching documentation          Professional Development Plan / Schedule          School Leader &amp; Instructional Coach PD docs          New Teacher Academy docs          Conference attendance records          PD cycle          SEI logs          SPED logs</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>• The on-site Exceptional Student Services liaison rotates to meet with each BTS team at least twice a block.</li> <li>• Hold meaningful, data-based, curriculum supported professional development from August to June to meet the needs of our teachers and students. Data provided by our ESS coordinator and SEI coordinator are discussed.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[P.C.1]</b>          Cognitive coaching documentation          Walkthrough Data          Observation docs          QSI website resources          Lesson Plan Feedback docs (Located in Area II, Section A, Question 1)          Lesson Plan Emails (Located in Area II, Section A, Question 1)</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>• Teachers will be observed to gain evidence on its effectiveness within their classrooms.</li> <li>• All teachers receive job-embedded coaching to help them implement new strategies gleaned in professional development sessions. This may be composed of cognitive coaching, instructional coaching, team teaching, or clinical supervision.</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> Budget allocations for Professional Development Professional Development Plan / Schedule BTS (PLC) Team minutes (Located in Area II, Section A, Question 3) Walkthrough Data</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>• Classroom walkthroughs allow administration to notice what resources staff could benefit from.</li> <li>• Breakthrough to success team meetings allow for team and self-identification.</li> <li>• Cognitive coaching and the evaluation process allows for self-identification of needed resources.</li> <li>• The end of block reflection days identify needed resources through the teacher dashboard.</li> <li>• The Math 360 room was created based on a teacher need identified through walkthroughs and teacher feedback.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[P.D.1]</b> Walkthrough Data Lesson Plan Feedback docs (Located in Area II, Section A, Question 1) Coach Activity Logs Observation documentation TLG Teacher Eval Tool</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder monitors the implementation of the strategies learned in professional development sessions.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Administrative review of lesson plans, live classroom walkthroughs, instructional coaching activity logs, and teacher goal completion tracking all culminate to help the school leader determine the implementation success of professional development activities.</li> <li>• The goal review process is used to identify areas of professional growth.</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.D.2]</b>  Lesson Plan Feedback docs  (Located in Area II, Section A, Question 1)  Coach Activity Logs  Cognitive coaching documentation  Walkthrough Data  Meeting Agendas  TLG Teacher Eval Tool  Lesson Plan Emails (Located in Area II, Section A, Question 1)  Lesson Plan Feedback docs (Located in Area II, Section A, Question 1)</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>• Administrative lesson plan feedback</li> <li>• Instructional coaching feedback</li> <li>• Walkthrough data sharing</li> <li>• Professional development sessions</li> <li>• Staff meetings</li> <li>• Evaluation tools</li> <li>• Data collected will determine if the strategy is properly implemented and followed, and administration and teachers work collaboratively to analyze the data and determine next steps necessary to assist with effective implementation.</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.



## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Kaizen Education Foundation dba Maya High School  
 School Name: Maya High School

Site Visit Date: February 17, 2016  
 Required for: Renewal  
 Evaluation Criteria Area: Grad Rate

Document Name/Identification	Intended Purpose and Discussion Outcome	
<b>[G.A.1]</b> Credit Analysis Google Doc Success Advisor job description Success Advisor student sign-in College & Career Event Sign-in Workshop descriptions & sign-in	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder creates academic and career plans.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Upon enrollment, a credit analysis is created for each student.</li> <li>• Students meet with our Success Advisor to review their Credit Analysis and discuss their graduation plan. Each graduate has a meeting with administration throughout the year to review progress and discuss any supports needed.</li> <li>• The Success Advisor discusses post-graduation options and shares possibilities with students.</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>[G.A.2]</b> Master Schedules Credit Analysis in Google Drive Drop out letter invitation Credit Analysis Communication Log Success Advisor Sign-In Sheet Student Contracts	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder's process to monitor and follow-up on student progress toward completing goals in academic and career plans.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Each student's credit analysis is updated throughout the school year as students earn credits. Students see and are informed of the consequences of not passing classes and the benefits of taking additional classes.</li> <li>• As students approach completion of graduation requirements, an administrator meets with them to review any deficiencies (required courses, AZMerit, etc.) and provide relevant post-graduation information.</li> <li>• Pass rate is reviewed for each grade level, students who fail all classes or 2 out of 3 classes are reviewed for placement in an Academic Success class that provides additional academic support. In addition, our drop-out Prevention specialist meets with struggling students to discuss options and possibly agree upon a contract, if necessary.</li> <li>• The Success Advisor schedules follow-up meetings with students to check in with students regarding progress towards their career goals and provide additional support if needed.</li> <li>• In addition, the administration team, along with the Success Advisor, meets in the summer to discuss the process and credit analysis form to determine if modifications are needed.</li> </ul>	



	<b>Final Evaluation:</b>	
<p><b>[G.B.1]</b>          Credit analysis          SchoolMaster credit reports &amp; grade reports          Master schedule          School calendar          Blending Learning docs          FuelEd course rosters &amp; completion grades          Credit analysis communication log          Lesson Plans</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>[G.B.2]</b>          Summer School reg          FuelEd course rosters &amp; completion grades          Master schedule          Credits earned SchoolMaster report          Focus Friday sign-ins          Grad rates          Focus Group meeting notes          Professional Development Agendas</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process to provide timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time.</p>	
	<p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Pass rate and attendance reports are reviewed each block.</li> <li>• Students are identified for possible placement in an Academic Support class as well as met with to discuss obstacles and potential resources for support.</li> <li>• Students who struggle with attendance are identified and met with to determine possible modifications to schedules and/or support systems. Each member of the administrative team, along with the Drop-Out Prevention Specialist, Office Manager, and Success advisor meet with students on a consistent basis.</li> <li>• Fridays are designated to provide students with focused and individualized opportunities.</li> <li>• FuelEd online supplementary coursework for electives, summer school, and extended day scheduling for students needing credit recovery programming.</li> </ul>	
	<b>Final Evaluation:</b>	
	<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>Charter holder indicated the intended purpose of the document was to demonstrate:</b> that Charter Holder’s process to evaluate the effectiveness of the process for providing timely supports</p>	
	<p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Data regarding pass rate, attendance rates, student surveys, growth data and graduation rates are reviewed at the end of each block and over the summer to determine if systems (identification process, support systems, meeting structure, etc.) are in need of modification.</li> <li>• Focus groups are created to analyze and work to improve systems of support for students.</li> </ul>	
	<b>Final Evaluation:</b>	
	<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.

**APPENDIX E**  
**FY2014 DSP SUBMISSION**



## DEMONSTRATION OF SUFFICIENT PROGRESS REPORT

CHARTER INFORMATION			
<b>Charter Holder Name</b>	<b>Maya High School</b>	<b>Schools</b>	<b>Maya High School</b>
<b>Charter Holder Entity ID</b>	<b>07-89-49-001</b>	<b>Dashboard Year</b>	<b>FY15</b>
<b>Submission Date</b>	<b>January 8, 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.



**AREA I: DATA**

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

Charter Holders with multiple schools must complete the Data area for each school that received an Overall Rating of “Does Not Meet”, “Falls Far Below” or “No Rating” on the current Academic Dashboard. **The Charter Holder must copy and paste the Dashboard Ratings table for each school.**

Dashboard Ratings for All Measures			
School Name: <u>Maya High School</u>			
Measure	Prior Year Dashboard	Current Year Dashboard	Data Required (any measure that did not meet/exceed for both years)
	School Rating	School Rating	
Student Median Growth Percentile (SGP)—Math	Falls Far Below	Does Not Meet	Yes
Student Median Growth Percentile (SGP)—Reading	Does Not Meet	Does Not Meet	Yes
Student Median Growth Percentile (SGP), Bottom 25%—Math (Traditional and Small Schools Only)	Not Applicable	Not Applicable	Not Applicable
Student Median Growth Percentile (SGP), Bottom 25%—Reading (Traditional and Small Schools Only)	Not Applicable	Not Applicable	Not Applicable
Improvement—Math (Alternative High Schools Only)	Falls Far Below	Meets	Yes
Improvement—Reading (Alternative High Schools Only)	Does Not Meet	Falls Far Below	Yes
Percent Passing—Math	Does Not Meet	Meets	Yes
Percent Passing—Reading	Falls Far Below	Falls Far Below	Yes
Subgroup, ELL—Math	Does Not Meet	Meets	Yes
Subgroup, ELL—Reading	Does Not Meet	Does Not Meet	Yes
Subgroup, FRL—Math	Does Not Meet	Meets	Yes
Subgroup, FRL—Reading	Falls Far Below	Does Not Meet	Yes
Subgroup, students with disabilities—Math	Falls Far Below	Meets	Yes
Subgroup, students with disabilities—Reading	Does Not Meet	Does Not Meet	Yes
High School Graduation Rate (High Schools Only)	Meets	Does Not Meet	Yes
Academic Persistence (Alternative Schools Only)	Meets	Meets	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:	Galileo	Reading achievement and growth data was analyzed by giving three Galileo benchmark tests (fall, winter, spring).



<b>Internal Benchmarking data</b> has been disaggregated for <b>MATH</b> from:	Galileo	Math achievement and growth data was analyzed by giving three Galileo benchmark tests (fall, winter, spring).
<b>High School Graduation Rate</b>	<b>ADE Rate</b>	<b>We use Credit Analysis Google forms to gather data.</b>
<b>Academic Persistence</b>	<b>Not Applicable</b>	<b>Not Applicable</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?*
  - 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>	<ul style="list-style-type: none"> <li>• Student median growth percentile data for ATI/Galileo’s benchmark testing was collected and analyzed for all students enrolled in Algebra 1 who took multiple benchmark tests.</li> <li>• In 2013 – 2014, the Algebra 1 and Math Combo benchmark was analyzed for</li> </ul>	<p><b>Analysis:</b> As a result of our concentrated efforts to improve and increase math performance, our AIMS growth for math doubled from 2013 to 2014 from 15% to 30%.</p> <p><b>Analysis:</b> In 2013-2014 all students took the CBAS Math Combo Assessment and</p>



	<p>math.</p> <ul style="list-style-type: none"> <li>In 2014 – 2015, both the Algebra 1 and math Combo benchmark data was analyzed for math.             <ul style="list-style-type: none"> <li>See Figures 1.1 to 1.19</li> </ul> </li> </ul>	<p>demonstrated a 23% improvement in growth between the August to December to the December to March assessment growing from 30% to 53%.</p> <ul style="list-style-type: none"> <li><b>Analysis:</b> In 2014-2015 all students took the CBAS Math Combo Assessment and demonstrated a 7% improvement in growth between the August to December to the December to March assessment growing from 24% to 31%.</li> <li><b>Conclusion:</b> Maya High School has demonstrated SGP math improvement within both the 2013-14 and 2014-15 school years of 23% and 6% respectively. It is difficult to make a year-over-year analysis between 2013-14 and 2014-15, as the benchmark tests and blueprints changed drastically between those two years in response to the new AZMERIT testing. That said, we were able to demonstrate year-over-year SGP math improvement between the 2012-13 and 2013-14 school years when the AIMS and Galileo testing blueprints were consistent.</li> <li><b>Response:</b> Maya High School has continued to provide paraprofessionals in our Math classes. For the past two years, we have added a part-time Math coach that works closely with our Math teachers to provide rigorous instruction that is aligned to the standards. We have spent time ensuring our Math teachers are effective in improving student performance and have replaced teachers who have shown to be ineffective. In addition, a more structured format for Fridays has been created to provide skills-based support to students.</li> </ul>
<p>Student Median Growth Percentile (SGP)—<b>Reading</b></p>	<ul style="list-style-type: none"> <li>Student median growth percentile data for ATI/Galileo’s benchmark testing was collected and analyzed for all students enrolled in English 10 who took multiple benchmark tests.             <ul style="list-style-type: none"> <li>In 2013 – 2014 and 2014 - 2015, Reading 10 benchmark was analyzed for ELA.                 <ul style="list-style-type: none"> <li>See Figures 1.29 to 1.34</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Analysis:</b> Between 2013 and 2014 our SGP for AIMS Reading decreased from 38.5% to 30%.</li> <li><b>Analysis:</b> Our Galileo Reading 10 Assessment data for 2013 – 2014 evidences growth and improvement that demonstrates a strong correlation between performance and duration and consistency of enrollment at Maya High School. As shown in Figures 1.29 and 1.30, when students remain enrolled at Maya High School, they show growth and improvement. In 2013 – 2014, 24% of students demonstrated above-typical growth between August and December; this increased to 38% in above-typical growth between December and March reflecting a 14% increase in above typical growth.</li> </ul>



- **Analysis:** Comparatively, only 24% of Maya High School’s students demonstrated above-typical growth between August and December of 2013-2014; that number rose to 55% from August to December of 2014-2015 for a 31% year-over-year increase. Additionally, only 38% of Maya High School’s students demonstrated above-typical growth between August and March of 2013-2014; that number rose to 54% from August to March of 2014-2015 for a 16% year-over-year increase.
- **Analysis:** Figures 1.29 & 1.32, Galileo Reading charts, evidence that there is progress from the 2013 – 2014 to the current 2014 – 2015 years. In 2013 – 2014, 76% of students demonstrated below-typical growth; however, in 2014 – 2015 only 54% demonstrated below-typical growth. This is a 22% increase in growth.
- **Analysis:** Figures 1.11 and 1.12 demonstrate a slight increase in growth by 4% when comparing year-to-year data for students who remain with us for the year.
- **Conclusion:** Maya High School has demonstrated comparative, year-over-year SGP reading improvement and SGP improvement within each year, from 2013-2014 through ATI-Galileo and AIMS.
- **Response:** Maya High School has continued to provide a paraprofessional in SEI classes. Support resources have been explored and provided in classes. Course sequencing and cohort classes have been created for ELA classes for 9<sup>th</sup> and 10<sup>th</sup> graders. In addition, a more structured format for Fridays has been created to provide skills-based support to students.

Improvement—Math

- Student median growth percentile data for ATI/Galileo’s benchmark testing was collected and analyzed for all students enrolled in Algebra 1 who took multiple benchmark tests.
- In 2013 – 2014, the Algebra 1 and Math Combo benchmark was analyzed for math.
- In 2014 – 2015, both the Algebra 1 and math Combo benchmark data was analyzed for math.
  - AIMS Data
    - See Figures 1.1 and 1.19
    - See Figures 1.43 and 1.44
- **Analysis:** Our Category Jumping almost doubled from 2013 to 2014. Our enrollment and retention of students has increased, as have our Improvement scores. In analyzing the data, Improvement increases from Fall to Spring on a consistent basis. This continues to demonstrate that the longer a student is enrolled at Maya, the better their performance. We are unable to provide data regarding category jumping for the 2014-2015 year as a result of the AIMS test being eliminated as a graduation requirement the week of testing. However, we can report that our Math Combo Benchmark data for 2014-2015 showed a proficiency increase of 6% between the December and March



administrations.

- **Analysis:** This is further supported by the two charts shown in Figures 1.3 and 1.4. Galileo data taken in 2013 – 2014 shows that 23% of students demonstrate below-typical growth between August and December, whereas only 8% of students demonstrate below-typical growth between December and March. In addition, 28% of students demonstrated above-typical growth and achievement between August and December and 53% demonstrated above-typical growth and achievement between December and March.
- **Conclusion:** Maya High School has demonstrated comparative, year-over-year math improvement from 2013-2014 through ATI-Galileo.
- **Response:** Maya High School has continued to provide paraprofessionals in our Math classes. For the past two years, we have added a part-time Math coach that works closely with our Math teachers to provide rigorous instruction that is aligned to the standards. We have spent time ensuring our Math teachers are effective in improving student performance and have replaced teachers who have shown to be ineffective. In addition, a more structured format for Fridays has been created to provide skills-based support to students. Finally, curriculum and assessment has been modified to increase and be aligned with the rigor of the AZMerit test so that core Math classes are broken up into 3 sections instead of 2, to provide more time for modeling constructive response and standards mastery. Our new Math post-test have significantly increased in rigor to better match the expectations of AZMerit.

Improvement—Reading

- Student median growth percentile data for ATI/Galileo’s benchmark testing was collected and analyzed for all students enrolled in English 10 who took multiple benchmark tests.
- In 2013 – 2014 and 2014 - 2015, Reading 10 benchmark was analyzed for ELA.
  - AIMS Data
  - See Figures 1.29 and 1.34
  - See Figures 1.43 and 1.44
- **Analysis:** We have shown Improvement in Galileo Reading 10 Assessment performance, see figures 1.29 and 1.30, which demonstrates an improvement in March proficiency for ELA 10 from 30% in 2013-2014 to 38% in 2014-2015; an 8% year-to-year increase.
- **Conclusion:** Maya High School has demonstrated comparative, year-over-year reading improvement from 2013-2014 through ATI-Galileo.
- **Response:** Maya High School has continued to provide a paraprofessional in SEI classes. Support resources have been explored and



provided in classes. Course sequencing and cohort classes have been created for ELA classes for 9<sup>th</sup> and 10<sup>th</sup> graders. In addition, a more structured format for Fridays has been created to provide skills-based support to students. Finally, curriculum and assessment has been modified to increase and be aligned with the rigor of the AZMerit test so that core English classes for 9<sup>th</sup> and 10<sup>th</sup> grade are broken up into 3 sections instead of 2, to provide more time for modeling constructive response and standards mastery. Our new English post-test have significantly increased in rigor to better match the expectations of AZMerit.

Percent Passing—Math

- AIMS Math data was analyzed for 2013 – 2014
- In 2013 – 2014, the Algebra 1 and Math Combo benchmark was analyzed for math.
- In 2014 – 2015, both the Algebra 1 and math Combo benchmark data was analyzed for math.
  - See Figure 1.45
  - See Figures 1.1 to 1.19

- **Analysis:** The ASBCS Dashboard shows an increase in our percent passing for AIMS Math from 10% to 24.8%. ADE shows similar data increases spanning from 10% to 17% for 10<sup>th</sup> – 12<sup>th</sup> graders. The disaggregated results are listed by grade level and shown below.
- **Analysis:** Additionally, Galileo Benchmark data comparisons between 2013-2014 and 2014-2015 reveal that in 2013-14, 7% of 10<sup>th</sup> - 12<sup>th</sup> graders as of December 2013 were on track to pass AIMS Math. In comparison, the charts for 2014-2015 show that 33% of 10<sup>th</sup>-12<sup>th</sup> graders are positioned to pass AIMS Math as of December 2014.
 

**Analysis:** For the Galileo Math Combo Benchmark, there was an increase in year-to-year performance from 2013-2014 to 2014-2015 for the first two assessments administered. For the Math Combo Assessment given in August, there was a 10% increase from August of 2013 to August of 2014; 16% to 26%. For the Math Combo Assessment given in December there was a 14% increase from December of 2013 to December of 2014; 27% to 41%. For the third Assessment, there were extenuating factors that make the comparison of the assessments invalid. The Math Combo Assessment was given in early March of 2014 and late April of 2015 as a result of the changes in AIMS/AZMerit testing. 35 fewer students were given the assessment in 2015 because of this change and the population of students assessed was significantly different; the majority of students who sat for the test were students who had failed one or more of the sections in the sequence and/or enrolled late in the year.



Percent Passing—Reading

- **Conclusion:** Maya High School has demonstrated comparative, year-over-year math proficiency from 2013-2014 through ATI-Galileo and AIMS.
  - **Response:** Maya High School has continued to provide paraprofessionals in our Math classes. In addition, a more structured format for Fridays has been created to provide skills-based support to students.
- 
- **Analysis:** The ASBCS Dashboard shows an increase in our percent passing for AIMS Reading from 35.4% to 38.9%. ADE shows similar data, disaggregated by grade level and shown below. Increases of 19% for sophomores and 7% for juniors were noted.
  - **Analysis:** Further analysis of the AIMS data is shown in Figures 1.47 and 1.48, which includes all students tested, as well as FAY students across 3 years. Given Maya High School's highly mobile population, it is important for us to look at all data to determine our effectiveness with students who have been enrolled for various amounts of time. Data shows that the longer a student is enrolled at Maya, the better they perform. This is supported with the fact that our FAY pass rates are higher than the overall pass rate as well as the fact that our Spring pass rates are higher than our Fall pass rates.
  - **Analysis:** For the Galileo Reading 10 Benchmark, there was an increase in year-to-year performance from 2013-2014 to 2014-2015 for each administered assessment. For the Reading 10 Assessment given in August, there was a 13% increase from August of 2013 to August of 2014; 51% to 64%. For the Reading 10 Assessment given in December there was a 33% increase from December of 2013 to December of 2014; 22% to 55%. For the Reading 10 Assessment given in March there was a 9% increase from March of 2014 to March of 2015; 35% to 44%.
  - **Conclusion:** Maya High School has demonstrated comparative, year-over-year reading proficiency from 2013-2014 through ATI-Galileo and AIMS.
  - **Response:** Maya High School has continued to provide a paraprofessional in SEI classes. Support resources have been explored and provided in classes. Course sequencing and cohort classes have been created for ELA classes for 9<sup>th</sup> and 10<sup>th</sup> graders. In addition,
- AIMS Reading data was analyzed for 2013 – 2014
  - In 2013 – 2014 and 2014 - 2015, Reading 10 benchmark was analyzed for ELA.
    - See Figures 1.29 to 1.34
    - See Figures 1.46 to 1.48



	<p>a more structured format for Fridays has been created to provide skills-based support to students.</p>
<p>Subgroup, ELL—<b>Math</b></p>	<ul style="list-style-type: none"> <li>• <b>Analysis:</b> For the 2013 SY, 5 FAY10 students tested math AIMS. All 5 students tested Falls Far Below. Of those 5 students, 3 were Pre-emergent/Emergent and 2 were classified as Basic. For the 2014 SY, 4 FAY10 students tested math AIMS. 3 of the 4 students Falls Far Below and 1 Approached, showing a 25% increase in performance. Of the 4 students, 2 were Intermediate, 1 was Basic and 1 was Pre-emergent/Emergent. 1 of the Intermediate students is also a SPED student with SLD; this impacts the students' ability to pass AIMS math. This data reflects the needs of our students who lack the basic English skills necessary to pass AIMS math. However, it is also reflective of the ability of Maya to improve the basic language skills of students who remain at Maya.</li> <li>• <b>Analysis:</b> In analyzing the ATI-Galileo data Math Comb Assessment Data, Maya High School also analyzed the program changes that had occurred. While there was a decrease from 55% of students who achieved Meets or Approaches in 2013-2014 to 15% achieving Meets of Approaches in 2014-2015 at end-of-year testing, the population that tested was significantly different. In 2013-2014, 26% of the ELL population was Pre-Emergent/Emergent with only 4 students exiting the program and not classified as ELL, which increased to 51% of the population classified at Pre-Emergent/Emergent and 11 students exiting the program.</li> <li>• <b>Conclusion:</b> Maya High School has shown improvement in the performance of ELL students in Math and needs to continue to provide resources for increased growth and achievement.</li> <li>• <b>Response:</b> Maya High School has continued to provide paraprofessionals in our Math classes. In addition, a more structured format for Fridays has been created to provide skills-based support to students.</li> </ul> <ul style="list-style-type: none"> <li>• Student median growth percentile data for ATI/Galileo's benchmark testing was collected and analyzed for all students enrolled in Algebra 1 who took multiple benchmark tests.</li> <li>• In 2013 – 2014, the Algebra 1 and Math Combo benchmark was analyzed for math.</li> <li>• In 2014 – 2015, both the Algebra 1 and math Combo benchmark data was analyzed for math.             <ul style="list-style-type: none"> <li>• See Figures 1.7 to 1.9</li> <li>• See Figures 1.20 to 1.22</li> </ul> </li> </ul>
<p>Subgroup, ELL—<b>Reading</b></p>	<ul style="list-style-type: none"> <li>• AIMS Reading data was analyzed for 2013 – 2014</li> <li>• Student median growth percentile data for ATI/Galileo's benchmark testing</li> </ul> <ul style="list-style-type: none"> <li>• <b>Analysis:</b> For the 2013 SY, 5 FAY10 students tested Reading AIMS. 2 of the 5 students tested Falls Far Below and 3 tested Approaches. Of those 5 students, 3 were Pre-emergent/Emergent and 2 were</li> </ul>



	<p>was collected and analyzed for all students enrolled in English 10 who took multiple benchmark tests.</p> <ul style="list-style-type: none"> <li>In 2013 – 2014 and 2014 - 2015, Reading 10 benchmark was analyzed for ELA.             <ul style="list-style-type: none"> <li>See Figures 1.35 to 1.37</li> </ul> </li> </ul>	<p>classified as Basic. For the 2014 SY, 4 FAY10 students tested Reading AIMS. All 4 students tested Approaches, showing a 40% increase in performance. Of the 4 students, 2 were Intermediate, 1 was Basic and 1 was Pre-emergent/Emergent. This data reflects the needs of our students who lack the basic English skills necessary to pass AIMS reading. However, it is also reflective of the ability of Maya to improve the basic language skills of students who remain at Maya.</p> <ul style="list-style-type: none"> <li><b>Analysis:</b> In analyzing the ATI-Galileo data Reading 10 Assessment Data, Maya High School also analyzed the program changes that had occurred. While there was a decrease from 45% of students who achieved Meets or Approaches in 2013-2014 to 15% achieving Meets of Approaches in 2014-2015 at end-of-year testing, the population that tested was significantly different. In 2013-2014, 26% of the ELL population was Pre-Emergent/Emergent with only 4 students exiting the program and not classified as ELL, which increased to 51% of the population classified at Pre-Emergent/Emergent and 11 students exiting the program.</li> <li><b>Conclusion:</b> Maya High School has shown improvement in the performance of ELL students in Reading and needs to continue to provide resources for increased growth and achievement.</li> <li><b>Response:</b> Maya High School has continued to provide a paraprofessional in SEI classes. Support resources have been explored and provided in classes. Course sequencing and cohort classes have been created for ELA classes for 9<sup>th</sup> and 10<sup>th</sup> graders. In addition, a more structured format for Fridays has been created to provide skills-based support to students.</li> </ul>
<p>Subgroup, FRL—<b>Math</b></p>	<ul style="list-style-type: none"> <li>Student median growth percentile data for ATI/Galileo’s benchmark testing was collected and analyzed for all students enrolled in Algebra 1 who took multiple benchmark tests.</li> <li>In 2013 – 2014, the Algebra 1 and Math Combo benchmark was analyzed for math.</li> <li>In 2014 – 2015, both the Algebra 1 and math Combo benchmark data was</li> </ul>	<ul style="list-style-type: none"> <li><b>Analysis:</b> Each year, MHS has an incredibly high FRL population (98% average) on its campus that makes the overall cohort achievement and FRL achievement lists look nearly identical. Please refer to Question #7 (above) to review percent passing Math data.</li> <li><b>Conclusion:</b> Maya High School has shown improvement in the performance of FRL students in Math and needs to continue to provide resources for increased growth and achievement.</li> </ul>



	<p>analyzed for math.</p> <ul style="list-style-type: none"> <li>• See Figures 1.13 to 1.15</li> <li>• See Figures 1.26 to 1.28</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Response:</b> Maya High School has continued to provide paraprofessionals in our Math classes. In addition, a more structured format for Fridays has been created to provide skills-based support to students.</li> </ul>
<p>Subgroup, FRL—Reading</p>	<ul style="list-style-type: none"> <li>• AIMS Reading data was analyzed for 2013 – 2014</li> <li>• Student median growth percentile data for ATI/Galileo’s benchmark testing was collected and analyzed for all students enrolled in English 10 who took multiple benchmark tests.</li> <li>• In 2013 – 2014 and 2014 - 2015, Reading 10 benchmark was analyzed for ELA.             <ul style="list-style-type: none"> <li>• See Figures 1.40 to 1.42</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Analysis:</b> Each year, MHS has an incredibly high FRL population (98% average) on its campus that makes the overall cohort achievement and FRL achievement lists look nearly identical. Please refer to Question #8 (above) to review percent passing Reading data.</li> <li>• <b>Conclusion:</b> Maya High School has shown improvement in the performance of FRL students in Reading and needs to continue to provide resources for increased growth and achievement.</li> <li>• <b>Response:</b> Maya High School has continued to provide a paraprofessional in SEI classes. Support resources have been explored and provided in classes. Course sequencing and cohort classes have been created for ELA classes for 9<sup>th</sup> and 10<sup>th</sup> graders. In addition, a more structured format for Fridays has been created to provide skills-based support to students.</li> </ul>
<p>Subgroup, students with disabilities—Math</p>	<ul style="list-style-type: none"> <li>• Student median growth percentile data for ATI/Galileo’s benchmark testing was collected and analyzed for all students enrolled in Algebra 1 who took multiple benchmark tests.</li> <li>• In 2013 – 2014, the Math Combo benchmark was analyzed for math.</li> <li>• In 2014 – 2015, both the Algebra 1 and math Combo benchmark data was analyzed for math.             <ul style="list-style-type: none"> <li>• AIMS Data</li> <li>• See Figures 1.10 to 1.12</li> <li>• See Figures 1.23 to 1.25</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Analysis:</b> For the 2013 SY, 3 FAY10 students tested in math and all were Falls Far Below. All 3 students were SLD students. For the 2014 SY, 5 FAY10 students tested in math; 4 were Falls Far Below and 1 passed with Meets resulting in a 20% pass rate. 3 of the 4 students who were FFB are SLD students, 1 of which is classified as MIMR. The SLD disabilities impact the students’ ability to demonstrate their knowledge on the AIMS math exam.</li> <li>• <b>Analysis:</b> Maya High School showed improvement within the 2013-2014 school year with 0% of Meet or Approached at mid-year which increased to 25% of students achieving Meets of Approaches at end-of-year for a 25% increase. For 2014-2015, 33% of students Met of Approached at mid-year which increased to 40% of students achieving Meets or Approaches for a 7% increase.</li> <li>• <b>Analysis:</b> Maya High School showed year-to-year improvement with 0% of students achieving Meets or Approaching in 2013-2014 to 33% in 2014-2015 at mid-year for a 33% increase. For end-of-year, the 2013-2014 school year showed 25% of students achieving Meets or Approaches with a 15%</li> </ul>



Subgroup, students with disabilities—**Reading**

- AIMS Reading data was analyzed for 2013 – 2014
  - Student median growth percentile data for ATI/Galileo’s benchmark testing was collected and analyzed for all students enrolled in English 10 who took multiple benchmark tests.
    - In 2013 – 2014 and 2014 - 2015, Reading 10 benchmark was analyzed for ELA.
      - See Figures 1.38 and 1.39
- increase to 40% showing Meets or Approaches in 2014-2015.
- **Conclusion:** Maya High School has shown improvement in the performance of ESS students in Math and needs to continue to provide resources for increased growth and achievement.
- **Response:** Maya High School acknowledges that the sample size for ATI Galileo testing is as small and volatile as AIMS testing with 1 – 4 students testing for each test administration; however, we have continued to improve by providing paraprofessionals in our Math classes. In addition, a more structured format for Fridays has been created to provide skills-based support to students.
- **Analysis:** For the 2013 SY, 3 FAY students tested in reading; 2 were Approaches and 1 was FFB. All 3 students were SLD students. For the 2014 SY, 5 FAY10 students tested in reading; 2 students passed AIMS with Meets and 3 did not pass with Approaches. This resulted in a 40% pass rate with 0% Falling Far Below. Of the 2 students who Met, 1 is SLD and 1 has a 504 Plan. Of the remaining 3 who Approached, 2 are SLD and 1 is MIMR. The SLD/MIMR disabilities impact the students’ ability to demonstrate their knowledge on the AIMS reading exam.
- **Analysis:** Maya High School shows year-to-year improvement with 50% of students achieving Meets or Approaches in 2013-2014 which increased to 67% achieving Meets of Approaches in 2014-2015 for end-of-year testing. Maya High School acknowledges that the sample size for ATI Galileo testing is as small and volatile as AIMS testing with 1 – 4 students testing for each test administration
- **Conclusion:** Maya High School has shown improvement in the performance of ESS students in Reading and needs to continue to provide resources for increased growth and achievement.
- **Response:** Maya High School has continued to provide a paraprofessional in SEI classes. Support resources have been explored and provided in classes. Course sequencing and cohort classes have been created for ELA classes for 9<sup>th</sup> and 10<sup>th</sup> graders. In addition, a more structured format for Fridays has been created to provide skills-based support to students.



High School Graduation  
Rate (Schools serving 12<sup>th</sup>  
grade only)

- Data was gathered regarding ADM, enrollment, student demographics, credits upon enrollment and graduation rates provided by ADE and analyzed.
- Graduate #s by year for the school
  - See Figure 1.49
- **Analysis:** Our **graduation rate** results reflect that MHS serves an alternative student population that enrolls with critical deficiencies in skills and credits. Maya High School is a school of choice and has been since it opened in 1997, for students who are coming from other schools where they were not provided with the support or remediation necessary in order to be successful in an academic setting. Since opening its doors, Maya has helped 1400 students in the community it serves earn a high school diploma – something they would not have been able to do without this credit recovery school of choice. Maya High School is an alternative high school that offers credit recovery. Maya students demonstrate a high mobility rate. In 2012-2013, the school enrolled 793 students throughout the year. Out of the 793 students, 173 enrolled at Maya without attending another school and 284 enrolled after starting the year at another school. Our average daily membership for the SY13 was 389. In 2013-2014, the school enrolled 833 students throughout the year. Out of the 833 students, 150 students enrolled at Maya without attending another school enrolled at Maya and 231 enrolled after starting the year at another school. Our average daily membership for SY14 was 429. From mobility and attendance challenges, to academic struggles, MHS has no barriers to enrollment and embraces its mission to provide the rigorous and relevant instruction for students at all academic levels and ensure that each has the tools and support to achieve success. And of course, earn a high school diploma.
- **Analysis:** The average age of the student body is 17, and 87.9% of students are between the ages of 16-21. With no minimum credits to enroll, Maya serves a population that will require an extended period of time to graduate. When enrolling students, the school performs a credit analysis and reviews other pertinent information for all students to determine academic standing. Currently, 90% of the students enrolled are in poor academic standing. This determination centers on credit deficiency (what a typical high school student should be acquiring in order to graduate in four years). Our graduation rates evidence several things:



- Our students are able to graduate and remain in school past their senior year to do so. These students come to MHS from local systems where they have fallen significantly behind in credits and academic skill. MHS is providing a critical service to these students, providing the extra time and instruction they need to master grade level standards and earn a high school diploma.
- Over the last two years, several large shifts have occurred at the secondary level that impact the rate of graduation. First, a 4<sup>th</sup> year of math was added as a graduation requirement. For credit-deficient students already a year or more behind in math, this addition impacted the graduation rate of our students. Also, the transition to AZCCRS added increased rigor in all courses and additional course time for Algebra and Geometry.
- **Conclusion:** Maya High School needs to continue to focus on and improve the retention of its students.

Academic Persistence  
(Alternative High Schools  
Only)

Not Applicable

Not Applicable

## 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’s leadership team understands the importance of effective instruction that is aligned to the standards. The campus has an explicit and formal framework for instruction that monitors the teaching and evaluation of the standards in all classrooms. This protocol includes clear expectations and accountability for all teachers at Maya High School to follow standards-aligned curriculum maps clearly tied to weekly written lesson plans that require planning for assessing student learning and both re-teaching and enriching after initial instruction. School leadership maintains a system of lesson plan supervision, classroom walk-throughs, instructional coaching, and school team management designed to both supervise and support teachers in their focused efforts to measure achievement, act upon data, and drive student learning. The core of the formal teacher evaluation system at the school uses a variety of artifacts to measure all of these instructional elements.

#### Documentation

- Lesson Plan Submission and Feedback Log
- Curriculum Maps



- Galileo data including Class Dev Profile Grid
- BTS Team minutes
- Lesson Plan Emails
- Lesson Plan Feedback documents

**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**

Maya High School follows the CMO’s system for Curriculum and Instruction, see Figure 2.1. Teachers use standard-aligned curriculum maps to guide instructional planning and use a standards-based lesson plan which aligns to the curriculum maps. Instructional staff utilizes the campus lesson plan template. The instructional coach collects and reviews lesson plans and provides feedback and provides instructional coaching support. Teachers assess standard mastery after instruction to determine the course of action: re-teach or enrichment. After instruction concludes, the teacher plans for any needed additional support. At the end of the term, the teacher and leadership use pre-post assessment data in Galileo to determine student achievement and growth. Using an analysis of this data, the teacher makes necessary adjustments to pacing and instruction for subsequent terms. At the end of the year, the teachers and leadership team evaluate state testing growth and achievement results to evaluate the effectiveness of the curriculum. If they deem it necessary, they may initiate the curriculum adoption cycle. We evaluate how effectively the curriculum enables students to meet the standards by utilizing the following tools: District benchmark testing using ATI Galileo, Pre- and Post- testing in all classes, AZMerit testing results, AZELLA results. Quarterly data-driven team meetings use disaggregated data from assessments that shows how students perform on each tested standard.

**Documentation**

- Lesson plans and lesson plan feedback
- Curriculum maps
- Data review documentation (AZMerit, Galileo benchmark, Galileo Pre/Post, AZELLA, Galileo Class Dev Profile Grids)

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

**Answer**

The instructional coach/school leader ensures that all teachers are planning their instruction off of the CMO’s CCRS-aligned curriculum maps. They keep a Lesson Plan Submission and Feedback Log to evidence that written plans are submitted before instruction and that they are aligned to the maps. Leadership uses a lesson plan rubric to provide meaningful feedback about lesson plan quality to all teachers. Maya High School is a GAPE (Google Apps for Education) school and utilizes Google Forms and Docs to provide immediate and uniform feedback. The instructional coach uses a Google form to provide feedback on a lesson plan; once the form is submitted an email and Google document is automatically created, sent and shared with the teacher.

The curriculum maps have pacing tallies that evidence the number of times each grade level CCRS standard is covered by a term’s curriculum map. Using these tallies in conjunction with student data, content workgroups are called Break Through to Success (BTS) Teams at Maya High School (similar to PLC Teams), are able to make modifications to curriculum maps at the end of each year to address any gaps. BTS Teams meet on a weekly basis.

**Documentation**

- Lesson Plan Submission and Feedback Log
- Curriculum Maps
- Galileo data including Class Dev Profile Grid
- BTS Team minutes



- Lesson Plan Emails
- Lesson Plan Feedback documents

**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**

During the summer, a needs assessment is completed by the school’s leadership committee. If the needs assessment indicates that a curriculum adoption and/or revision are necessary, the committee begins collaborating with internal and external experts to analyze the data findings of the leadership committee and clearly articulate unmet needs. Using a rubric, the stakeholders then vet potential curriculum materials to evaluate how they would better address unmet instructional needs. The committee has always used criteria to evaluate each option and come to consensus, although that process has now been formalized so that future adoptions use and record clear rubric results. The school leadership then creates the proper environment for training, implementation, and supervision to ensure that the new curriculum is incorporated with fidelity and success. See Figure 2.2.

**Documentation**

- SRSI data
- EOY data for both AIMS and Galileo
- BTS Team minutes

**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**

Maya High School uses the following criteria to evaluate curriculum options to determine what to adopt:

- Aligned to AZCCRS
- Compatible to the school’s technology
- Address school areas of improvement (based on assessment data)
- Research-based
- Cost-effective

To illustrate, due to the transition into new standards, the school has elected to adopt electronic curriculum resources that fit the criteria above instead of choosing from limited textbook options. Most recently, for the 14-15 school year, the school adopted ThinkCerca and TenMarks, blended learning curriculum. A variety of schools and corporate stakeholders met to evaluate the curriculum according to criteria. ThinkCerca and TenMarks are research-based and aligned to CCR Standards. ThinkCerca addresses areas of improvement in reading and writing and TenMarks does the same for math, while facilitating remediation and enrichment. ThinkCerca and TenMarks are also compatible with the school’s technology (Chromebooks). Several Leona schools agreed to adopt the curriculum. A state learning grant was applied for and awarded to the schools to purchase the curriculum.

**Documentation**

- Meeting notes
- Blended Learning Grant documentation

**C. Revising Curriculum**



**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**

The instructional coach/school leader ensures that all teachers are planning their instruction off of the CMO's CCRS-aligned curriculum maps. They keep a Lesson Plan Submission and Feedback Log to evidence that written plans are submitted before instruction and that they are aligned to the maps. Leadership uses a lesson plan rubric to provide meaningful feedback about lesson plan quality to all teachers. Maya High School is a GAFE (Google Apps for Education) school and utilizes Google Forms and Docs to provide immediate and uniform feedback. The instructional coach uses a Google form to provide feedback on a lesson plan; once the form is submitted an email and Google document is automatically created, sent and shared with the teacher.

The curriculum maps have pacing tallies that evidence the number of times each grade level CCRS standard is covered by a term's curriculum map. Using these tallies in conjunction with student data, content workgroups are called Break Through to Success (BTS) Teams at Maya High School (similar to PLC Teams), are able to make modifications to curriculum maps at the end of each year to address any gaps. BTS Teams meet on a weekly basis.

**Documentation**

- Lesson Plan Submission and Feedback Log
- Curriculum Maps
- Galileo data including Class Dev Profile Grid
- BTS Team minutes
- Lesson Plan Emails
- Lesson Plan Feedback documents

**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**

During the summer, a needs assessment is completed by the school's leadership committee. If the needs assessment indicates that a curriculum adoption and/or revision are necessary, the committee begins collaborating with internal and external experts to analyze the data findings of the leadership committee and clearly articulate unmet needs. Using a rubric, the stakeholders then vet potential curriculum materials to evaluate how they would better address unmet instructional needs. The committee has always used criteria to evaluate each option and come to consensus, although that process has now been formalized so that future adoptions use and record clear rubric results. The school leadership then creates the proper environment for training, implementation, and supervision to ensure that the new curriculum is incorporated with fidelity and success.

**Documentation**

- SRSI data
- EOY data for both AIMS and Galileo
- BTS Team minutes

**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**

Courses are aligned to the appropriate adopted curriculum maps. This ensures that there is consistency in standards coverage and rigor for all courses, regardless of the teacher. Through the lesson plan submission and feedback log, leadership evidences that all teachers are aligning their lesson plans to the standards and maps provided. Daily classroom walkthroughs, formal and informal, by administration validate that the written plans are being executed with fidelity in the classrooms. All feedback – lesson plan feedback, observation results/data, BTS feedback – is provided immediately through the use of Google Doc’s and forms.

In their evaluations, teachers are held accountable for adhering to the campus written curriculum maps, submitting and using aligned lesson plans using the campus template, providing differentiated learning opportunities, using classroom data aligned to the RTI model, and engaging in data analysis at the year’s end and participating in collaborative revisions to improve instruction.

**Documentation**

- Lesson Plan Submission and Feedback Log
- Walkthrough Observation Data
- Leona Teacher Evaluation Instrument

---

**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**

Teachers are held accountable for consistent use of these tools as part of their formal evaluations. The evaluation tool and articulated evaluation rubric are presented to teachers multiple times throughout the year to ensure a clear understanding of these expectations. As part of the quarterly data meetings with leadership, teachers are informed of their percentage rate of lesson plan submission as well as regularly informed of due dates of weekly lesson plan submissions. Teachers are provided feedback on lesson plans, alignment, and pace of curriculum in cognitive coaching sessions. Teachers are provided feedback on their lessons using a rubric to assess the effectiveness of their lessons in regards to standards and objectives, rigor, bell-to-bell instruction, core instructional plan, assessment, and RTI.

**Documentation**

- Galileo meeting data
- Communication documentation
- Cognitive Coaching documentation
- Lesson Plan Submission and Feedback Log
- Teacher evaluation tool and rubric

---

**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**

All classrooms are expected to use the single, course content curriculum maps for ELA and Math. These maps were created collaboratively by master-level teachers across Leona high schools and are aligned to the Arizona College and Career Readiness Standards (ACCRS). Pre/Post testing through Galileo for all core content courses creates testing blueprints for all teachers that clearly articulate what standards are going to be assessed at the end of each course and the weighting of the standards on each test. These blueprints clearly communicate the standards expectations for each course and compliment the curriculum maps.



The curriculum maps have pacing tallies that evidence the number of times each grade level CCRS standard is covered by a term's curriculum map. Using these tallies in conjunction with student data, content workgroup PLC's consisting of teachers across Leona are able to make modifications to curriculum maps at the end of each year to address any gaps. In addition, BTS Teams use data to modify and adjust the curriculum based on the needs of our students.

All teachers submit their lesson plans for all courses to the site instructional coach every week. Lesson plans are aligned to curriculum maps to ensure standards are properly being covered. The instructional coach reviews the lesson plans to ensure that they contain the necessary elements described above and provides feedback on the lessons. The instructional coach also reviews the lessons to identify opportunities to improve general instruction efforts. The curriculum coach conducts regular classroom walk-throughs and provides immediate feedback through the use of Google forms and Docs to ensure that live instruction matches the written lesson plan for the day. A Google form is used during all classroom walk-through's; upon submission, an email and document is created, sent and shared with the teacher immediately. Teacher submissions and use of aligned lesson plans and curriculum maps are indicators on every teacher's formal evaluation. Growth data from Galileo is included in the lesson Plan Submission and Feedback Log.

**Documentation**

- Curriculum maps
- Lesson Plan Submission and Feedback Log
- Walkthrough Observation Data
- Pacing tallies
- Galileo pre/post test data
- TLG PLC workgroup agendas
- BTS Team minutes
- Lesson Plan Emails
- Lesson Plan Feedback documents

---

**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**

All curriculum maps state each CCRS that is being addressed by every day's activity. All lesson plans are required to have articulated CCRS standards stated at the top of the plan, and those CCRS standards are to be aligned to the pacing of the curriculum map as closely as possible. The curriculum pacing tallies evidence the number of times each grade level CCRS standard is covered by a term's curriculum map, so they evidence that within a course sequence all standards are presented.

The Leona Group has been working with a variety of external CCRS experts in both ELA and math (Steve Leinwand, Chris Shore, Karim Ani, Dan Meyer, Wendi Anderson). They have leveraged (and continue to leverage) this counsel to ensure that the scope and sequence of curriculum maps align to the standards. Additionally, Leona PLC Workgroup Teams of master-level content teachers from multiple schools, including Maya, work collaboratively to design and share rich, standards-aligned instructional tools to support the curriculum maps. These PLC Workgroups serve as an extra set of eyes to ensure that the standards alignment is in place and that activity and assessments fairly communicate and measure the standards.

Maya High School has enlisted the support of a regional math coach. The math coach spends time planning, observing, teaching and working with the on-site instructional coach to ensure that all math classes are in alignment with the expected curriculum.

**Documentation**

- PD calendars and invoices
- Leona PLC Workgroup agendas
- Curriculum maps



- Pacing tallies
- Lesson plans
- Regional Math Coach documentation
- BTS Team minutes

**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**

Maya High School follows the CMO’s system for Curriculum and Instruction. Teachers use standard-aligned curriculum maps to guide instructional planning and use a standards-based lesson plan which aligns to the curriculum maps. Instructional staff utilizes the campus lesson plan template. The instructional coach collects and reviews lesson plans and provides feedback and provides instructional coaching support. Teachers assess standard mastery after instruction to determine the course of action: re-teach or enrichment. After instruction concludes, the teacher plans for any needed additional support. At the end of the term, the teacher and leadership use pre-post assessment data in Galileo to determine student achievement and growth. Using an analysis of this data, the teacher makes necessary adjustments to pacing and instruction for subsequent terms. At the end of the year, the teachers and leadership team evaluate state testing growth and achievement results to evaluate the effectiveness of the curriculum. If they deem it necessary, they may initiate the curriculum adoption cycle. We evaluate how effectively the curriculum enables students to meet the standards by utilizing the following tools: District benchmark testing using ATI Galileo, Pre- and Post- testing in all classes, AZMerit testing results, AZELLA results. Quarterly data-driven team meetings use disaggregated data from assessments that shows how students perform on each tested standard.

**Documentation**

- Lesson plans and lesson plan feedback
- Curriculum maps
- Data review documentation (AZMerit, Galileo benchmark, Galileo Pre/Post, AZELLA, Galileo Class Dev Profile Grids)

**F. Adapted to Meet the Needs of Subgroups**

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

**Subgroup Curriculum Table**

Subgroup	Exempt	How does the Charter Holder assess each subgroup to 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"/>	To ensure the bottom 25%/non-proficient student’s needs are being met, planning for the daily interventions required on weekly lesson plans. Through lesson plan feedback, walkthroughs, additional support staff intervention, and cognitive coaching, the curriculum coach and instructional staff are able to plan to ensure how these students’ needs are being addressed effectively and/or ineffectively by the curriculum. Students also have the opportunity to remain after school Monday through Thursday or attend on Fridays for additional support provided by site instructors and/or	<ul style="list-style-type: none"> <li>▪ Lesson Plan Submission and Feedback Log</li> <li>▪ Walkthrough Observation Data</li> <li>▪ Cognitive Coaching documentation</li> <li>▪ Galileo data</li> <li>▪ Focus Friday reports in Schoolmaster</li> <li>▪ Lesson Plan Emails</li> <li>▪ Lesson Plan Feedback</li> </ul>



Demonstration of Sufficient Progress Report

		Achievement Learning highly qualified paraprofessionals via the AZ State Tutoring Grant.	documents
ELL students	<input type="checkbox"/>	Maya’s new site curriculum coach is a seasoned ELA teacher and coach with documented success in serving ELA students successfully at MHS and experience teaching ELL classes in traditional district schools. To ensure that ELL students’ needs are being met, the team (curriculum coach, SEI teacher, and SEI representative) evaluates instructional methods, student goals, and the school’s overall instructional program to determine the effectiveness of instruction being delivered. Through lesson plan feedback, walkthroughs, additional support staff intervention, and cognitive coaching, the curriculum coach and instructional staff are able to meet to discuss how ELL students’ needs are being addressed effectively and/or ineffectively by the curriculum. ELL students also have access to Reading Horizons to support language development and are monitored on the program regularly. Students also have the opportunity to remain after school or attend on Fridays for additional support and individualized attention. In addition, all other teachers are required to submit bi-weekly SEI logs in support of our ELL population.	<ul style="list-style-type: none"> <li>▪ Meeting notes</li> <li>▪ Rosetta Stone Usage Reports</li> <li>▪ Lesson Plan Submission and Feedback Log</li> <li>▪ Walkthrough Observation Data</li> <li>▪ Cognitive Coaching documentation</li> <li>▪ AZELLA data</li> <li>▪ Focus Friday reports in Schoolmaster</li> <li>▪ SEI Logs</li> </ul>
Students eligible for FRL	<input type="checkbox"/>	Maya serves an overall population that is composed of 98% (depending upon the time of year) who qualify for FRL. To ensure that Free and Reduced Lunch (FRL) students’ needs are being met, the instructional staff and curriculum coach evaluates instructional methods, student goals, and instructional program to determine the effectiveness of instruction being delivered. Through lesson plan feedback, walkthroughs, additional support staff intervention, and cognitive coaching, the curriculum coach and instructional staff are able to meet to discuss how FRL students’ needs are being addressed effectively and/or ineffectively by the curriculum. FRL Students also have the opportunity to remain after school or attend on Fridays for additional support and individualized attention.	<ul style="list-style-type: none"> <li>▪ Lesson Plan Submission and Feedback Log</li> <li>▪ Walkthrough Observation Data</li> <li>▪ Cognitive Coaching documentation</li> <li>▪ Focus Friday reports in Schoolmaster</li> <li>▪ Lesson Plan Emails</li> <li>▪ Lesson Plan Feedback documents</li> </ul>
Students with disabilities	<input type="checkbox"/>	First and foremost, students with disabilities are supported by the site’s special education coordinator. Under the supervision of the CMO’s Director of Exceptional Student Services, the coordinator works at the site to ensure that all necessary modifications and accommodations are met as outlined by each student’s IEP or 504 Plan. All students with disabilities participate in the mainstream educational classroom as the least-restrictive educational environment. Within that classroom, the students are exposed to grade-level	<ul style="list-style-type: none"> <li>▪ SPED communication</li> <li>▪ Lesson Plan Submission and Feedback Log</li> <li>▪ Walkthrough Observation Data</li> <li>▪ Cognitive Coaching documentation</li> <li>▪ Focus Friday reports in Schoolmaster</li> <li>▪ SPED services logs</li> </ul>



	<p>standards with the necessary scaffolding to promote student success.</p> <p>To ensure that students with disabilities needs are being met, the instructional staff and curriculum coach evaluates instructional methods, student goals, and instructional program to determine the effectiveness of instruction being delivered. Through lesson plan feedback, SPED walkthroughs conducted by our SPED coordinator, additional support staff intervention, and cognitive coaching, the curriculum coach and instructional staff are able to meet to discuss how the needs of students with disabilities are being addressed effectively and/or ineffectively by the curriculum. Students with disabilities also have the opportunity to remain after school or attend on Fridays for additional support and individualized attention.</p> <p>In addition, teachers are required to submit weekly SPED logs in support of our SPED population.</p>	<ul style="list-style-type: none"> <li>▪ Teacher SPED Logs</li> <li>▪ SPED classroom walk-through's</li> <li>▪ Lesson Plan Emails</li> <li>▪ Lesson Plan Feedback documents</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?
Galileo Pre-Test	All	Formative			First week of each block
Galileo Post-Test	All	Summative			Last week of each block
Galileo Benchmark	All	Benchmark			Fall, Winter, Spring
AZELLA	All				Spring

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

**Answer**

The assessment system has been established and used as a system protocol and continues to provide reliable and accountable data to guide instruction, curriculum, and school programs, see Figure 3.1. The ATI-Galileo Benchmarks were selected by a



collaborative leadership team that included CMO directors, site instructional coaches, school leaders, and master-level teachers. Galileo was selected because it provided valid and reliable assessments and produced standards-based reporting by teacher, class, and student through a comprehensive database that could be powerful tools for differentiation. Additionally, the benchmarks provide normed-growth data that evidence how our students are improving compared to students across our state. The Pre-Post testing system was layered in to assist in the transition to the CCRS and ensure rigorous, consistent expectations in all core content classrooms. Because these tests are administered through Galileo, they, too have the same powerful reporting capabilities. These tools dovetail with the assessments required by the state: AZMerit, and AZELLA. The testing blueprints and formatting create a cohesive, standards-based testing system designed to promote student achievement and growth. Content workgroups and CMO directors evaluate these tools each summer using state testing results and a rubric.

**Documentation**

- TLG Secondary Assessment Flow Chart
- HS Assessment Cycle

**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 assessment system is aligned to the curriculum and instructional methodology based on the correlation of state standards, CCRS standards, and objectives. Just like the standards-based assessments and reporting provided by Galileo, AZELLA, and AZMerit, our lesson planning tools and curriculum maps are standards-aligned and require thoughtful focus on helping all students master the standards. This can be seen on our lesson plan template, which requires all teachers to pre-plan their standards-aligned assessment and re-teaching/enrichment activities based on that data.

The analysis of data evaluated after the assessments are given allows teachers, curriculum coach, and administration (instructional team) to determine the effectiveness of instruction and curriculum. At this point, the instructional team will refer to their PMP to modify curriculum to target achievement gaps. The analysis of data will be used to determine instruction and interventions. The data from the mentioned assessments are used to revise the curriculum maps for the upcoming school year, ensuring that instruction is enhanced for areas that test low. Leadership uses this data to conduct formal evaluations of all teachers and instructional coaches. Additionally, they use the data to inform their revisions to their annual PMP plan for the upcoming year. The school leader evaluation that is conducted over the summer by the CMO uses the summative data as one indicator to measure the effectiveness of the school leader.

**Documentation**

- Lesson Plans
- Curriculum maps
- Galileo blueprints
- Galileo reports
- BTS Team minutes
- Curriculum map course tallies
- Coaching logs
- Assessment Data documentation
- PMP documentation
- Teacher evaluations
- Walkthroughs

**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**

Teachers are held accountable for consistent use of these tools as part of their formal evaluations. The evaluation tool and articulated evaluation rubric are presented to teachers multiple times throughout the year to ensure a clear understanding of these expectations. As part of the quarterly data meetings with leadership, teachers are informed of their percentage rate of lesson plan submission as well as regularly informed of due dates of weekly lesson plan submissions. Teachers are provided feedback on lesson plans, alignment, and pace of curriculum in cognitive coaching sessions. Teachers are provided feedback on their lessons using a rubric to assess the effectiveness of their lessons in regards to standards and objectives, rigor, bell-to-bell instruction, core instructional plan, assessment, and RTI.

**Documentation**

- Galileo meeting data
- Communication documentation
- Cognitive Coaching documentation
- Lesson Plan Submission and Feedback Log
- Teacher evaluation tool and rubric

**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"/>	All assessments mentioned above provide reliable and authentic data on students in the bottom 25%/non-proficient. In fact, because of the vast majority of students served at MHS are academically deficient, these assessment results are used to provide services to over 70%. Because so many students at MHS struggle academically, the overall assessment system, truly, is designed to meet their needs. The Galileo data provides the team with intervention reports, individualized reports, and school-wide reports on students in the bottom 25%, which allows the instructional team to determine best practices, interventions, standards/objectives, and curriculum to focus on with these identified students. The reports are also used to create groups in math for our workshop style instruction that includes highly qualified paraprofessionals, as well as identify students who would benefit from Friday workshops. Students in the bottom 25% are able to receive additional intervention after school and on Fridays to assist with academic goals, retention of curriculum, and identified learning gaps. The block	<ul style="list-style-type: none"> <li>▪ Galileo reports</li> <li>▪ Focus Friday reports in Schoolmaster</li> <li>▪ Master schedule</li> </ul>



Demonstration of Sufficient Progress Report

		schedule system also provides formal feedback every four weeks.	
ELL students	<input type="checkbox"/>	All assessments mentioned above provide reliable and authentic data on ELL students and their academic abilities as well as their progress throughout the year. ELL students participate in all testing that mainstream students experience. The AZELLA test is another tool administered to students upon enrollment whose PHLOTE forms indicate they may be in need of English Language Acquisition services. Depending on their scores, students may place into the school's ELAS program. Students who are not classified as "Proficient" on the AZELLA are placed in SEI courses to receive the mandated four hours of intensive language instruction. A paraprofessional assists in conducting targeted, leveled instruction. The SEI teacher is also available Fridays for individualized language tutoring. We have added a highly qualified paraprofessional to all SEI classes as well as adding an additional paraprofessional (3 adults in the classroom) to all math classes with a high population of SEI students. At the end of the year, ELAS students are administered the AZELLA again, and the school uses the results to measure the effectiveness of its ELAS and intervention programming for ELL students.	<ul style="list-style-type: none"> <li>▪ ELL Census report</li> <li>▪ Descriptions for SEI courses</li> <li>▪ SEI assessment data</li> <li>▪ Master schedule</li> <li>▪ Focus Friday reports in Schoolmaster</li> <li>▪ SEI Logs</li> <li>▪ AZELLA reports</li> </ul>
Students eligible for FRL	<input type="checkbox"/>	Maya serves an overall population that is composed of 98% (depending upon the time of year) who qualify for FRL. All assessments mentioned above provide reliable and authentic data on Free and Reduced Lunch (FRL) students, as FRL students historically compose 90%+ of the population. The Galileo data provides the instructional staff with intervention reports, individualized reports, and school wide reports on FRL students, which allows the instructional team to determine best practices, interventions, standards/objectives, and curriculum to focus on with these identified students. The instructional team uses these reports to create and schedule groups for our workshop style instruction that includes highly qualified paraprofessionals in math as well as identify students who would benefit from Friday workshops. FRL students are able to receive additional intervention after school and on Fridays to assist with academic goals, retention of curriculum, enrichment and/or identified learning gaps.	<ul style="list-style-type: none"> <li>▪ Galileo reports</li> <li>▪ Master schedule</li> <li>▪ Focus Friday reports in Schoolmaster</li> </ul>
Students with disabilities	<input type="checkbox"/>	All assessments mentioned above provide reliable and authentic data on students with disabilities. The Galileo data provides the team with intervention reports, individualized reports, and school wide reports on students with disabilities, which allows	<ul style="list-style-type: none"> <li>▪ Galileo reports</li> <li>▪ Master schedule</li> <li>▪ Focus Friday reports in Schoolmaster</li> <li>▪ BTS Team minutes</li> </ul>



	<p>the instructional team to determine best practices, interventions, standards/objectives, and curriculum to focus on with these identified students. The instructional team uses these reports to create and schedule tutoring groups in math as well as identify students who would benefit from Friday workshops. Students with disabilities have modifications and accommodations made for them as outlined in their IEPs and/or 504 Plans and are able to receive additional intervention after school and on Fridays to assist with academic goals, retention of curriculum, enrichment and/or identified learning gaps.</p>	<ul style="list-style-type: none"> <li>▪ SPED Logs</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 Galileo benchmarks for 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders that are enrolled or will be enrolled in an AZMerit testing course are tested in reading and math at the beginning of the school year, mid-year and end of the year (due to our late start, students are tested August 2015, December 2015 and March 2016). Within each block, students are assessed with a pre-test, mid-term, and post-test. In October and February, students who have not yet ‘met’ are given the AIMS assessment on Reading, Writing, and Math. AZMerit will be given to all students scheduled in 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade ELA classes and all Algebra 1, Geometry, and Algebra 2 courses during the spring testing window. All non-English PHLOTE students are tested with the AZELLA placement exam upon enrollment and if the teacher considers them ready for exiting the program according to state guidelines. All ELL students take the AZELLA reassessment test in the spring. Teachers are expected to provide ongoing, cumulative review of the standards to help all students retain their standards mastery over time. See Figure 3.2.

With each assessment administered, data is generated and feedback is provided to show student achievement and teacher/program effectiveness. At the different intervals in which assessments are given and data is available, teachers and administration meet to analyze the data, evaluate current practices and instruction, determine interventions/enrichment needs, and align maps and lesson plans to support the data. Teachers and paraprofessionals use Galileo growth and achievement reports to provide targeted whole-group, small-group, and individual re-teaching that moves all students toward standards mastery. Administration, teachers and paraprofessionals leverage Galileo growth and achievement reports to measure how students on the campus are growing compared to students across the state. All of this data is analyzed during staff meetings, instructional coach sessions, and teacher evaluation meetings.

**Documentation**

- TLG Secondary Assessment Flow Chart
- HS Assessment Cycle
- Benchmark Schedule and Results
- AZMerit schedule
- AZELLA Census
- Documentation for Data Meetings



- Cognitive Coaching data meeting documentation
- PD Calendar

**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**

The analysis of data evaluated after the assessments are given allows teachers, curriculum coach, and administration (instructional team) to determine the effectiveness curriculum. At this point, the instructional team will refer to their PMP to modify curriculum to target achievement gaps. The analysis of data will be used to determine interventions to include, modify or remove from curriculum. The data from the mentioned assessments are used to revise the curriculum maps for the upcoming school year, ensuring that instruction is enhanced for areas that test low. Leadership uses this data to inform their revisions to their annual PMP plan for the upcoming year. The school leader evaluation that is conducted over the summer by the CMO uses the summative data as one indicator to measure the effectiveness of the school leader.

Ongoing analysis of assessment data, curriculum, and instruction occur to identify, monitor, and adjust intervention groups or modify curriculum delivery. Analysis of assessment data is conducted and reviewed by administrators and content BTS Teams to support changes in sequencing and/or prioritizing of standards within the curriculum and instructional strategies and activities. The analysis will also determine whole-group, small-group, and individual re-teaching that moves all students toward standard mastery. Constant analysis of data allows immediate action on learning gaps to strengthen instruction and learning for all students to allow a more productive and effective learning environment.

**Documentation**

- BTS Team minutes
- Curriculum map course tallies
- Coaching logs
- Assessment Data documentation
- PMP documentation
- Teacher evaluations
- Walkthroughs
- Galileo post-test results
- TLG Assessment
- BTS Team minutes
- Coach Activity Log
- TLG Secondary Assessment Flow Chart
- HS Assessment Cycle

**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**

The analysis of data evaluated after the assessments are given allows teachers, curriculum coach, and administration (instructional team) to determine the effectiveness of instruction. At this point, the instructional team will refer to their PMP to modify curriculum to target achievement gaps. The analysis of data will be used to determine instructional strategies to include, modify or remove from curriculum. The data from the mentioned assessments are used to revise the curriculum maps for the upcoming school year, ensuring that instruction is enhanced for areas that test low. Leadership uses this data to conduct formal evaluations of all teachers and instructional coaches. Additionally, they use the data to inform their revisions to



their annual PMP plan for the upcoming year.

Ongoing analysis of assessment data, curriculum, and instruction occur to identify, monitor, and adjust intervention groups or modify curriculum delivery. Analysis of assessment data is conducted and reviewed by administrators and content BTS Teams to support changes in sequencing and/or prioritizing of standards within the curriculum and instructional strategies and activities. The analysis will also determine whole-group, small-group, and individual re-teaching that moves all students toward standard mastery. Constant analysis of data allows immediate action on learning gaps to strengthen instruction and learning for all students to allow a more productive and effective learning environment.

**Documentation**

- BTS Team minutes
- Curriculum map course tallies
- Coaching logs
- Assessment Data documentation
- PMP documentation
- Teacher evaluations
- Walkthroughs
- Galileo post-test results
- TLG Assessment
- BTS Team minutes
- Coach Activity Log
- TLG Secondary Assessment Flow Chart
- HS Assessment Cycle

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

**Answer**

All instruction is based on grade-level standards as outlined by the Arizona College and Career Readiness Standards and Arizona English Language Learner Standards. There are standards-aligned curriculum maps for teachers to use as a guide to plan instruction and implement the resources that would make learning meaningful to teachers. There is a lesson plan template that includes sections for the articulated standards, objectives, lessons and interventions. A lesson plan rubric is used to provide systematic feedback to teachers and document teacher effectiveness of planning standards-aligned lessons. Teachers are provided with instructional coaching and professional development to ensure that instruction is aligned to grade-level rigor and standards.

Leadership monitors live instruction in the classrooms several ways. First, coaches review written lesson plans and provide feedback. Then, leadership conducts informal/formal classroom walkthroughs weekly to evidence that instruction is effective and it is aligned to the written plans.

Teachers are observed regularly to analyze the alignment of ACCRS curriculum with fidelity. Data is collected, analyzed and



documented to determine alignment between standards, objectives, instruction, assessment and materials. Teachers are provided with Cognitive Coaching sessions, feedback on walk-throughs and professional development to ensure fidelity of instruction to the curriculum as determined by ACCRS.

**Documentation**

- Pre/Post Conference documentation for Cognitive Coaching sessions
- Walkthrough data
- Agendas for Professional Development
- Lesson Plan Submission and Feedback documentation
- Lesson plan template
- Lesson plan rubric
- Curriculum maps
- Lesson Plan Emails
- Lesson Plan Feedback documents

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

**Answer**

The above is implemented, analyzed and adjusted based on the needs of the teachers to plan, implement and revise instruction to increase the effectiveness of standards-based learning. Students are assessed on a regular basis to ensure growth on grade-level standards and teacher effectiveness is analyzed against class and student data. We look at the relationship between effectiveness of instruction as measured by the Leona Teacher Evaluation Tool and student achievement on various assessments, including AZMerit, AZELLA, and Galileo Benchmarks and Pre-Post Tests.

**Documentation**

- Galileo data
- AZMerit data
- Leona Teacher Evaluation Tool

**B. Evaluating Instructional Practices**

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

**Answer**

Teachers are evaluated twice a year during their first year of employment and once a year every year after that using the CMO's evaluation template that is aligned to Danielson, Marzano, and InTASC standards. Although there are fixed evaluation periods during a year, student achievement and teacher performance data is being constantly collected and analyzed to inform the evaluations and provide evidence. During the evaluation process, leaders and teachers use the evaluation rubric as an instructional guide to ensure consistent, effective evaluations of instructional practice. The Leona Group requires each site to implement a Teacher Evaluation Tool to evaluate instructional practices. Teachers are observed and guided in the creation and implementation of goals to refine and reinforce instructional practice and overall teacher effectiveness. These goals are supported throughout the year through instructional coaching and professional development to increase overall teacher effectiveness. The Teacher Evaluation Tool Rubric is used to measure the quality of instruction and the variety of student assessments outlined in the Assessment Section are used to measure the effectiveness of instruction. Multiple measures allow for teachers to be provided with professional goals and support to increase instruction that will directly impact student achievement. The evaluation itself evidences and measures: student engagement, rigor and relevance of written plans and delivery, effective delivery, data use to drive instruction, professional collaboration, physical learning environment, emotional



learning environment, focus on learning, special education service, ELL service, professionalism, and support of the school’s mission/vision.

**Documentation**

- Individual teacher goals
- Cognitive Coaching documentation
- Walkthrough data
- Lesson Plan Submission and Feedback documentation
- Leona Teacher Evaluation Tool/Rubric
- Lesson Plan Emails
- Lesson Plan Feedback documents

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

**Answer**

Teachers are evaluated twice a year during their first year of employment and once a year every year after that using the CMO’s evaluation template that is aligned to Danielson, Marzano, and InTASC standards. Although there are fixed evaluation periods during a year, student achievement and teacher performance data is being constantly collected and analyzed to inform the evaluations and provide evidence. During the evaluation process, leaders and teachers use the evaluation rubric as an instructional guide to ensure consistent, effective evaluations of instructional practice. The Leona Group requires each site to implement a Teacher Evaluation Tool to evaluate instructional practices. Teachers are observed and guided in the creation and implementation of goals to refine and reinforce instructional practice and overall teacher effectiveness. These goals are supported throughout the year through instructional coaching and professional development to increase overall teacher effectiveness. The Teacher Evaluation Tool Rubric is used to measure the quality of instruction and the variety of student assessments outlined in the Assessment Section are used to measure the effectiveness of instruction. Multiple measures allow for teachers to be provided with professional goals and support to increase instruction that will directly impact student achievement. The evaluation itself evidences and measures: student engagement, rigor and relevance of written plans and delivery, effective delivery, data use to drive instruction, professional collaboration, physical learning environment, emotional learning environment, focus on learning, special education service, ELL service, professionalism, and support of the school’s mission/vision.

**Documentation**

- Individual teacher goals
- Cognitive Coaching documentation
- Walkthrough data
- Lesson Plan Submission and Feedback documentation
- Leona Teacher Evaluation Tool/Rubric
- Lesson Plan Emails
- Lesson Plan Feedback documents

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

**Answer**

As a part of the formal evaluation process, teachers and leaders collaborate to establish instructional goals for improvement for all teachers. The goals selected have an articulated alignment to a specific instructional area of the evaluation with a lower evaluation score. These goals are then tracked on the Coach Activity Log, and the support strategies are identified and documented to support the teacher in achieving the stated goals. Until a goal is met, it remains a project between the teacher,



coach, and leader. Once a goal is met, it is documented as retired and the teacher and coach work together using newer data and feedback to identify new instructional goals. This process is continuously repeated as all teachers constantly strive to improve.

Feedback during the formal evaluation sessions is in writing. So long as the teacher’s performance is satisfactory, the teachers work through the Coaching Model to grow and improve. In this model, each teacher is provided with a variety of instructional support tools: instructional coaching, team teaching, co-planning, cognitive coaching, peer observations, and data dialogues. If a teacher has an area of the evaluation that falls below satisfactory, the leader engages the teacher in a formal, written corrective action process that provides support and documents improvements to satisfactory levels.

**Documentation**

- Coach Activity Log
- Individual teacher goals (articulated on the Coach Activity Log)
- Teacher Evaluation Tool
- Lesson Plan Emails
- Lesson Plan Feedback documents
- Leona Teacher Evaluation Tool
- Coach Activity Log
- Corrective action documentation

**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"/>	To evaluate the instruction targeted to address the needs of students with proficiency in the bottom 25% or the non-proficient students, Maya High School tracks the completion and implementation of the RtI portion of the lesson plan template that specifically outlines the instructional plan for this group of students for each content area. If the instructional plan for this subgroup is insufficient for adequate growth and achievement support, additional instructional coaching and support are provided for individual teachers. If it is deemed that the staff as a whole could use additional coaching and support, additional training is added to the Professional Development Plan to address those instructional needs.  The site special education coordinator also works collaboratively with the teachers and administration to ensure that written plans incorporate appropriate modifications and	<ul style="list-style-type: none"> <li>▪ Lesson Plan feedback</li> <li>▪ Professional Development Plan</li> <li>▪ Galileo reports</li> <li>▪ Lesson plan template (with RtI instruction pre-planned)</li> <li>▪ Walkthroughs</li> <li>▪ Lesson Plan Emails</li> <li>▪ Lesson Plan Feedback documents</li> </ul>



Demonstration of Sufficient Progress Report

		accommodations as outlined in IEPs and 504 Plans.	
ELL Students	<input type="checkbox"/>	To evaluate the instruction targeted to address the needs of English Language Learners, Maya monitors and tracks the completion and implementation of SEI lesson plans including the Rtl portion of the lesson plan template that specifically outlines the instructional plan for intervention and enrichment. In addition, the school tracks the completion and implementation of the Rtl portion of the lesson plan template that specifically outlines the instructional plan for this group of students. If the instructional plan for this subgroup is insufficient for adequate growth and achievement support, additional instructional coaching and support are provided for individual teachers. If it is deemed that the staff as a whole could use additional coaching and support, additional training is added to the Professional Development Plan to address those instructional needs.	<ul style="list-style-type: none"> <li>▪ SEI Lesson Plan Template</li> <li>▪ SEI Lesson Feedback</li> <li>▪ Professional Development Plan/Meeting Agenda</li> <li>▪ Galileo reports</li> <li>▪ Lesson Plan Emails</li> <li>▪ Lesson Plan Feedback documents</li> <li>▪ SEI Logs</li> </ul>
Students eligible for FRL	<input type="checkbox"/>	To evaluate the instruction targeted to address the needs of students with qualify as FRL, Maya tracks the completion and implementation of the Rtl portion of the lesson plan template that specifically outlines the instructional plan for this group of students for each content area. If the instructional plan for this subgroup is insufficient for adequate growth and achievement support, additional instructional coaching and support are provided for individual teachers. If it is deemed that the staff as a whole could use additional coaching and support, additional training is added to the Professional Development Plan to address those instructional needs.	<ul style="list-style-type: none"> <li>▪ Lesson Plan Feedback</li> <li>▪ Professional Development Plan</li> <li>▪ Galileo reports</li> <li>▪ Lesson Plan Emails</li> <li>▪ Lesson Plan Feedback documents</li> </ul>
Students with disabilities	<input type="checkbox"/>	To evaluate the instruction targeted to address the needs of students with disabilities, Maya tracks the completion and implementation of the Rtl portion of the lesson plan template that specifically outlines the instructional plan and accommodations and modifications for individual students for each content area, as well as tracking the individual goals as outlined in their IEP or 504 plans. If the instructional plan for this subgroup is insufficient for adequate growth and achievement support, additional instructional coaching and support are provided for individual teachers. If it is deemed that the staff as a whole could use additional coaching and support, additional training is added to the Professional Development Plan to address those instructional needs. The site special education coordinator provides support to administration in ensuring that instruction contains appropriate modifications and accommodations for all special education students.	<ul style="list-style-type: none"> <li>▪ SPED Census and related documentation</li> <li>▪ Professional Development Plan</li> <li>▪ Galileo reports</li> <li>▪ Lesson Plan Emails</li> <li>▪ Lesson Plan Feedback documents</li> <li>▪ SPED classroom walkthrough documents</li> <li>▪ SPED Logs</li> </ul>



--	--	--	--

**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**

MHS is a small campus with 13 teachers, so teacher performance analysis can easily and effectively happen on an individual basis. Evaluation data is reviewed at the end of each evaluation window. Goal setting and goal accomplishments are tracked each block on the Coach Activity Logs. Leadership uses this information to drive personalized professional development efforts and school-wide professional development endeavors, in conjunction with student achievement data and student/teacher/parent survey data and classroom walkthrough data. Analysis of data has led the leadership team to conclude that all teachers need additional support in creating more effective written plans that will increase rigor and provide targeted intervention and enrichment activities. Administration has also found a collective need to better support teachers in delivering bell-to-bell instruction to increase rigor and maintain engagement.

**Documentation**

- Walkthrough data
- Achievement data
- Survey data
- Lesson Plan Submission and Feedback documentation
- Teacher goals listed on the Coach Activity Log
- Teacher evaluation tool and rubric
- Corrective action documentation

**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**

MHS is a small campus with 13 teachers, so teacher performance analysis can easily and effectively happen on an individual basis. Evaluation data is reviewed at the end of each evaluation window. Goal setting and goal accomplishments are tracked each block on the Coach Activity Logs. Walkthrough forms are adjusted and/or modified to match the needs of the staff and/or individual teacher. The instructional coach meets regularly with each teacher to review data in relation to instructional goals and establish progress. Once goals are met, accomplishment is documented and data is analyzed to identify new goals.

**Documentation**

- Walkthrough data
- Achievement data
- Survey data
- Lesson Plan Submission and Feedback documentation
- Teacher goals listed on the Coach Activity Log
- Teacher evaluation tool and rubric
- Corrective action documentation

**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**

There are different levels of professional development offered to Maya High School staff. The various types of professional development which are also displayed in our professional development cycle include individually-tailored, job-embedded coaching, small group sessions, large group PLCs, site-based trainings, and external conference opportunities to meet each teacher’s articulated goals. At Maya, the instructional teams meet in their BTS Teams to analyze data for areas of improvement and research and implement targeted instructional strategies. Job-embedded coaching is provided that is aligned to each educator’s professional goals that use a variety of strategies. Site professional development sessions are offered that align to each area of the teacher evaluation tool.

Site PD at Maya High school is held with full-time staff once a month. Part-time staff participates in professional development on designated calendar PD days, and as often as time permits depending on their schedules. For 2015-2016, Maya High School has one first-year teacher. Professional development is available to support new teachers with meetings held at corporate for the New Teacher Academy. We hold meaningful, data-based, curriculum supported professional development from August to June to meet the needs of our teachers and students. The graphic in Figure 5.1 demonstrates how the cycle transcends the school years, ties individual and school goals to the system evaluation criteria, and synthesizes efforts of individuals and the school toward improvement for common student achievement.

In addition to site-based PD efforts, The Leona Group professional development sessions are offered that align to each area of the teacher evaluation tools including: New Teacher Academy (NTA), Instructional Coach PLCs, school leader PLCs, and content PLCs for English, math, science, and social studies teachers. Maya adheres to the Leona Professional Development Cycle, Figure 5.2, in its delivery of meaningful professional development.

**Documentation**

- BTS Team minutes
- CMO Content PLC agendas and sign in sheets
- Cognitive Coaching documentation
- Professional Development Plan and Schedule
- School Leader and Instructional Coach PD documentation
- New Teacher Academy documentation
- Conference attendance records
- PD Cycle

**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**

In the spring/summer, site administration and coaches reflect on professional development survey data, student achievement data, teacher evaluation data, and walk-through data to determine common professional development needs across the campus. This data is used to create a professional development plan that is evidenced by our Coach Activity Logs, QSI websites, and professional development session calendar, and professional development sign-ins. Additionally, leadership identified programs and/or products that were new to the campus and allocated time in the Fall and continuing in-service schedule to provide sufficient training on those programs/products. Subsequent professional development plans were determined after instructional staff completed a “needs survey” to determine in what areas they felt they needed the most support in their roles. In a staff meeting the data/results were shared and as a group the ranking of importance was discussed to guide our



professional development. Other methods that aid in guiding professional development are: lesson plan submission/feedback, walk-throughs, and assessment data. Ongoing evaluations of professional development needs are assessed regularly and professional development is adjusted when necessary.

Quarterly, instructional staff develops and refines/reinforces goals and plans for implementation that incorporates a wide variety of resources available on the campus: PLC participation, job-embedded coaching, site PD participation, TLG PD participation, and external professional development opportunities. All professionals collaborate to determine what combination of tools will be best to help reach their goals, and they begin working toward achieving their goals. All teachers, coaches, and leaders meet quarterly with their leadership to evaluate their goal progression and, if necessary, revise their strategies. If goals are met, educators revisit their evaluation to identify additional opportunities for improvement and set a new, formal goal. The professional development plan also aligns with the learning needs of instructional staff by prioritizing meeting topics based on the staff professional development needs survey and results.

**Documentation**

- Survey data
- Professional Development Plan/Schedule
- Coach Activity Logs
- Lesson Plan Submission and Feedback documentation
- Walkthrough data
- SchoolMaster reports
- Individual teacher goals
- Cognitive coaching documentation
- Professional Development Plan
- Staff Meeting documents

**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**

Specific professional development plans were determined after instructional staff completed a “needs survey” to determine in what areas they felt they needed the most support in their roles. In a staff meeting the data/results were shared and as a group the ranking of importance was discussed to guide our professional development. Others methods that aid in guiding professional development are: lesson plan submission/feedback, walk-throughs, assessment data, and professional expectations of staff roles. Ongoing evaluations of professional development needs are assessed regularly and professional development is adjusted when necessary to address opportunities for improvement.

**Documentation**

- Professional Development Plan
- Survey documentation
- Lesson Plan Submission and Feedback
- Walkthrough data
- Assessment data
- Professional Expectations documentation

**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**

There are different levels of professional development offered to Maya High School staff. The various types of professional development which are also displayed in our professional development cycle include individually-tailored, job-embedded coaching, small group sessions, large group PLCs, site-based trainings, and external conference opportunities to meet each teacher’s articulated goals. At Maya, the instructional teams meet in their BTS Teams to analyze data for areas of improvement and research and implement targeted instructional strategies. The on-site Exceptional Student Services liaison rotates to meet with each BTS team at least twice a block. Job-embedded coaching is provided that is aligned to each educator’s professional goals that use a variety of strategies. Site professional development sessions are offered that align to each area of the teacher evaluation tool.

Site PD at Maya High school is held with full-time staff once a month. Part-time staff participates in professional development on designated calendar PD days, and as often as time permits depending on their schedules. For 2015-2016, Maya High School has one first-year teacher. Professional development is available to support new teachers with meetings held at corporate for the New Teacher Academy. We hold meaningful, data-based, curriculum supported professional development from August to June to meet the needs of our teachers and students. Data provided by our ESS coordinator and SEI coordinator are discussed. The graphic in Figure 5.2 demonstrates how the cycle transcends the school years, ties individual and school goals to the system evaluation criteria, and synthesizes efforts of individuals and the school toward improvement for common student achievement.

**Documentation**

- BTS Team minutes
- CMO Content PLC agendas and sign in sheets
- Cognitive Coaching documentation
- Professional Development Plan and Schedule
- School Leader and Instructional Coach PD documentation
- New Teacher Academy documentation
- Conference attendance records
- PD Cycle

**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**

Professional development sessions are held to inform, support, enhance, and drive meaningful instruction to develop staff and student achievement growth. To ensure high quality implementation of the strategies learned, teachers will be observed to gain evidence on its effectiveness within their classrooms. Most importantly, all teachers receive job-embedded coaching to help them implement new strategies gleaned in professional development sessions. This may be composed of cognitive coaching, instructional coaching, or clinical supervision. Teachers are provided with data to share and discuss in their BTS Teams. The on-site curriculum coach meets periodically with BTS teams to lead data-dialogues. Also, tools from professional development sessions are captured and incorporated into system-wide maps and internal instructional resource websites through Leona’s QSI Department. Additionally, walkthroughs and feedback sessions will support the goal of reaching a high caliber of implementation of professional development strategies.

**Documentation**

- Cognitive Coaching documentation
- Walkthrough data
- Observation documentation
- QSI website resources



- Lesson Plan Feedback documentation
- Lesson Plan Emails
- Lesson Plan Feedback documents

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

**Answer**

After the team determines the needs and develops the professional development plan, the school leader strategically earmarks both Title 1 and general fund resources to ensure that the necessary resources for implementation are available. The on-site instructional coach will meet periodically with BTS teams to discuss the needs of the teachers and collect data to support those needs. Additionally, the school leader is able to collaborate with the CMO to participate in CMO-sponsored professional development opportunities for no additional cost. Between site and CMO resources, Maya is able to ensure it can provide the implementation necessary to make the professional development plan a success. Resources which can and will be used to ensure high quality implementation is ongoing monitoring, constant feedback on status, corporate support in implementations, model teaching of the expectation, and conference sessions to determine where support is needed. If additional professional development is needed to extend the learning, it can be provided as well.

**Documentation**

- Budget allocations for professional development
- Professional Development Plan/Schedule

**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**

Professional development strategies are monitored through ongoing assessment of its effectiveness and implementation. Administrative review of lesson plans, live classroom walkthroughs, instructional coaching activity logs, and teacher goal completion tracking all culminate to help the school leader determine the implementation success of professional development activities. Through the methods mentioned above documentation is recorded on progression of implemented strategies learned in professional development sessions and included in evaluation tools.

In December, teachers who are new to the campus receive their first formal evaluation from the school leader. In May, all teachers and coaches on the campus participate in their formal evaluation from the school leader. The process begins with the teacher/coach conducting a self-evaluation that is aligned to the evaluation tool itself. Leadership then presents the formal evaluation and provides rich evidence and artifacts to substantiate the rating of each indicator. Additionally, leaders use an evaluation rubric so that the ratings are entirely concrete and clear to all parties. At the end of the evaluation, the coach/teacher uses the process to identify new areas of professional growth that are aligned to the evaluation tool and address their lowest rated areas. In August, the goal review process will commence again and the cycle begins anew.

In July, the school leader receives an evaluation from the CEO and COO of The Leona Group. This evaluation also begins with the leader conducting a self-evaluation that is aligned to the evaluation tool itself. Leadership then presents the formal evaluation and provides rich evidence and artifacts to substantiate the rating of each indicator. At the end of the evaluation, the leader uses the process to identify new areas of professional growth that are aligned to the evaluation tool and address their lowest rated areas. In August, the goal review process will commence again and the cycle begins anew.



**Documentation**

- Walkthrough data
- Lesson Plan Feedback documentation
- Coach Activity Log
- Observation documentation
- Leona Teacher Evaluation Tool/Rubric

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

**Answer**

Follow-up to support and develop implementation of the strategies learned in professional development is supported through administrative lesson plan feedback, instructional coaching feedback, walkthrough data sharing, professional development sessions, staff meetings, and evaluation tools. Data collected will be discussed in staff meetings, BTS Team meetings and coaching meetings. Data collected will also determine if the strategy is properly implemented and followed, and administration and teachers work collaboratively to analyze the data and determine next steps necessary to assist with effective implementation.

**Documentation**

- Lesson Plan Feedback documentation
- Coach Activity Log
- Cognitive Coaching documentation
- Walkthrough data
- Meeting agendas
- Leona Teacher Evaluation Tool
- Lesson Plan Emails
- Lesson Plan Feedback documents

**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**

Upon enrollment, a credit analysis is created for each student and shared with the administration team, the front office staff and our Success Advisor. The Credit Analysis is emailed to the student as a PDF attachment after review with administration or the Success Advisor. The Credit Analysis includes a math plan and yearly plan for all courses, as well as a communication log. Students meet with our Success Advisor to review their Credit Analysis and discuss their graduation plan. Each graduate has a meeting with administration throughout the year to review progress and discuss any supports needed.

When students meet with our Success Advisor, they first review their graduation plan. Next, they discuss options for post-graduation based on the desires, strengths and skills of the student. The Success Advisor shares possibilities with the student, such as college (University or Community), trade school, or immediately joining the workforce through internship or other connections. The Success Advisor discusses all the steps necessary for the student to follow each option, using resources such as AZCIS, and reviews financial requirements and support options, such as FASFA and scholarship options as well as sets up college tours.



As a school, we host individual workshops for specific colleges, careers or schools, such as Grand Canyon University, the Army or Phoenix College. We host a College & Career Event in which 15 or more representatives from various locations come and discuss options with students. We host FASFA, resume writing and interview workshops for students that periodically include managers from local businesses. We also arrange group college tours to the local colleges. Finally, our Success Advisor does class presentations to discuss the role of the Success Advisor, promote any and all upcoming events and review the basics of College and Career options.

**Documentation**

- Credit Analysis Google Doc
- Success Advisor job description
- Success Advisor student sign-in
- College and Career Day sign-in
- Workshop descriptions and sign-ins

**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**

For the course of each year, all members of the administrative team have access to the credit analysis documents for all students; all meetings with the student are noted and summarized on the Google Document. Each student’s credit analysis is updated throughout the school year as students earn credits. Students see and are informed of the consequences of not passing classes and the benefits of taking additional classes. Credit analyses, and all information included, are utilized in scheduling students for classes each block to keep students on course for graduation and offer the opportunity for success. As students approach completion of graduation requirements, an administrator meets with them to review any deficiencies (required courses, AZMerit, etc.) and provide relevant post-graduation information.

After each block, pass rate is reviewed for each grade level, students who fail all classes or 2 out of 3 classes are reviewed for placement in an Academic Success class that provides additional academic support. In addition, our drop-out Prevention specialist meets with struggling students to discuss options and possibly agree upon a contract, if necessary.

The Success Advisor schedules follow-up meetings with students to check in with students regarding progress towards their career goals and provide additional support if needed. As the administrative team has access to the Communication Log, progress towards career goals are also discussed when discussing graduation progress.

In addition, the administration team, along with the Success Advisor, meet in the summer to discuss the process and credit analysis form to determine if modifications are needed.

Students who are withdrawn are tracked by the administrative team, and they send out letters and make phone calls to students who have not yet graduated to invite them back to school and encourage them to complete their diplomas.

**Documentation**

- Master Schedules
- Credit analyses in Google Drive
- Drop out letter invitation

**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**

Maya High School is a school of choice and has been since it opened in 1997, for students who are coming from other schools where they were not provided with the support or remediation necessary in order to be successful in an academic setting. The school’s purpose is to serve those students who struggle in traditional settings and may not graduate otherwise. 90% of the student body is considered in poor academic standing upon enrollment. For the 2014-2015 school year, 57% of the 9<sup>th</sup> graders had between .5 and 2.5 credits; only 24% of students had 3 credits or more. For the 10<sup>th</sup> graders, 63% of the students had between .5 and 4.5 credits; only 7% of the population had 10 or more credits. Our 11<sup>th</sup> grader consisted of 60% of the population with credits between .5 and 9.5; 7% had 16 or more credits. Our 12<sup>th</sup> and 12<sup>th</sup>+ population, which makes up 57% of the entire school population, consisted of 58% of students having between 12 and 21.5 credits; 17% had 22 or more credits. The average age of the student body is 17, and 87.9% of students are between the ages of 16-21. With no minimum credits to enroll, Maya serves a population that will require an extended period of time to graduate.

In order to support the students we serve and move them towards graduation, we have implemented multiple and continuous check-in’s. Pass rate and attendance reports are reviewed each block; students who struggle passing classes are identified and reviewed for possible placement in an Academic Support class as well as met with to discuss obstacles and potential resources for support; students who struggle with attendance are identified and met with to determine possible modifications to schedules and/or support systems. Each member of the administrative team, along with the Drop-Out Prevention Specialist, Office Manager, and Success advisor meet with students on a consistent basis to discuss progress, identify obstacles, and offer support.

Additionally, Maya High School employs paraprofessionals who provide in-class small-group intervention in ELA, SEI and math classrooms. The school operates on a four-day instructional week with Fridays designated and to provide students with focused and individualized opportunities to improve skills, revise or make-up assignments, and gain exposure to opportunities related to post-graduation options. Resources, such as AZCIS and college or career representatives are utilized. Maya High School utilizes blended learning in courses to provide more effective differentiated remediation for struggling students and enhancement opportunities for excelling students. Also, the school offers FuelEd online supplementary coursework for electives, summer school, and extended day scheduling for students needing credit recovery programming.

**Documentation**

- Credit analysis
- Schoolmaster credit reports and grade reports
- Master schedule
- School calendar
- Blending Learning documentation

**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**

Maya High School is an alternative high school that offers credit recovery. With no minimum credits to enroll, Maya services a population that will require an extended period of time to graduate. Maya also experiences a high mobility rate and attendance challenges despite efforts to accommodate student and parent needs with flexible scheduling (two start options, CBE courses), a four-day schedule, and Focus Friday days designed to make-up absences and missing assignments as well as to receive additional instructional support. Data regarding pass rate, attendance rates, student surveys, growth data and graduation rates are reviewed at the end of each block and over the summer to determine if systems (identification process, support systems, meeting structure, etc.) are in need of modification. Additionally, focus groups are created to analyze and work to improve systems of support for students.



---

**Documentation**

- Summer school registration
- FuelEd course rosters & completion grades
- Master schedule
- Credits earned SchoolMaster report
- Focus Friday sign-ins
- Graduation rates (4, 5, 6, and 7 year)

