

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 Summit High School was required to submit a Performance Management Plan as an intervention because the school operated by the Charter Holder, Summit High School did not meet the academic expectations set forth by the Board.

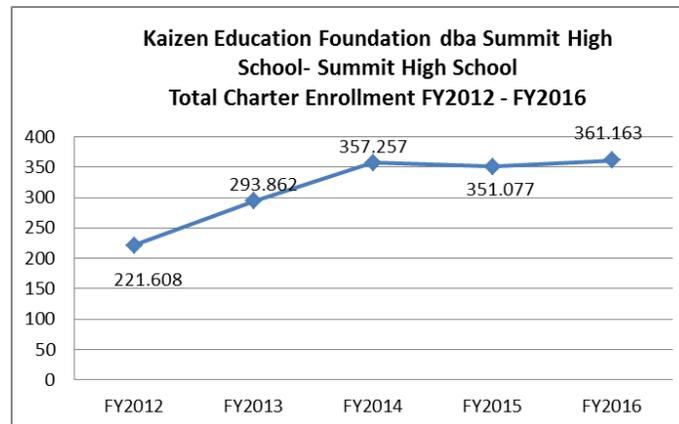
At the time Kaizen Education Foundation dba Summit High School became eligible to apply for renewal, the Charter Holder did not meet the Academic Performance Expectations of the Board as set forth in the Performance Framework and was required to submit a Demonstration of Sufficient Progress as part of 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 there is State assessment data available, Summit 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

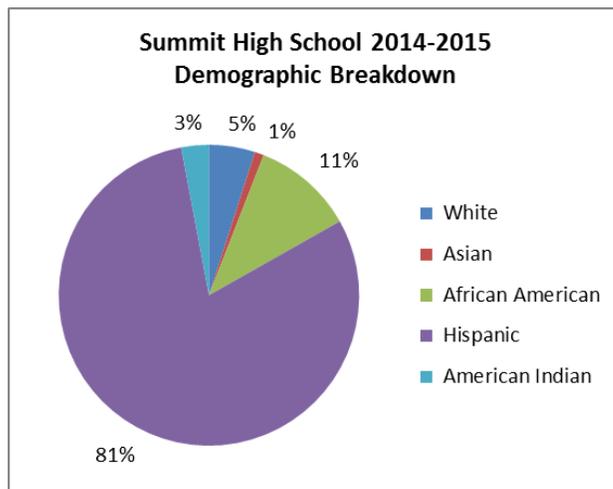
Kaizen Education Foundation dba Summit High School operates 1 school, Summit High School, serving grades 9-12 in Phoenix. Summit High School is designated as an alternative school. The graph below shows the Charter Holder’s actual 100th day average daily membership (ADM) for fiscal years 2012-2015 and 40th day ADM for 2016.



The academic performance of Summit 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
Summit High School	10/27/1997	9-12	58.75/ C-ALT	48.96/ D-ALT	46.67/ D-ALT

The demographic data for Summit High School from the 2014-2015 school year is represented in the charts below.¹



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

Category	Summit High School
Free and Reduced Lunch (FRL)	*
English Language Learners (ELLs)	3%
Special Education	8%

Kaizen Education Foundation dba Summit High School was last before the Board on April 13, 2015 for an Academic Performance Review as a charter holder that was able to demonstrate the implementation of comprehensive systems, as defined in the DSP evaluation criteria, but was unable to demonstrate that academic performance is improving through the presentation of year-over-year comparative data. The Board directed staff to continue monitoring the charter holder through the Academic Intervention Schedule as set out in the Board’s Academic Performance Framework and Guidance document.

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

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



III. Additional School Choices

Summit High School is located in Phoenix near McDowell and 7th St. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are 11 alternative schools serving grades 9-12 within a five mile radius of Summit 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.

Summit High School				Math 20 %	ELA 6 %		
Letter Grade	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable Math (± 5%)	Comparable ELA (± 5%)	Charter Schools	Meets Board's Standard
B-ALT	4	0	0	0	3	3	3
C-ALT	6	0	0	0	4	6	4
D-ALT	1	0	0	0	1	1	0

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

Summit High School	3%	*%	8%
Letter Grade	Comparable ELL (± 5%)	Comparable FRL (± 5%)	Comparable SPED (± 5%)
B-ALT	4	2	3
C-ALT	2	1	5
D-ALT	0	0	1

IV. Success of the Academic Program

In the past three years for which academic data is available, Summit High School has not met the Board's academic performance standards, and showed yearly declines. The Overall Rating points decreased by 12.08 from FY2012 to FY2014, and the school was been evaluated as "Does Not Meet". Three measures that were evaluated as "Falls Far Below" for FY2013 improved to "Does Not Meet" in FY2014; however, one measure that was evaluated as "Does Not Meet" for FY2013 declined to "Falls Far Below". The school's A-F letter grade decreased from C-ALT in FY2012 to D-ALT in FY2013 and FY2014.

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

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



January, 2012: Kaizen Education Foundation dba Summit 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 Summit 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 Summit High School timely submitted a Performance Management Plan.

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

October, 2013: The Board released FY2013 Academic Dashboards; Summit High School received an overall rating of “Does Not Meet” the Board’s academic standards. Therefore, Kaizen Education Foundation dba Summit 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.

December, 2013: Kaizen Education Foundation dba Summit High School timely submitted a Demonstration of Sufficient Progress.

January, 2014: Following a preliminary evaluation of the FY2014 DSP, Board staff conducted a site visit in January, 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.

October, 2014: The Board released FY2014 Academic Dashboards; Summit High School received an overall rating of “Does Not Meet” the Board’s academic standards. Therefore, Kaizen Education Foundation dba Summit 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 for FY2015.

March, 2015: Following a preliminary evaluation of the FY2015 DSP, Board staff conducted a site visit on March 18, 2015 to meet with the school’s leadership and review all evidence provided by the Charter Holder.

April, 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 1 out 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 Summit 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 Summit High School were present at the site visit:

Name	Role
Mary Berg	VP Academic Support
Heidi Sinkovic	Director of Exceptional Student Services
Jenny Tejada	Assistant Principal-Summit High School
Emily Britton	Director of QSI High School
Darla Eddy	Director of Data Management
Jim Sigman	Principal-Summit High School

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

Evaluation Summary			
Area	DSP Evaluation		
	Meets	Does Not Meet	Falls Far Below
Data	<input 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 demonstrates 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. With that taken into consideration, as well as having considered the statements of the representatives of the Charter Holder today and the contents of the renewal portfolio which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder provided to the Board for consideration of this request for charter renewal, I move to approve the request for charter renewal and grant a renewal contract to Kaizen Education Foundation dba Summit 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 Summit 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

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ARIZONA STATE BOARD FOR CHARTER SCHOOLS

Renewal Summary Review

Interval Report Details

[Hide Section](#)

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

[Hide Section](#)

Charter Corporate Name:	Kaizen Education Foundation dba Summit High School		
Charter CTDS:	07-89-52-000	Charter Entity ID:	79876
Charter Status:	Open	Contract Effective Date:	04/10/2002
Number of Schools:	1	Contractual Days:	<ul style="list-style-type: none"> Summit High School: 144
Charter Grade Configuration:	9-12	Contract Expiration Date:	04/09/2017
FY Charter Opened:	2003	Charter Signed:	04/10/2002
Charter Granted:	03/18/2002	Charter Enrollment Cap	700
Corp. Type	Non Profit		

Charter Contact Information

[Hide Section](#)

Mailing Address:	7878 N. 16th Street Suite 150 Phoenix, AZ 85020	Website:	—
Phone:	602-953-2933	Fax:	602-277-4900
Mission Statement:	The mission of Summit 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.		
Charter Representatives:	Name:	Email:	FCC Expiration Date:
	1.) Mr. Theodore Frederick	ted.frederick@kaizenfoundation.org	—
	2.) Michele Kaye	michele.kaye@leonagroup.com	—

Academic Performance - Summit High School

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School Name:	Summit High School	School CTDS:	07-89-52-001
School Entity ID:	10749	Charter Entity ID:	79876
School Status:	Open	School Open Date:	10/20/1997
Physical Address:	728 East McDowell Road Phoenix, AZ 85006	Website:	http://www.summiths.com/
Phone:	602-258-8959	Fax:	602-258-8953
Grade Levels Served:	9-12	FY 2014 100th Day ADM:	357.257

Academic Performance Per Fiscal Year

[Hide Section](#)

Summit High School

		2012 Alternative High School (9 to 12)			2013 Alternative High School (9 to 12)			2014 Alternative High School (9 to 12)			
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
1a. SGP	Math	NR	0	0	14	25	2.5	21	25	2.5	
	Reading	25	25	5	13	25	2.5	34	50	2.5	
1b. Improvement	Math	25.5	50	12.5	15	25	12.5	21.6	50	12.5	
	Reading	34	50	12.5	44.3	50	12.5	29.1	25	12.5	
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
2a. Percent Passing	Math	15 / 19.6	50	10	6.7 / 19.3	25	10	14 / 20.5	50	10	
	Reading	32 / 47.8	50	10	35.5 / 51.4	25	10	40.4 / 53.8	25	10	
2b. Subgroup ELL	Math	17 / 17.4	50	2	8.6 / 20.4	50	1.67	6.7 / 21.4	50	1.67	
	Reading	29 / 41.2	50	2	26.7 / 48.1	50	1.67	20 / 50.7	50	1.67	
2b. Subgroup FRL	Math	15 / 18.6	50	2	7 / 18.2	50	1.67	14.4 / 20.4	50	1.67	
	Reading	31 / 46.5	50	2	36.8 / 50	50	1.67	40.4 / 52.6	50	1.67	
2b. Subgroup SPED	Math	NR	0	0	0 / 5.8	25	1.67	0 / 5.5	25	3.33	
	Reading	0 / 20.4	50	2	9.5 / 23.1	50	1.67	NR	0	0	
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
3a. State Accountability		C-ALT	50	5	D-ALT	25	5	D-ALT	25	5	
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
4a. Graduation		Not Met	50	15	Not Met	50	15	Not Met	50	15	
4b. Academic Persistence		90	100	20	93	100	20	73	75	20	
Overall Rating		Overall Rating			Overall Rating			Overall Rating			
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		58.75			48.96			46.67			100

Financial Performance

[Hide Section](#)

Charter Corporate Name:	Kaizen Education Foundation dba Summit High School		
Charter CTDS:	07-89-52-000	Charter Entity ID:	79876
Charter Status:	Open	Contract Effective Date:	04/10/2002

Financial Performance

[Hide Section](#)

Kaizen Education Foundation dba Summit High School

Near-Term Measures
Going Concern

Fiscal Year 2014

No	Meets
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Fiscal Year 2015

No	Meets
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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	1.88	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

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Charter Corporate Name:	Kaizen Education Foundation dba Summit High School		
Charter CTDS:	07-89-52-000	Charter Entity ID:	79876
Charter Status:	Open	Contract Effective Date:	04/10/2002

Operational Performance

[Hide Section](#)

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

Measure	2015	2016
1.a. Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?	Meets	--
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	--
OVERALL RATING	Meets Operational Standard	--

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APPENDIX B

ACADEMIC DASHBOARD

Academic Performance

[Edit this section.](#)

Summit 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	
1. Growth											
1a. SGP	Math	NR	0	0	14	25	2.5	21	25	2.5	
	Reading	25	25	5	13	25	2.5	34	50	2.5	
1b. Improvement	Math	25.5	50	12.5	15	25	12.5	21.6	50	12.5	
	Reading	34	50	12.5	44.3	50	12.5	29.1	25	12.5	
2. Proficiency											
2a. Percent Passing	Math	15 / 19.6	50	10	6.7 / 19.3	25	10	14 / 20.5	50	10	
	Reading	32 / 47.8	50	10	35.5 / 51.4	25	10	40.4 / 53.8	25	10	
2b. Subgroup ELL	Math	17 / 17.4	50	2	8.6 / 20.4	50	1.67	6.7 / 21.4	50	1.67	
	Reading	29 / 41.2	50	2	26.7 / 48.1	50	1.67	20 / 50.7	50	1.67	
2b. Subgroup FRL	Math	15 / 18.6	50	2	7 / 18.2	50	1.67	14.4 / 20.4	50	1.67	
	Reading	31 / 46.5	50	2	36.8 / 50	50	1.67	40.4 / 52.6	50	1.67	
2b. Subgroup SPED	Math	NR	0	0	0 / 5.8	25	1.67	0 / 5.5	25	3.33	
	Reading	0 / 20.4	50	2	9.5 / 23.1	50	1.67	NR	0	0	
3. State Accountability											
3a. State Accountability		C-ALT	50	5	D-ALT	25	5	D-ALT	25	5	
4. Graduation											
4a. Graduation		Not Met	50	15	Not Met	50	15	Not Met	50	15	
4b. Academic Persistence		90	100	20	93	100	20	73	75	20	
Overall Rating		Overall Rating			Overall Rating			Overall Rating			
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		58.75			100	48.96			100	46.67	

APPENDIX C

RENEWAL DSP FINAL EVALUATION

Demonstration of Sufficient Progress Final Evaluation

CHARTER INFORMATION

Charter Holder Name	Kaizen Education Foundation dba Summit High School	Schools	Summit High School
Charter Holder Entity ID	79876	Purpose of DSP Submission	Renewal
Site Visit Date	February 22, 2016		

Evaluation Overview:

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

- An overall rating for each area of Data, Curriculum, Assessment, Monitoring Instruction, 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).

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

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

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

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

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

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

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

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

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

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

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

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

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

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
A. Monitoring Progress Toward Timely Graduation		
What is the Charter Holder’s ongoing process to create academic and career plans?	YES	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?	YES	G.A.2
B. Addressing Barriers to Timely Graduation		
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?	YES	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?	YES	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 Summit High School
 School Name: Summit High School

Site Visit Date: February 22, 2016
 Required for: Renewal
 Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome	
[D.1] SGP Comparative Math Spreadsheet Galileo Student Growth and Achievement Reports for Algebra 1 and Geometry	Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Math The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math. <ul style="list-style-type: none"> Comparison of percent of students above typical growth for FY15 and FY16 in Algebra 1 and Geometry indicates that the school has improved performance. In FY15, 39% of students were above typical growth, and in FY16, 68% were above typical growth. 	
	Final Evaluation: <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.
[D.2] SGP Comparative Reading Spreadsheet Galileo Student Growth and Achievement Reports for ELA 9 and 10	Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Reading The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading. <ul style="list-style-type: none"> 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, 35% of students were above typical growth, and in FY16, 64% were above typical growth. 	
	Final Evaluation: <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.
[D.3] N/A	Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) Improvement – Math Not Applicable	

<p>[D.4]</p> <p>N/A</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) Improvement – Reading</p> <p>Not Applicable</p>			
<p>[D.5]</p> <p>Comparative Galileo Math Developmental and Percentile Spreadsheet</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing – Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Math</p> <ul style="list-style-type: none"> • Comparison of proficiency data demonstrated improvement of student percentiles by 13 percentage points. In FY15, student percentile ranking in Algebra 1 was 14, and in FY16, student percentile ranking was 25. In FY15, student percentile ranking in Geometry was 17, and in FY16, student percentile ranking was 32. <p>Final Evaluation:</p> <table border="1" data-bbox="571 589 1913 688"> <tr> <td data-bbox="571 589 1247 688"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td> <td data-bbox="1247 589 1913 688"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>		<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.			
<p>[D.6]</p> <p>Comparative Galileo ELA Developmental and Percentile Spreadsheet</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing – Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Reading.</p> <ul style="list-style-type: none"> • Comparison of proficiency data demonstrated overall improvement of student percentiles by 13.5 percentage points. In FY15, student percentile ranking in ELA 9 was 17, and in FY16, student percentile ranking was 24, showing an increase of 7 points. Data for ELA 10 demonstrates that in FY15, student percentile ranking was 20, and in FY16, student percentile ranking was 40, showing an increase of 20 points. <p>Final Evaluation:</p> <table border="1" data-bbox="571 1019 1913 1115"> <tr> <td data-bbox="571 1019 1247 1115"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td> <td data-bbox="1247 1019 1913 1115"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>		<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.			

<p>[D.7]</p> <p>Comparative Galileo Math Developmental and Percentile Spreadsheet for ELL students</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, ELL – Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Math.</p> <ul style="list-style-type: none"> • Comparison of proficiency data for ELL students demonstrated improvement of student percentiles by 16 percentage points. In FY15, student percentile ranking in Algebra 1 was 8, and in FY16, student percentile ranking was 24. <p>Final Evaluation:</p>	
<p>[D.8]</p> <p>Comparative Galileo ELA Developmental and Percentile Spreadsheet for ELL students</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, ELL – Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Reading.</p> <ul style="list-style-type: none"> • Comparison of proficiency data for ELL students demonstrated overall improvement of student percentiles by 10 percentage points. In FY15, student percentile ranking in ELA was 17, and in FY16, student percentile ranking was 27. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

<p>[D.9]</p> <p>Comparative Galileo Math Developmental and Percentile Spreadsheet</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL – Math</p> <p>The Charter Holder serves a population that is 100% Free and Reduced Lunch. Therefore, data overall percent passing is used in this section.</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Math.</p> <ul style="list-style-type: none"> Comparison of proficiency data demonstrated improvement of student percentiles by 13 percentage points. In FY15, student percentile ranking in Algebra 1 was 14, and in FY16, student percentile ranking was 25. In FY15, student percentile ranking in Geometry was 17, and in FY16, student percentile ranking was 32. <p>Final Evaluation:</p>	
<p>[D.10]</p> <p>Comparative Galileo ELA Developmental and Percentile Spreadsheet</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL – Reading</p> <p>The Charter Holder serves a population that is 100% Free and Reduced Lunch. Therefore, data overall percent passing is used in this section.</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Reading.</p> <ul style="list-style-type: none"> Comparison of proficiency data demonstrated overall improvement of student percentiles by 13.5 percentage points. In FY15, student percentile ranking in ELA 9 was 17, and in FY16, student percentile ranking was 24, showing an increase of 7 points. Data for ELA 10 demonstrates that in FY15, student percentile ranking was 20, and in FY16, student percentile ranking was 40, showing an increase of 20 points. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

<p>[D.11]</p> <p>Comparative Galileo Math Developmental and Percentile Spreadsheet for students with disabilities</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Math.</p> <ul style="list-style-type: none"> Comparison of proficiency data for students with disabilities demonstrated improvement of student percentiles by 14.5 percentage points. In FY15, student percentile ranking in Algebra 1 was 4, and in FY16, student percentile ranking was 9. In FY15, student percentile ranking in Geometry was 1, and in FY16, student percentile ranking was 25. <p>Final Evaluation:</p>	
<p>[D.12]</p> <p>Comparative Galileo ELA Developmental and Percentile Spreadsheet for students with disabilities</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading.</p> <ul style="list-style-type: none"> Comparison of proficiency data for ELL students demonstrated overall improvement of student percentiles by 22 percentage points. In FY15, student percentile ranking in ELA 9 was 1, and in FY16, student percentile ranking was 15. <p>Final Evaluation:</p>	
<p>[D.13]</p> <p>ADE Graduation Rate Reports Credit Completion Documentation showing the 2014 and 2015 cohorts</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved performance in High School Graduation Rate</p> <p>The documents provided demonstrate evidence of improved performance in High School Graduation Rate.</p> <ul style="list-style-type: none"> Comparison of the 5 year graduation rate data demonstrated graduation rate improvement of 6 percentage points. The graduation rate for the cohort of 2014 was 29%. Data on graduation rate for cohort of 2015 is 35%. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.



Demonstration of Sufficient Progress Site Visit Inventory

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

Site Visit Date: February 22, 2016
 Required for: Renewal
 Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p>[C.A.1]</p> <p>AzMerit Data Galileo Benchmark and Galileo Pre/Post Data AZELLA Data Galileo Class Development Profile Grids Curriculum maps Lesson plans Lesson plan feedback Teacher Dashboard (Quarterly Data Review) Team meeting agendas Response to data documentation</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Feedback is used to make adjustments and modifications to the curriculum. • Administrators and teachers review state test growth and achievement results as well as benchmark assessment results to evaluate the overall effectiveness of the curriculum. • Quarterly team meetings are held to review disaggregated data from assessments. This informs curriculum decision-making. • The following tools are used to evaluate how effectively the curriculum enables students to meet the standards: <ul style="list-style-type: none"> ○ District benchmark testing using ATI-Galileo ○ Pre/Post testing in all classes ○ AZMerit testing results ○ AZELLA results <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.A.2]</p> <p>Lesson plans Lesson plan feedback Curriculum maps Lesson plan rubric Galileo assessment data</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating how effectively the curriculum enables students to meet all standards.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Teachers use standard-aligned curriculum maps to guide instructional planning. • Teachers use a standards-based lesson plan, which aligns to the curriculum maps. • Assessment data from pre/post, benchmark, and state assessments, all standards-based and aligned, is reviewed at several points throughout the year to evaluate student’s growth and mastery of the standards. The data is used to decide if the revision of current curriculum is necessary, or if the adoption of new curriculum is warranted in order to enable students to meet all standards. <p>Final Evaluation:</p>	
<p>[C.A.3]</p> <p>Lesson plan logs Lesson plan rubric Curriculum maps Galileo assessment data including Class Development Profile Grid Curriculum binder documentation Pacing tallies Teacher Dashboard Workgroup PLC agendas</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder identifies curricular gaps.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The curriculum maps have pacing tallies that evidence the number of times each grade level CCRS standard is covered by a term’s curriculum map. • Content workgroup PLCs are able to make modifications to curriculum maps at the end of each year to address any gaps. • The teacher dashboard, which is a collection of assessment data among other things, is then used by teachers to identify areas within the curriculum that need to be refined or require additional support. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.B.1]</p> <p>Focus School survey EOY data for Galileo/AzMerit Meeting notes, agendas Curriculum Monitoring, Review, Development, and Adoption Process Cycle Professional Development Needs Assessment</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for adopting curriculum based on its evaluation processes.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • 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. • End of year data is evaluated to consider what standards are not being addressed and if this leads to an adoption or revision of the curriculum. <p>Final Evaluation:</p>	
<p>[C.B.2]</p> <p>Meeting notes Blended Learning Grant documentation</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for evaluating new and/or supplemental curriculum options.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Summit High School uses the following criteria to evaluate curriculum options to determine what to adopt: <ul style="list-style-type: none"> ○ Aligned to AZCCRS ○ Compatible to the school’s technology ○ Address school areas of improvement ○ Research-based ○ Cost-effective • In 2014-2015, the school adopted ThinkCerca. A variety of school and corporate stakeholders met to evaluate the curriculum according to criteria. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.C.1]</p> <p>Assessment data Observation data Lesson plan feedback Curriculum binder documentation Meeting documentation TLG Secondary Assessment Flow Chart</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for revising curriculum based on its evaluation processes.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Workgroups work to analyze student performance data and testing blueprints to make effective changes to curriculum maps and pre/posttest blueprints. • The school considers assessment data as the basis for curriculum revisions. Assessment data is analyzed at multiple levels and at various times throughout the school year. • The analysis of assessment data along with observation data, lesson plan feedback, and review of curriculum binders assists the school in conducting necessary revisions to the curriculum <p>Final Evaluation:</p>	
<p>[C.C.2]</p> <p>Assessment data Content Workgroup agendas, sign-in-sheets, standards tallies Curriculum maps Coaching documentation Teacher Dashboard Response to Data documentation</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>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for revising the curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Each summer, workgroups work to analyze student performance data and testing blueprints to make effective changes to curriculum maps and pre/posttest blueprints. • The Leona PLC workgroups determine how to revise curriculum amps to address areas of concern and select appropriate supporting curriculum resources. • Teachers make adjustments to curriculum materials according to their student data while implementing revised curriculum maps. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.D.1]</p> <p>Lesson Plan Submission and Feedback Log Walkthrough Observation Data Leona Teacher Evaluation Instrument</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for ensuring the curriculum is implemented with fidelity, and that these expectations have been communicated to instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • 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 by administration, both formal and informal, validate that the written plans are being executed with fidelity in the classrooms. • Communication of these expectations is passed along to instructional staff through an annual formal evaluation process. <p>Final Evaluation:</p>	
<p>[C.D.2]</p> <p>Teacher Dashboard (Quarterly teacher expectation data form) Communication documentation Cognitive Coaching documentation Lesson Plan Submission and Feedback Log Teacher evaluation tool and rubric</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>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for ensuring consistent use of curricular tools, and that these expectations have been communicated to instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The evaluation tool and articulated evaluation rubric are presented to teachers multiple times throughout the year to ensure a clear understanding of these expectations. • The curriculum coach/vice principal reads the lesson plans to ensure that they contain the necessary elements described above and provides feedback on the lessons through the use of the lesson plan rubric. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.D.3]</p> <p>Curriculum maps Lesson Plan Submission and Feedback Log Walkthrough Observation Data Pacing tallies Galileo pre/post test data Content workshop agendas Lesson plan rubric</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to ensure that all grade-level standards are taught to mastery within the academic year.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • All classrooms are expected to use the provided singular 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. • Pre/Post Testing through Galileo for all core content courses creates testing blueprints for all teachers, which clearly articulate what standards are going to be assessed at the end of each course, and the weighting of the standards on each test. • 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. • Lesson plans are aligned to curriculum maps to ensure standards are properly being covered. <p>Final Evaluation:</p>	
<p>[C.E.1]</p> <p>PD calendars and invoices PLC Workgroup agendas Curriculum maps Pacing tallies Lesson plans</p>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.E.2]</p> <p>Walkthrough observation documentation Lesson plan feedback Observation documentation</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona’s College and Career Ready Standards when adopting or revising curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The school uses its system of evaluation, observation, and feedback to ensure that the curriculum maintains alignment to the CCRS. • Revised curriculum maps are analyzed annually against their predecessors and evaluated for adherence to the ACCRSs and for their level of rigor. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.F.1]</p> <p>Lesson Plan Submission and Feedback Log Walkthrough Observation Data Cognitive Coaching documentation Galileo data Flex reports in Schoolmaster Meeting notes Rosetta Stone Usage Reports Reading Horizons Monitoring Reports AZELLA data SPED communication SPED services logs/schedule</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder assesses subgroups to ensure that the supplemental and/or differentiated curriculum is effective for students in each of the four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Planning for daily intervention is required on daily lesson plans. • Students have the opportunity to remain after school Monday through Thursday or attend on Fridays for additional support provided by site instructors. • Through lesson plan feedback, walkthroughs, additional support staff intervention, and cognitive coaching, the curriculum coach and instructional staff are able to meet and discuss how ELL students’ needs are being addressed by the curriculum. • A bilingual paraprofessional is present in math course to ensure that ELL students are able to navigate the math curriculum with language support. • ELL students have access to Rosetta Stone and Reading Horizons to support language development, and are monitored on the programs regularly. • The coordinator and the resource teacher work at the site to ensure that all necessary modifications and accommodations are met as outlined by each student’s IEP or 504 plan. • The special education teacher assists students within their general education classes and also meets with students in small groups as needed to provide additional scaffolding and support of the curriculum. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



Demonstration of Sufficient Progress Site Visit Inventory

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

Site Visit Date: February 22, 2016
 Required for: Renewal
 Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome	
[A.A.1] AzMerit results AZELLA results Testing blueprints	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating assessment tools.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> 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 provide powerful tools for differentiation. Content workgroups and CMO directors evaluate these tools each summer using state testing results and a rubric. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[A.A.2] Curriculum maps Galileo blueprints Galileo reports Curriculum map standards tallies State assessment blueprints Workgroup meeting documentation	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating how assessments are aligned to the curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> The content workgroups collaborate to ensure that pre and post assessments in ATI-Galileo are aligned to the standards for the course. Content workgroups look for standards coverage along with rigor alignment compared to the state test. Workgroups and administrators are able to run blueprint reports from the database to quickly evaluate the standards coverage within each exam. Workgroups consider blueprints and incorporate test item numbers and tallies into their curriculum maps. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[A.A.3]</p> <p>Lesson plan feedback Lesson plan template Lesson plan rubric Summit High School's Grading Policy</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating how the assessment system is aligned to the instructional methodology.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The primary components of the school's instructional methodology to teach the standards-based curriculum are student engagement and interaction, rigorous core instruction, and the use of formal and informal assessment to drive scaffolding and differentiation in the classroom. • The RTI section of the lesson plan is also evaluated for alignment with assessments so activities for re-teaching and enrichment are responsive to assessment data. This helps to ensure that the proper scaffolding and differentiation occurs for students based on their mastery levels for the core lesson. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[A.B.1]</p> <p>Galileo reports Flex reports in Schoolmaster STAR math test (placement) STAR reading test (placement) ELL Census report Descriptions for SEI courses SEI assessment data (Galileo, AZELLA, Rosetta Stone, EDGE Language Gains, Reading Horizons Reading inventory</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the assessment system assesses each subgroup to determine the effectiveness of supplemental and/or differentiated instruction and curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The Galileo data provides the team with intervention reports, individualized reports, and school-wide reports on students, which allows the instructional team to determine best practices, interventions, standards/objectives, and curriculum to focus on with identified students. • Reports are used to create intervention groups within the classroom. • ELL students are administered the EDGE Language Gains Test at the beginning and end of each block to determine progress on language proficiency and make curricular/instructional changes. • The AZELLA test is administered to students upon enrollment as indicated on PHLOTE forms. Students not classified as proficient are placed in SEI courses. 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. • Results from Rosetta Stone and Reading Horizon assessments also inform the teacher of gaps in language proficiency which is used to inform curricular/instructional decision-making. • When necessary, the Special Education Coordinator performs a reading inventory for further analysis of individual student needs. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[A.C.1]</p> <p>TLG Secondary Assessment Flow Chart Documentation for Data Meetings Cognitive Coaching data meeting documentation Professional Development Calendar Data Wall Cards</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for collecting and analyzing assessment data.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • 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. • 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 the data is analyzed during staff meetings, instructional coaching sessions, and teacher evaluation meetings. • The curriculum coach/vice principal also collects and analyzes Galileo benchmark data, as well as AZMerit data when available, by individual student through the creation of a data wall. <p>Final Evaluation:</p>	
<p>[A.C.2]</p> <p>Response to data form Workgroup agendas PMP Curriculum maps Curriculum binders</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the data analysis is used to make adjustments to curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • As a system, Leona PLC workgroups use the data analysis performed on ATI-Galileo benchmarks assessments as well as on other pertinent assessments to revise the curriculum maps for the upcoming school year. • Using the benchmark and pre/post assessment data analysis and referring to the school’s PMP, leaders guide teachers in revising course curriculum binders twice a year to respond to school and individual teacher/course data. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[A.C.3]</p> <p>PD Documentation PLC Documentation Galileo Reports Response to data form Coaching documentation Walkthrough observation and lesson plan feedback PMP</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the data analysis is used to make adjustments to instruction.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The analysis of assessment data is used school and system-wide to identify areas of greatest concern. Leona uses the data to identify instructional best practices needed. • Data analysis is also used for map alignment to standards and also in the adjustment of the levels of rigor. • Data is used for instructional decision-making conducted through site PLCs, professional development topics to address current instructional needs, as well as to revise the annual PMP plan for the upcoming year. • Teachers use data from daily formatives to monitor and adjust instruction and determine how to scaffold and differentiate instruction for students. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



Demonstration of Sufficient Progress Site Visit Inventory

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

Site Visit Date: February 22, 2016
 Required for: Renewal
 Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p>[M.A.1]</p> <p>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</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for monitoring that instruction is aligned with ACCRS standards, implemented with fidelity, effective throughout the year, and addressing the identified needs of students in all four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • There are standards-aligned curriculum maps for teachers to use as a guide to plan instruction. • Teachers are provided with instructional coaching and professional development to ensure that instruction is aligned to grade-level rigor and standards. • Coaches review written lesson plans and provide feedback. Leadership conducts informal and formal classroom walkthroughs daily to evidence that instruction is effective and effectively aligned to the written plans. • Teachers are observed regularly to analyze the alignment of ACCRS curriculum with fidelity. • Data analysis and both informal and formal walkthroughs and observations assist in identifying that the needs of students in all four subgroups are being properly met. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.



<p>[M.A.2]</p> <p>Galileo data AzMerit data Leona Teacher Evaluation Tool Teacher Dashboard</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how does the Charter Holder monitor instruction to ensure it is leading all students to mastery of the standards.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Students are assessed on a regular basis to ensure growth on grade-level standards, and teacher effectiveness is analyzed against class and student data. • Quarterly data meetings are held with teacher to review assessment data as well as other pertinent data and discuss instructional implications. The meeting discussions are then used by teachers, with the assistance of the assistant principal/curriculum coach, to create or refine instructional goals and outline action steps. • The Charter Holder looks 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. <p>Final Evaluation:</p>	
<p>[M.B.1]</p> <p>Teacher Evaluation Tool Walkthrough Observation Data Cognitive Coaching Data Lesson Plan Submission and Feedback Teacher Dashboard</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for evaluating instructional practices of all staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Teachers are evaluated twice a year during their first year of employment, and once annually thereafter using the CMO’s evaluation template. • Student achievement and teacher performance data is being constantly collected and analyzed to inform the evaluations and provide evidence. • Teachers are observed and guided in the creation and implementation of goals to refine and reinforce instructional practice and overall teacher effectiveness. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[M.B.2]</p> <p>Teacher Evaluation Tool Rubric Galileo Assessment Data Quarterly Teacher Data Form Walkthrough Observation Data Lesson Plan Rubric</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to identify the quality of instruction.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The 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. • Classroom observations and review of lesson plans using a rubric designed to support the CCRS also assist instructional leaders in identifying the quality of instruction. <p>Final Evaluation:</p>	
<p>[M.B.3]</p> <p>Coach Activity Log Individual Teacher Goals (articulated on the Coach Activity Log) Teacher Evaluation Tool Walkthrough observation documentation Lesson plan feedback</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how this process identifies individual strengths, weaknesses, and needs of instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Observations, evaluations and coaching time is used to gather data on teacher performances and set goals. The goals selected have an articulated alignment to a specific instructional area of the evaluation with a lower evaluation score or a highly significant impact size. • 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 <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[M.C.1]</p> <p>Lesson Plan feedback Professional Development Plan Galileo reports Lesson plan template (with RtI instruction pre-planned) Walkthrough documentation SEI Lesson Plan Template SEI Lesson Feedback Professional Development Plan/Meeting Agenda SPED Census and related documentation Professional Development Plan Lesson plan components checklist</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to evaluate supplemental instruction that is targeted to address the needs of students in all four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Summit High School tracks the completion and implementation of the RTI portion of the lesson plan template with students in the four identified subgroups. <p>Final Evaluation:</p>	
<p>[M.D.1]</p> <p>Walkthrough data Achievement data Survey data Lesson Plan Submission and Feedback documentation Teacher goals listed in the Coach Activity Log Summit High School Teacher Instructional Goals Form Teacher Evaluation Tool and Rubric Corrective action documentation</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder analyzes information about strengths, weaknesses, and needs of instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> 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 and on the quarter teacher expectation form. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[M.D.2]</p> <p>Leona Teacher Evaluation Tool Coach Activity Log Teacher Dashboard Corrective action documentation</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder uses the analysis to provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Feedback during the formal evaluation sessions is in writing. • 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. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



Demonstration of Sufficient Progress Site Visit Inventory

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

Site Visit Date: February 22, 2016
 Required for: Renewal
 Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p>[P.A.1]</p> <p>Survey data Professional Development Plan/Schedule Professional Development Cycle Coach Activity Logs Lesson Plan Submission and Feedback documentation Walkthrough data</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to determine what professional development topics will be covered throughout the year, and the data and analysis used to make those decisions.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • 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. • 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. • In a staff meeting, the data/results of a needs survey were shared, and as a group, the ranking of importance was discussed to guide professional development. <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[P.A.2]</p> <p>Individual teacher goals Cognitive Coaching documentation Data review meeting documentation Professional Development Plan</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: that Charter Holder’s process to ensure the professional development plan is aligned with instructional staff learning needs.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Instructional staff develops and refines/reinforces goals and plans for implementation that incorporates a wide variety of resources available on campus. • 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. <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[P.A.3]</p> <p>Professional Development Plan Survey documentation Lesson plan Submission and Feedback Walkthrough data Assessment data Professional Expectations documentation</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process to determine and address the areas of high importance in the professional development plan.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Professional development plans were determined after instructional staff completed a needs survey to determine 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, assessment data, and professional expectations of staff roles. <p>Final Evaluation:</p>	
<p>[P.B.1]</p> <p>PMP documentation Professional Development Plan/Schedule Quarterly Teacher Data Meeting documentation Professional Development meeting documentation</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the charter holder provides professional development to ensure instructional staff is able to address the needs of students in all four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Formative and summative assessments provide data which guides professional development on creating plans/programs/interventions to support non-proficient students and our FRL population. • Professional development on differentiated instruction, best practices and methodologies on teaching ELL students is shared. • Professional development in regards to ELL students involves the assessments and resources available on our site to support our ELL students. • Professional development efforts are in place to support growth and achievement for all students with IEPs or 504 plans. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



<p>[P.C.1]</p> <p>Cognitive Coaching documentation Walkthrough data Observation documentation QSI website resources Lesson Plan Feedback and documentation</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to provide support to the instructional staff on the high quality implementation of the strategies learned in professional development.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> 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. Tools from professional development sessions are captured and incorporated into system-wide maps and internal instructional resource websites through Leona’s QSI Department. <p>Final Evaluation:</p>	
<p>[P.C.2]</p> <p>Budget allocations for professional development Professional Development Plan/Schedule CMO Professional Development documentation Professional Development sign-in sheets Leona Teacher Evaluation Instrument</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder identifies the resources that are necessary for high quality implementation.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> The school earmarks both Title 1 and general fund resources to ensure that the necessary resources for implementation are available. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[P.D.1]</p> <p>Walkthrough data Lesson Plan Feedback documentation Coach Activity Log Observation documentation Leona Teacher Evaluation Tool/Rubric</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder monitors the implementation of the strategies learned in professional development sessions.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> 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. Documentation is recorded on progression of implemented strategies learned in professional development sessions and included in evaluation tools. <p>Final Evaluation:</p>	
<p>[P.D.2]</p> <p>Lesson Plan Feedback documentation Coach Activity Log Cognitive Coaching documentation Walkthrough data Meeting documentation Leona Teacher Evaluation Tool</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder monitors and follows-up with instructional staff regarding implementation of the strategies learned in professional development.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Teachers receive feedback from administrative review of lesson plans and the observation system as a means to improve instruction and instructional decision-making. The curriculum coach/assistant principal meets individually with teachers each block, or as needed, to support their efforts and help make adjustments in their use of strategies learned. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



Demonstration of Sufficient Progress Site Visit Inventory

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

Site Visit Date: February 22, 2016
 Required for: Renewal
 Evaluation Criteria Area: Grad Rate

Document Name/Identification	Intended Purpose and Discussion Outcome
<p>[G.A.1]</p> <p>Credit Analysis College and Career Fair documentation Graduation tracking information Aspire/Urban Legacy information Course descriptions Schedule change request documentation Maricopa Skills Center/Gateway Community College documents</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder creates academic and career plans.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The school conducts a credit analysis for each student during registration. • Credit analyses are updated each block of the school year as students earn credits and are utilized in scheduling students for classes to keep students on course for graduation. • Students are given the opportunity each block to meet with an administrator to review their credit analysis and to plan for graduation. • Students can participate in occupational skills training, resume assistance, interview preparation, job shadowing opportunities and career search assistance. • The school partners with Maricopa Skills Center and Gateway Community College. <p>Final Evaluation:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <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. </div> <div style="width: 45%;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </div> </div>

<p>[G.A.2]</p> <p>Credit Analysis Grade check Attendance report/letter Parent Contact Log Schoolmaster and Family Link documentation Schedule change request documentation Guidance Log – Attendance (Schoolmaster)</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to monitor and follow-up on student progress toward completing goals in academic and career plans.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The school employs the use of Family Link, an online system connected to the teacher’s gradebook that allows parents and students to check grades and missing work on a regular basis. • Teachers are required to call home throughout the block when students are struggling or in danger of failing. • Formal progress reports are sent home for each student. • Administrators have an opportunity to meet with students about expectations and personal goals for the next block, as needed. • Students with excessive absences meet with an administrator and/or the attendance clerk to review attendance and academic expectations. <p>Final Evaluation:</p>	
<p>[G.B.1]</p> <p>School calendar and daily schedule Blended learning reports (IXL, Study Sync, Reading Horizons, Rosetta Stone) Summer school documentation Dean of Students documentation SEI and Math Highly Qualified documentation Communication from St. Mary's Food Bank, Bayless Healthcare Group, and Friendly House</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: 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>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The school partners with St. Mary’s Food Bank, Bayless Healthcare Group, and Friendly House to provide for the social and health needs of its students. • The dean of students meets with students upon request from staff members and administrators and also based on behavior data available through the school’s referral process and the Schoolmaster system. He also conferences with students, parents, and teachers about behavior concerns, reviews expectations, and helps them design behavior goals that will lead them towards success. • Academic support classes are also available to assist struggling students in English language arts, math, and second language acquisition. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



<p>[G.B.2]</p> <p>Graduation rates Credits Earned Report - Schoolmaster School Population Report Student Transcripts Attendance reports Attendance Enrollment history Guidance documentation Summit Discipline Referral documentation Pass/Fail documentation Grade watch list</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: that Charter Holder’s process to evaluate the effectiveness of the process for providing timely supports</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The expectation for both students and teachers is clear so that these processes can be constantly evaluated. • Continuous evaluation of student credit reports and graduation rate • Review of attendance and enrollment history of students • The grade watch list is used to determine which students are on track to graduation, and which students require continued intervention <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

APPENDIX E
RENEWAL DSP SUBMISSION



DEMONSTRATION OF SUFFICIENT PROGRESS REPORT

CHARTER INFORMATION			
Charter Holder Name	Kaizen Education Foundation dba Summit High School	Schools	Kaizen Education Foundation dba Summit High School
Charter Holder Entity ID	79876	Dashboard Year	FY15
Submission Date	January 7, 2016	Purpose of DSP Submission	Renewal

DSP CHECKLIST

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



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: Kaizen Education Foundation dba Summit High School			
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	Falls Far Below	Yes
Student Median Growth Percentile (SGP)—Reading	Falls Far Below	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	Does Not Meet	Yes
Improvement—Reading (Alternative High Schools Only)	Does Not Meet	Falls Far Below	Yes
Percent Passing—Math	Falls Far Below	Does Not Meet	Yes
Percent Passing—Reading	Falls Far Below	Falls Far Below	Yes
Subgroup, ELL—Math	Does Not Meet	Does Not Meet	Yes
Subgroup, ELL—Reading	Does Not Meet	Does Not Meet	Yes
Subgroup, FRL—Math	Does Not Meet	Does Not Meet	Yes
Subgroup, FRL—Reading	Does Not Meet	Does Not Meet	Yes
Subgroup, students with disabilities—Math	Falls Far Below	Falls Far Below	Yes
Subgroup, students with disabilities—Reading	Does Not Meet	No Rating	Yes
High School Graduation Rate (High Schools Only)	Does Not Meet	Does Not Meet	Yes
Academic Persistence (Alternative Schools Only)	Exceeds	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
Internal Benchmarking data has been disaggregated for READING from:	Galileo	Students are assessed three times (fall, winter, spring) a year using ATI-Galileo Reading Benchmark assessments. This data is analyzed to determine growth



		and track achievement.
Internal Benchmarking data has been disaggregated for MATH from:	Galileo	Students are assessed three times (fall, winter, spring) a year using ATI-Galileo Math Benchmark assessments. This data is analyzed to determine growth and track achievement.
High School Graduation Rate	Credit Analysis	All enrolled students are provided a credit analysis. Administrators and office personnel use the credit analysis to schedule, monitor progress, and plan for graduation.
Academic Persistence	NA	Met the Board's Standards

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.

The Charter Holder knows that the data described above is valid and reliable for a variety of reasons. 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, Pearson, and ADE. Third, ATI, Pearson, and ADE have provided evidence of validity and reliability as third-party assessment vendors. ATI 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 and AZELLA tests 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. Finally, the school uses the STAR placement test from Renaissance Learning to capture GLE levels of math and reading for incoming underclassmen.

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
<p>Student Median Growth Percentile (SGP)—Math</p>	<p>To analyze the Student Median Growth Percentile, the school collected and analyzed data through the ATI-Galileo benchmarking testing system. Math Combo and Algebra I benchmark data was analyzed for students who took multiple benchmarks for the years 2013-2014 and 2014-2015. Benchmark data for the current year (B1-B2) was also included to show current progress.</p>	<p>With the change in state assessments, the Math Combo benchmark data was the primary source of data for determining growth in 2013-2014, while in 2014-2015, Math Combo and Algebra I data were both readily available for analysis. In analyzing this data, we found that in 2013-2014 59% of the students tested with the Math combo benchmark met the expected growth target at semester and 67% met the expected growth target by the end of the year, an increase of 8%. There is similar growth in 2014-2015 where 44% of the students tested on the Math Combo and Algebra I benchmarks met the expected growth rate at semester and 53% met the expected growth rate by the end of the year, an increase of 9%. See Figures 1, 2, 5-8</p> <p>In analyzing 2015-2016 benchmark data, the following was noted: Out of 105 students tested in Algebra I and Geometry, 72 (69%) students met the expected growth rate. See Figures 9, 10.</p> <p>Upon analysis of 2013-2014 and 2014-2015 ATI-Galileo Math Benchmark data (Algebra 1), we also found an increase in high growth/high achievement (from 0% to 18%) and a reduction in low growth/low achievement (from 64% to 61%) while also reducing the total amount of students in low achievement quadrants from 100% to 74%, with 13% of that total still showing high growth. See Figures 20-22.</p> <p>From this analysis, we can conclude that Summit students are showing growth from semester to end-of-year in both 2013-2014 (an 8% increase) and 2014-2015 (a 9% increase). They are also showing increased growth in the current year. Compared to both 2013-2014 (59%) and 2014-2015 (44%) data at semester, Summit has increased its student growth to 69%, 10% higher than 2013-14 and 25% higher than 2014-2015, demonstrating the school's progress.</p>
<p>Student Median Growth Percentile (SGP)—Reading</p>	<p>To analyze the Student Median Growth Percentile, the school collected and analyzed data through the ATI-Galileo benchmarking testing system. ELA 10/Reading 10/ELA 9 benchmark data was analyzed for students who took multiple benchmarks for the years 2013-2014 and 2014-2015. Benchmark data for the current year (B1-B2) was also included to show current progress.</p>	<p>With the change in state assessments, the Reading 10 benchmark data was the primary source of growth data for 2013-2014, while in 2014-2014, Reading 10, ELA 10, and ELA 9 data was available for analysis. In comparing post-test/end-of-year growth data, we found that in 2013-2014 12% of the students tested with the Reading 10 benchmark met the expected growth target in comparison to 37% of students tested in</p>



2014-2015. **See Figure 3,4, 11-16**

In analyzing 2015-2016 benchmark data, the following was noted: Out of 84 students tested in with the ELA 9, ELA 10, and ELA 1 benchmarks, 59 (70%) students met the expected growth rate. **See Figures 17- 19.**

Upon analysis of 2013-2014 and 2014-2015 ATI-Galileo Reading Benchmark data, the school achieved a significant increase in students categorized under high growth/high achievement (from 8% to 27%) while experiencing a significant decrease in students categorized under low growth/low achievement (from 77% to 46%). The total amount of students in the low achievement quadrants was also significantly reduced from 81% in 2013-2014 to 50% in 2014-2015. **See Figures 20, 23, 24.**

From this analysis, we can conclude that Summit is showing an increase in reading growth by 25% from 2013-2014 to 2014-2015. They are also showing increased growth in the current year. Compared to both 2013-2014 (32%) and 2014-2015 (30%) data at semester, Summit has increased its student growth to 70%, 38% higher than 2013-14 and 40% higher than 2014-2015, demonstrating the school's progress.

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

To analyze improvement, math proficiency levels were analyzed by grade level for the end-of-year benchmark to demonstrate improvement from year to year. ATI-Galileo Benchmark data was taken for the Algebra I assessment for students who took multiple benchmarks for the years 2013-2014 and 2014-2015.

In analyzing proficiency levels for the Algebra I assessment, it was noted that 0% of 9th and 10th graders did not pass the assessment in 2013-2014 (no 11th and 12th graders were benchmarked with this test). In 2014-2015, 14% of 9th graders passed the Algebra I assessment while 23% of 10th graders also passed. **See Figure 25.**

From this analysis, we can conclude that Summit students are showing improvement from 2013-2014 to 2014-2015 on the end-of-year benchmark for Algebra I with a 14% increase for 9th graders and a 23% increase for 10th graders.

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

To analyze improvement, reading proficiency levels were analyzed by grade level for the end-of-year benchmark to demonstrate improvement from year to year. ATI-Galileo Benchmark data was taken for the Reading 10/ELA 10/ELA 9 assessments for students who took multiple benchmarks for the years 2013-2014 and 2014-2015.

In analyzing proficiency levels for the Reading 10, ELA 10, ELA 9 assessments, it was noted that in 2013-2014, 16% of 10th graders and 0% of 11 graders passed the Reading 10 assessment (the only one given). In 2014-2015, 48% of 10th graders and 44% of 11th graders passed their benchmarks. (9th grade had too few take the assessment for reliable results for 2014-2015. No 12th grade results were recorded for 2013-2014.) **See Figure 26.**

From this analysis, we can conclude that Summit students are showing improvement from 2013-



	<p>2014 to 2014-2015 in the end-of-year benchmark for Reading 10/ELA 10/ELA 9 with an increase of 32% for 10th grade and 44% for 11th grade.</p>
<p>Percent Passing—Math</p> <p>To analyze the Percent Passing for Math, the school collected and analyzed data through the ATI-Galileo benchmarking testing system. Math Combo and Algebra I benchmark data was analyzed for students who took multiple benchmarks for the years 2013-2014 and 2014-2015. Spring 2015 AZMerit Math scores were also analyzed for progress.</p>	<p>In analyzing percent passing data, we found that in 2013-2014, there is an increase from baseline to end-of-year results from 12% to 38% of students in the test group who passed either with a Meets or Exceeds. In comparing the same data for 2014-2015, we found that there was also an increase from 16% to 18% (baseline to end-of-year) of students in the test group who passed either with a Meets or Exceeds.</p> <p>In analyzing AZMerit math scores from Spring 2015, we found that Summit’s pass rate of 20% was better or comparable to pass rates of the area traditional high schools and charter schools. See Figure 36.</p> <p>From the analysis, we can conclude that proficiency levels have improved from baseline to end-of-year with an increase of 26% in 2013-2014 and 2% in 2014-2014. This smaller increase may be attributed to the transition into a new state assessment which also required a shift in course design, sequencing, and scheduling. See Figures 27, 29. We can also conclude that Summit students are performing as well or better than schools in the area, traditional and charter. See Figure 36.</p>
<p>Percent Passing—Reading</p> <p>To analyze the Percent Passing for Reading, the school collected and analyzed data through the ATI-Galileo benchmarking testing system. ELA 10/Reading 10/ELA 9 benchmark data was analyzed for students who took multiple benchmarks for the years 2013-2014 and 2014-2015.</p>	<p>In comparing post-test/end-of-year proficiency data, we found that in 2013-2014, 22% of students in the test group passed either with a Meets or Exceeds in comparison with 39% of the test group in 2014-2015.</p> <p>From this analysis, we can conclude that Summit’s passing rate is improving with a significant increase of 17% from 2013-2014 to 2014-2015. See Figures 29, 30.</p>
<p>Subgroup, ELL—Math</p> <p>To analyze the Percent Passing for Math for the ELL subgroup, the school collected and analyzed data through the ATI-Galileo benchmarking testing system. Math Combo and Algebra I benchmark data was analyzed for all students who took a benchmark for the years 2013-2014 and 2014-2015.</p>	<p>In our analysis of percent passing data, we found that in 2013-2014 the ELL subgroup passing rate improved from the baseline to the post-test/end-of-year (from 0% to 25%). The same occurred in 2014-2015 (0%-11%). We also noted that in 2014-2015, the ELL population experienced an influx of refugees midway through the year with no English ability and for many, little formal schooling. This, along with the state’s required 4 hours of language instruction, made it difficult for ELL students to be scheduled in mathematics courses. See Figures 31, 33.</p> <p>From this analysis, we can conclude that the percent passing for the ELL subgroup increased</p>



	<p>from baseline to end-of-year with an increase of 25% in 2013-2014 and 11% in 2014-2015. Further language support is needed as ELL students transition into mainstream mathematics courses. A bilingual paraprofessional was hired for all Algebra I and Math lab classes.</p>
<p>Subgroup, ELL—Reading</p>	<p>To analyze the Percent Passing for Reading for the ELL subgroup, the school collected and analyzed data through the ATI-Galileo benchmarking testing system. ELA 10/Reading 10/ELA 9 benchmark data was analyzed for all students who took a benchmark for the years 2013-2014 and 2014-2015.</p> <p>In comparing post-test/end-of-year proficiency data, we found that in 2013-2014, 7% of students tested passed either with a Meets or Exceeds in comparison with 40% of students tested in 2014-2015.</p> <p>From this analysis, we can conclude that Summit’s passing rate for ELL students is improving with a significant increase of 33%. See Figures 31, 33.</p>
<p>Subgroup, FRL—Math</p>	<p>To analyze the Percent Passing for Math for the ELL subgroup, the school collected and analyzed data through the ATI-Galileo benchmarking testing system. Math Combo and Algebra I benchmark data was analyzed for all students who took a benchmark for the years 2013-2014 and 2014-2015.</p> <p>Each year, SHS has a very high FRL population (96% average) on its campus that makes the overall cohort achievement and FRL achievement lists look nearly identical. Please refer to “Percent Passing – Math” section to review percent passing math data.</p>
<p>Subgroup, FRL—Reading</p>	<p>To analyze the Percent Passing for Reading for the ELL subgroup, the school collected and analyzed data through the ATI-Galileo benchmarking testing system. ELA 10/Reading 10/ELA 9 benchmark data was analyzed for all students who took a benchmark for the years 2013-2014 and 2014-2015.</p> <p>Each year, SHS has a very high FRL population (96% average) on its campus that makes the overall cohort achievement and FRL achievement lists look nearly identical. Please refer to “Percent Passing – Reading” section to review percent passing reading data.</p>
<p>Subgroup, students with disabilities—Math</p>	<p>Upon analysis of the data, we found that in 2013-2014 the percent passing for the SPED subgroup improved from 0% to 17%, from baseline to end-of-year. In 2014-2015, no improvement in proficiency levels was demonstrated. See Figures 32, 34.</p> <p>To analyze the Percent Passing for Math for the students with disabilities subgroup, the school collected and analyzed data through the ATI-Galileo benchmarking testing system. Math Combo and Algebra I benchmark data was analyzed for all students with disabilities who took benchmarks for the years 2013-2014 and 2014-2015.</p> <p>From this analysis, we have been able to draw some conclusions. Summit’s student with disabilities subgroup was small in number these two years (less than 10). In 2014-2015, four of the students who were tested started attending Summit midway through the year and two exited early. Only two students in the subgroup were able to take multiple benchmarks. In 2013-2014, there were only three who were able to take multiple benchmarks. The inconsistency in the data is also impacted by the transition into a new state assessment which also required a shift in course design, sequencing, and scheduling. We recognize the need for greater support of students with disabilities in providing supported mathematics instruction. The school has recently</p>



		<p>hired a SPED resource teacher who is able to work with these students in small groups and within the regular classroom to ensure all SPED students have the opportunity to be successful in a mathematics classroom. Careful attention to scheduling, attendance, behavior, and grades continue to take place as part of the monitoring system designed by the school.</p>
<p>Subgroup, students with disabilities—Reading</p>	<p>To analyze the Percent Passing for Reading for the students with disabilities subgroup, the school collected and analyzed data through the ATI-Galileo benchmarking testing system. ELA 10/Reading 10/ELA 9 benchmark data was analyzed for students who took multiple benchmarks for the years 2013-2014 and 2014-2015.</p>	<p>In analyzing the small amount of data available for this subgroup, we found that the overall percent passing of this subgroup improved from baseline (0%) to end-of-year (50%). Of the two students in the subgroup who tested in multiple benchmarks in 2013-2014, both improved in proficiency from an AS at baseline to an MS at semester. Neither took the post-test/end-of-year assessment. In 2014-2015, by the end-of-year assessment, there were no students passing. See Figures 32, 34.</p> <p>The subgroup is too small with less than 10 students to formulate reliable data trends. From this analysis, we can conclude that our students with disabilities will need greater support to be successful in the English classroom. The school has recently hired a SPED resource teacher who is able to work with these students in small groups and within the regular classroom to ensure all SPED students have the opportunity to be successful in the ELA classroom. Careful attention to scheduling, attendance, behavior, and grades continue to take place as part of the monitoring system designed by the school.</p>
<p>High School Graduation Rate (Schools serving 12th grade only)</p>	<p>The school looked at graduation rates over three years. The school also analyzed Schoolmaster enrollment and graduation reports for various population facts.</p>	<p>Summit High School's graduation rates have increased since 2013-2014 with a 4% increase in the 4-year, a 6% increase in the 5-year, and a 10% increase in the 6-year. See Figure 28. In studying the school's graduation rate, an analysis of the school's student population was also conducted. Summit High School is an alternative high school that offers credit recovery and has no minimum credits to enroll. Summit has become a school of choice for students who have not found success at area traditional high schools and/or prefer a smaller school environment. Many students have been referred to Summit by nearby traditional high schools. The school serves a population that is generally older but also further behind in completing graduation requirements. Currently, the average age of the student body is 17. Approximately 286 out of the 325 (88%) students currently enrolled are between the ages of 16 to 21. For the past 10 years, 12th graders have accounted for 47% (153)</p>



of Summit High School's yearly student population. Currently, 84% or approximately 274 of the students enrolled at Summit High School are considered in poor academic standing, or credit deficient. Despite these statistics, in its eighteen-year history, Summit High School has graduated 1,256 students. Without Summit High School, these 1,256 students would not have completed their high school education.

The school also analyzed the student mobility rate. In 2013-2014, 232 students enrolled at the beginning of the year from another district and 231 enrolled after beginning the year at another school. Our average daily membership for the year was 362. In 2014-2015, similar statistics were found with 242 students enrolled at the beginning of the year from another district and 191 students enrolled after beginning the year at another school, with the average daily membership consistent with that of the previous year.

From the analysis, we can conclude that Summit High School's graduation rates are improving. We also recognize that the school's population will require an extended period of time to graduate due to their high mobility rate and credit deficiency. Therefore, the school recognizes that its student population will need additional assistance in monitoring their progress towards graduation and in making academic and career plans. The school is dedicated to assisting students with their plans and has created a system of monitoring student grades, credits earned, and attendance to provide the necessary support and focus for students. The school has partnered with several post-graduate institutions and community organizations to assist students in understanding and planning for various academic and career options. A dean of students also acts as a mentor to help students with behavioral and attendance struggles. Summer school, credit recovery courses, an extended school day, and multiple start time options also provide opportunities for students to meet their goals. Summit High School believes strongly in rewarding and recognizing student success. Each and every Summit High School teacher has the opportunity to nominate a student every academic block for Student of the Block. Summit High School conducts weekly perfect attendance drawings to reward students for their dedication. Honor roll students are also recognized each block with a certificate and Summit school apparel. We feel that these incentives/rewards



encourage our students to be successful in the classroom as they work towards graduation.

Academic Persistence
(Alternative High Schools
Only)

Not applicable (Met the Board’s standards)

Not applicable (Met the Board’s standards)

AREA II: CURRICULUM

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

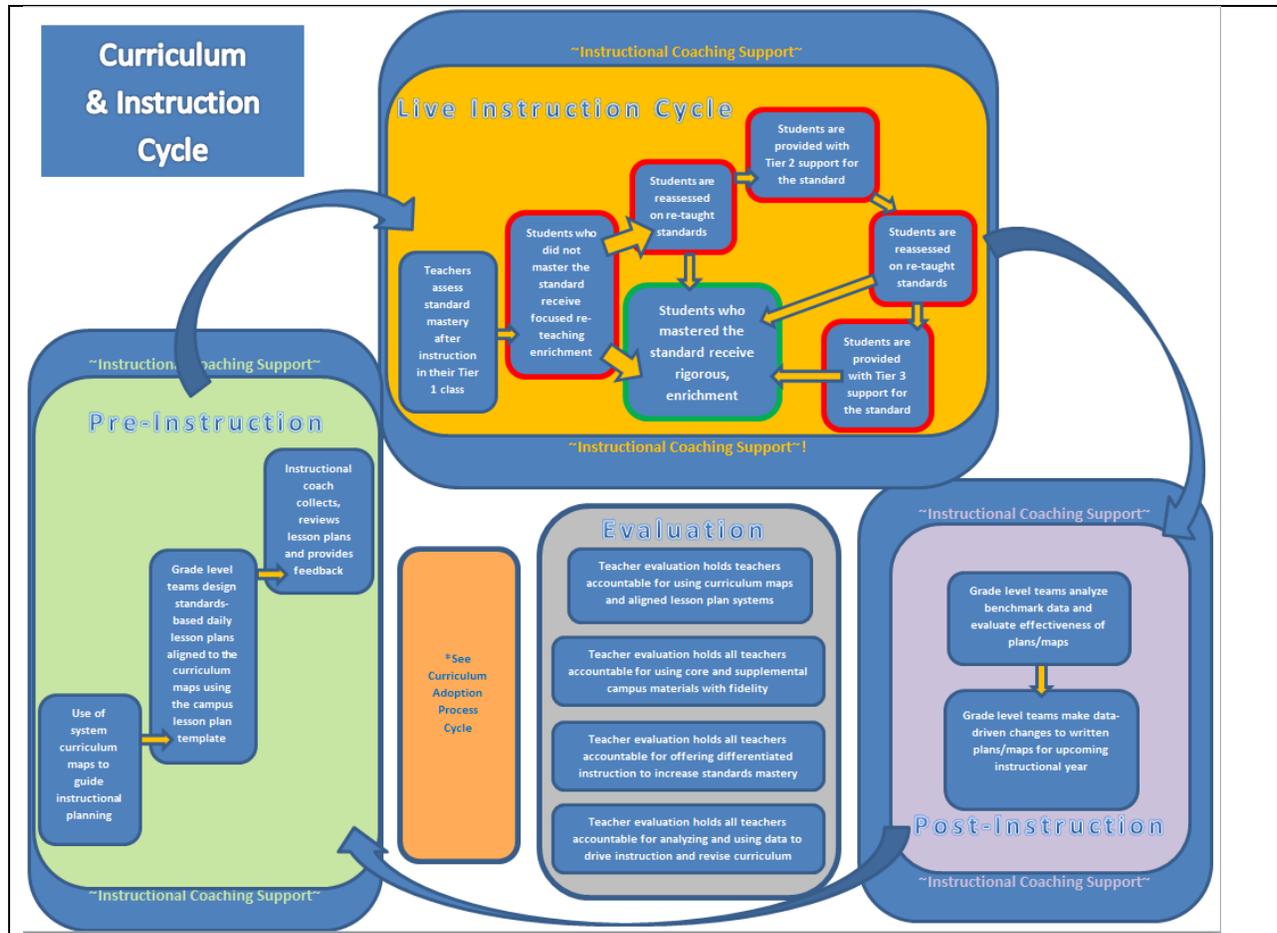
A. Evaluating Curriculum

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

Answer

Evaluating curriculum has several key components that are in operation systematically throughout the school year. Growth and achievement data is the essential component in the system. Curriculum maps and materials in use have been designed based on the most current growth and achievement data. These maps are used by the teacher to formulate daily lesson plans, which are checked regularly for alignment to standards and best practices. This feedback is used to make adjustments and modifications to the curriculum throughout the block. The pre-test is given at the beginning of each block. At the end of each block, the posttest is administered and administrators and teachers review Galileo pre/post assessment data to determine student achievement and growth. Data for overall growth, the percentage of students showing growth, and the percentage of students passing the assessment are provided to the teacher during a quarterly teacher data meeting to drive curriculum adjustments and pacing of instruction for the subsequent term. Administrators and teachers also review state test growth and achievement results as well as benchmark assessment results as they are made available to evaluate the overall effectiveness of the curriculum. If it is deemed necessary, then they may initiate the curriculum adoption cycle. Each year, curriculum maps and materials are reviewed and revised according to the most current data. The following tools are utilized to evaluate how effectively the curriculum enables students to meet the standards: district benchmark testing using ATI-Galileo, pre/post testing in all classes, AZMerit testing results, and AZELLA results. Quarterly team meetings are also held to review disaggregated data from assessments that show student performance levels by standard. This also informs curriculum decision-making.





Documentation

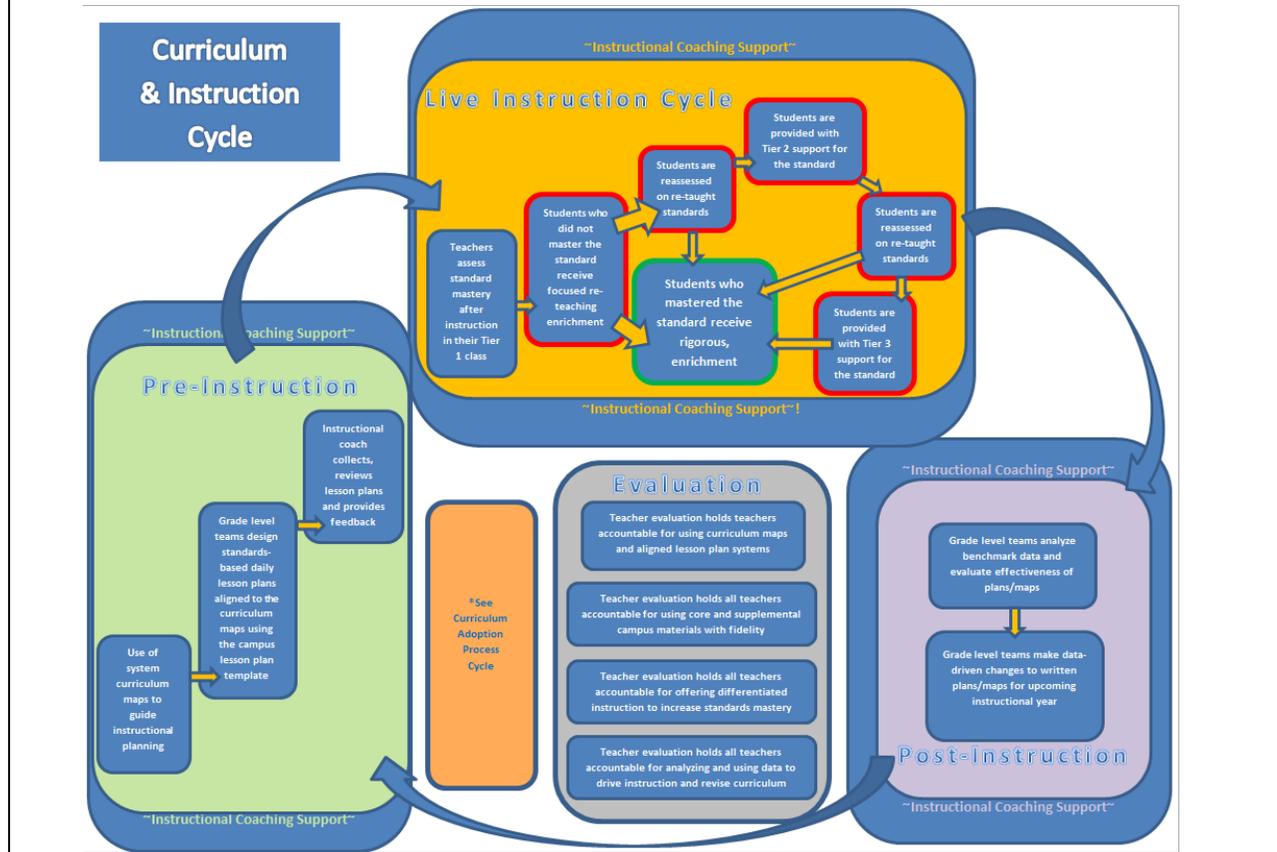
- AZMerit (previously AIMS)
- Galileo Benchmark and Galileo Pre/Post Data
- AZELLA assessment data
- Galileo Class Development Profile Grids
- Curriculum maps
- Lesson plans

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



Summit High School follows the CMO's system for Curriculum and Instruction. Teachers use standard-aligned curriculum maps to guide instructional planning. Teachers use a standards-based lesson plan, which aligns to the curriculum maps. Teachers utilize the campus lesson plan template to ensure that lesson plans align to the provided curriculum maps. The curriculum coach/assistant principal collects and reviews lesson plans and provides feedback and instructional coaching support according to a standards-based lesson plan rubric. Teachers assess standard mastery after instruction to determine the next necessary course of action: re-teach or enrichment. After instruction concludes, the teacher plans for any needed additional support. Assessment data from pre/post, benchmark, and state assessments, all standards-based and aligned, is reviewed at several points throughout the year to evaluate student's growth and mastery of the standards. This data is disaggregated by standard and analyzed to assist teachers in further curriculum decision-making. On the Leona and site levels, the data is used to decide if the revision of current curriculum is necessary, or if the adoption of new curriculum is warranted in order to enable students to meet all standards.



Documentation

- Lesson plans and lesson plan feedback
- Curriculum maps
- Lesson plan rubric
- Galileo assessment data

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

Answer

The principal and assistant principal/curriculum coach ensures that all teachers are planning their instruction off of the CMO's CCRS-aligned curriculum maps. The principal and assistant principal/curriculum coach 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 regarding lesson plan quality to all teachers. 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 PLCs are able to make modifications to curriculum maps at the end of each year to address any gaps. On the site level, the assistant principal/curriculum coach reviews and revises curriculum materials with teachers individually to ensure areas of concern and curricular gaps are properly addressed. Each quarter, course posttest data from Galileo is analyzed and presented to teachers on their quarterly teacher dashboard. The teacher dashboard, which is a collection of assessment data among other things, is then used by teachers to identify areas within the curriculum that need to be refined or require additional support.

Documentation

- Lesson Plan Logs, Rubric
- Curriculum Maps
- Galileo assessment data including Class Development Profile Grid
- Curriculum binder documentation
- Pacing tallies
- Teacher Dashboard

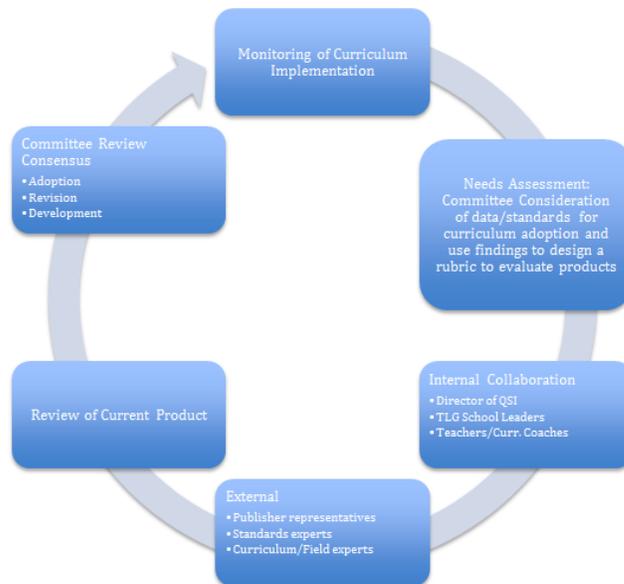
B. Adopting Curriculum

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 is/are necessary, the committee begins collaborating with internal and external experts to analyze the data findings of the leadership committee and to 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 formalized so that future adoptions utilize 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.

Curriculum Monitoring, Review, Development, and Adoption Process



Documentation

- Focus School survey
- EOY data for Galileo/AZMerit
- Meeting notes, agendas
- Curriculum Monitoring Review: Development and Adoption Process

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

Summit 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. In 2014-2015, the school adopted ThinkCerca, a blended learning curriculum. A variety of school and corporate stakeholders met to evaluate the curriculum according to criteria.

ThinkCerca is research-based and aligned to CCR Standards. It addresses areas of improvement in reading and writing, while facilitating remediation and enrichment. ThinkCerca is 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 process for adopting or revising curriculum has always included a wide variety of stakeholders across the CMO. All content workgroups are composed of master-level content teachers who continuously work to refine their curriculum maps using benchmark data, state testing data, pre/post test data, teacher feedback, and input from external experts in the contents and standards. Each summer, workgroups work to analyze student performance data and testing blueprints to make effective changes to curriculum maps and pre/posttest blueprints.

Curriculum adoption efforts includes the school's leadership committee, which is composed of teachers, support staff, and administrative leadership. External stakeholders are also included in the process, which typically incorporates the Director of QSI, VP of Academic Services for the CMO, curriculum coaches from other Leona campuses, external experts in content and instruction, and product vendors. In the past year, the process has become more formalized, so future adoptions will use a rubric.

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 needs criteria, 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 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.

The school considers assessment data as the basis for curriculum revisions. Assessment data is analyzed at multiple levels and at various times throughout the school year to determine areas of concern. This analysis of assessment data along with observation data, lesson plan feedback, and review of curriculum binders assists the school in conducting necessary revisions to the curriculum.

Documentation

- Assessment data
- Observation data
- Lesson plan feedback
- Curriculum binder documentation

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

To keep written curriculum as responsive as possible to student learning needs, it is reviewed annually at the CMO level where large groups of content experts can analyze data and make key changes to curriculum maps and course standards tallies. All content workgroups are composed of master-level content teachers who continuously work to refine their curriculum maps. Content workgroups use a wide variety of criteria to guide their curriculum work, including (but not limited to) benchmark data, state testing data, pre/post test data, teacher feedback, and input from external experts in the contents and standards. Each summer, workgroups work to analyze student performance data and testing blueprints to make effective changes to curriculum maps and pre/posttest blueprints.

Once the curriculum map is in the hands of the administration and teachers of SHS, they work collaboratively to determine the best way to incorporate and realize curriculum changes. This would include exploring new, site-specific instructional tools and programs for intervention, enrichment, and curriculum delivery that best serve the needs of the students at SHS.

After analyzing all major assessments (AZMerit, benchmarks, pre/post), the Leona PLC workgroups that consist of content master teachers under the direction of the Director of QSI determine how to revise curriculum maps to address areas of concern and select appropriate supporting curriculum resources. At the school level, with assistance from the curriculum coach, teachers also make adjustments to curriculum materials according to their student data while implementing revised curriculum maps.

Documentation

- Assessment data
- Content Workgroup agendas, sign-in sheets, standards tallies
- Curriculum maps
- Coaching documentation

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 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 by administration, both formal and informal, validate that the written plans are being executed with fidelity in the classrooms. Communication of these expectations is passed along to the instructional staff through an annual formal evaluation process. 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, 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. 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. The curriculum coach/vice principal reads the lesson plans to ensure that they contain the necessary elements described above and provides feedback on the lessons through use of the lesson plan rubric. The instructional coach also reviews the lessons to identify opportunities to improve general instruction efforts. Teacher submissions and use of aligned lesson plans and curriculum maps are indicators on every teacher's formal evaluation. Administrators also meet quarterly with teachers to review teacher expectations and teacher progress, including but not limited to lesson plan submission, course pre/post assessment data, pass/fail rates, and instructional goals.

Documentation

- Quarterly teacher expectation data form
- 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 provided singular 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, which 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 complement 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 PLCs, who consist of master-level teachers and curriculum coaches, are able to make modifications to curriculum maps at the end of each year to address any gaps. All teachers submit their lesson plans for all courses to the site instructional coach every week where a standards-based rubric is utilized to provide feedback. Lesson plans are aligned to curriculum maps to ensure standards are properly being covered. The curriculum coach conducts regular classroom walk-throughs and provides feedback to ensure that live instruction matches the written lesson plan for the day.

Documentation



- Curriculum maps
- Lesson Plan Submission and Feedback Log
- Walkthrough Observation Data
- Pacing tallies
- Galileo pre/post test data
- Content workgroup agendas
- Lesson plan rubric

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 clearly articulated CCRSs stated at the top of the plan, and those CCRSs 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). The Leona Group have leveraged (and continue to leverage) this counsel to ensure that the scope and sequence of curriculum maps have aligned to the standards. Additionally, PLC workgroup teams of master-level content teachers 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 required and appropriate standards.

Documentation

- PD calendars and invoices
- PLC Workgroup agendas
- Curriculum maps
- Pacing tallies
- Lesson plans

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

The school uses its system of evaluation, observation, and feedback to ensure that the curriculum maintains alignment to the CCRS. All lesson plans are based on the standards and follow the standards-based curriculum maps referenced previously. Lesson plans and curriculum maps are reviewed regularly with feedback provided to teachers and workgroups to adjust and revise curriculum accordingly. Informal and formal observations are performed regularly to ensure curriculum taught follows the standards-based plans and maps. From the CMO perspective, revised curriculum maps are analyzed annually against their predecessors and evaluated for adherence to the ACCRSs and for their level of rigor.

Documentation

- Walkthrough observation documentation
- Lesson plan feedback
- Curriculum maps
- Observation documentation

F. Adapted to Meet the Needs of Subgroups



Demonstration of Sufficient Progress Report

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
Alternative schools: Non-proficient students	<input type="checkbox"/>	To ensure the bottom 25%/non-proficient student's needs are being met, planning for daily intervention is required on daily 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 evaluate 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.	Lesson Plan Submission and Feedback Log Walkthrough Observation Data Cognitive Coaching documentation Galileo data Achievement Learning tutoring logs Flex reports in Schoolmaster
ELL students	<input type="checkbox"/>	Summit's new site curriculum coach is a seasoned ELL teacher and coach with documented success in serving ELL students at SHS and in traditional district schools. To ensure that ELL students' needs are being met, the team (curriculum coach, SEI teacher, and SEI paraprofessional) 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. A bilingual paraprofessional is also present in math course to ensure that ELL students are able to navigate math curriculum with language support. ELL students also have access to Rosetta Stone and Reading Horizons to support language development, and are monitored on the programs regularly. Because of the small student to adult ratio, students are able to receive differentiated instruction and support. Students also have the opportunity to remain after school or attend on Fridays for additional assistance and individualized attention.	Meeting notes Rosetta Stone Usage Reports Reading Horizons Monitoring Reports Lesson Plan Submission and Feedback Log Walkthrough Observation Data Cognitive Coaching documentation AZELLA data Flex reports in Schoolmaster
Students eligible for FRL	<input checked="" type="checkbox"/>	Each year, SHS has a very high FRL population (96% average) on its campus that makes the overall cohort achievement and FRL achievement lists look nearly identical.	Not applicable
Students with disabilities	<input type="checkbox"/>	First and foremost, students with disabilities are supported by the site's special education coordinator and the special education resource teacher. Under the supervision of the CMO's Director of Exceptional Student	SPED communication Lesson Plan Submission and Feedback Log



	<p>Services, the coordinator and the resource teacher work 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 general educational classroom as the least-restrictive educational environment. Within that classroom, the students are exposed to grade-level standards with the necessary scaffolding to promote student success. The special education resource teacher assists students within their general education classes and also meets with students in small groups as needed to provide additional scaffolding and support of the curriculum.</p> <p>To ensure that students with disabilities' needs are being met, the instructional staff and curriculum coach evaluate instructional methods, student goals, and instructional programs to determine the effectiveness of the 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 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>Walkthrough Observation Data Cognitive Coaching documentation Flex reports in Schoolmaster SPED services logs/schedule</p>
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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?
ATI-Galileo Math and Reading Benchmarks	9-12	Benchmark	CCRS standards	Growth and Achievement	Three times a year (fall, winter, spring)
AZMerit (*New data pending)	9-12	Summative	CCRS standards	Achievement	Two times a year (fall and spring)
Galileo Pre/Post	9-12	Formative	CCRS standards	Growth and Achievement	At the beginning and end of each block



Assessments					(4 blocks per year)
AZELLA	ELL 9-12	Formative (placement)/ Summative (reclassification)	ELP standards	Language Proficiency	Spring for all ELLs (reclassification), Fall for all new ELLs (placement)

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 protocol and continues to provide reliable and accountable data to guide instruction, curriculum, and school programs. 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 provide powerful tools for differentiation. Additionally, the benchmarks provide normed-growth data that evidences 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 to 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

*Communication documentation from parties involved
AZMerit results
AZELLA results
Testing blueprints*

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 content workgroups collaborate to ensure that pre and post assessments in ATI/Galileo are aligned to the standards for the course. Content workgroups look for standards coverage along with rigor alignment compared to the state test. As state testing has been in transition the past year, the workgroups have been working diligently, as new blueprint information and practice tests are released, to refine the system’s pre and post assessments. For all tests within Galileo, including benchmarks, workgroups and administrators are able to run blueprint reports from the database to quickly evaluate the standards coverage within each exam. All workgroups consider blueprints and incorporate test item numbers and tallies into their curriculum maps.

The assessment system is aligned to the curriculum based on the correlation of state standards, CCRS standards, and objectives. Just like the standards-based assessments and reporting provided by AIMS, 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 assessment system is aligned to the curriculum 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, curriculum maps are standards-aligned and require thoughtful focus on helping all students master the standards. State assessment blueprints and standards tallies are used to ensure proper alignment of the curriculum to assessments, as well as ensuring the sequencing and pacing of the standards. An analysis of testing data to individualized instructional staff lesson plans, included as part of the annual review process, also attends to the alignment of curriculum and assessment.



Documentation

- Curriculum maps
- Galileo blueprints
- Galileo reports
- Curriculum map standards tallies
- State assessment blueprints

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

The primary components of the school’s instructional methodology to teach the standards-based curriculum are student engagement and interaction, rigorous core instruction, and the use of formal and informal assessment to drive scaffolding and differentiation in the classroom. The school evaluates how assessments are aligned to the instructional methodology through lesson plan review and revision performed by the assistant principal/curriculum coach. As part of the standards-based lesson plan, teachers pre-plan their standards-aligned formative and summative assessments (quizzes, tests, checks for understanding, unit projects, etc.) and re-teaching/enrichment activities based on their data. The assistant principal/curriculum coach evaluates plans according to the standards-based lesson plan rubric to ensure that assessments are aligned and are a focused measure of the objectives and standards taught. Assessments are also evaluated to ensure that they demonstrate individual accountability and promote individual reflection as evidence that each student has mastered the objectives of the lesson. The Rtl section of the lesson plan is also evaluated for alignment with assessments so activities for re-teaching and enrichment are responsive to assessment data. This helps to ensure that the proper scaffolding and differentiation occurs for students based on their mastery levels for the core lesson. The grading policy also evidences the alignment between the instructional methodology and assessment. Together, summative and formative assessments comprise 70% of the student’s grades, with the additional 30% coming from classwork.

Documentation

- Lesson plan feedback
- Lesson plan template
- Lesson plan rubric
- Summit Grading Policy

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.
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 SHS are academically deficient, these assessment results are used to	Galileo reports Flex reports in Schoolmaster STAR math test (placement) STAR reading test (placement)



Demonstration of Sufficient Progress Report

		provide services to over 70%. Because so many students at SHS 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 intervention groups within the classroom as well. 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 schedule system also provides formal feedback every four weeks.	
ELL students	<input type="checkbox"/>	ELL students participate in all testing that mainstream students experience according to their course schedule. ELL students are administered the EDGE Language Gains Test at the beginning and end of each block to determine progress on language proficiency and make curricular/instructional changes. 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. Based on proficiency levels determined by the AZELLA, the SEI teacher creates groups for targeted, leveled instruction and is assisted by a paraprofessional to ensure all students receive needed services. Additionally, results from Rosetta Stone and Reading Horizon assessments also inform the teacher of gaps in language proficiency which is used to inform curricular/instructional decision-making. The SEI teacher is also available Fridays for individualized language tutoring. 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.	ELL Census report Descriptions for SEI courses SEI assessment data (Galileo, AZELLA, Rosetta Stone, EDGE Language Gains, Reading Horizons Flex reports in Schoolmaster
Students eligible for FRL	<input checked="" type="checkbox"/>	Each year, SHS has a very high FRL population (96% average) on its campus that makes the overall cohort achievement and FRL achievement lists look nearly identical.	Not applicable
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 the instructional team to determine best practices,	Galileo reports STAR reading STAR math Flex reports in Schoolmaster Reading inventory



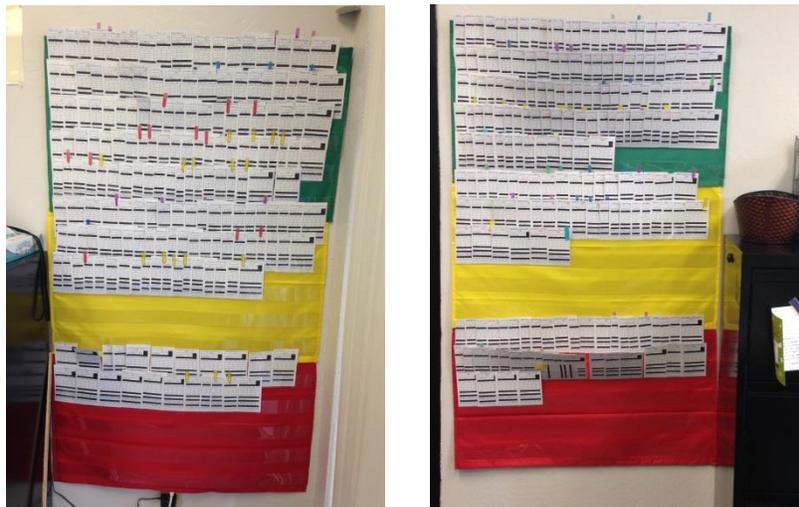
	<p>interventions, standards/objectives, and curriculum to focus on with these identified students. Students with disabilities have modifications and accommodations made for them as outlined in their IEPs and/or 504 Plans and are able to receive additional intervention after school and on Fridays to assist with academic goals, retention of curriculum, enrichment and/or identified learning gaps. When necessary, the Special Education Coordinator performs a reading inventory for further analysis of individual student needs.</p>	
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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?

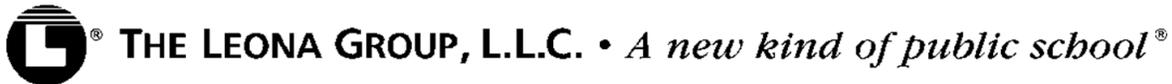
Answer

With each assessment administered, data is generated and feedback is provided to demonstrate student achievement and teacher/program effectiveness. At the different intervals in which assessments are given and data is available (see TLG Secondary Assessment Flow Chart), 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 as well as other formatives listed 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 coaching sessions, and teacher evaluation meetings. The curriculum coach/vice principal also collects and analyzes Galileo benchmark data, as well as STAR and AZMerit data when available, by individual student through the creation of a data wall to monitor progress and identify any patterns that might exist. (Pictures below are of the current data walls located in the office of the assistant principal/curriculum coach.)



TLG Secondary Assessment 2015-2016 Flow Chart

	Summer/Registration	Block 1		Block 2		Block 3		Block 4		
Internal Growth Measure (pre/post course assessments)		P R E		P O S T	P R E		P O S T	P R E		P O S T
AzMERIT: ELA 9, 10, 11 Algebra 1 Geometry Algebra 2				Oct 26-Dec 4 *Writing due Nov. 13				March 28-May 6 *Writing due April 15		
ATI- 9/10/11 Benchmarks ELA 9, 10, 11 Algebra 1 Geometry Algebra 2		Aug 17-28			Dec 7-18			Feb 29 to March 11		
Site-Based Clinical Reading/Math Intervention Tool (e.g. SRA, STAR, Study Island)		Aug to Sept			Dec to Jan			May		
AZELLA	All non-English PHLOTE students are tested AS SOON AS POSSIBLE. Results are used to schedule LEP students appropriately. AZELLA placement tests are scored immediately via Pearson Access to aid program coordinators/facilitators in properly scheduling LEP students. Non-English PHLOTE students must be given AZELLA within two weeks of enrollment. All LEP students must have a valid AZELLA score for the start of the year and Spring to measure growth. AZELLA can be given mid-year for exiting the program.									



Documentation

- TLG Secondary Assessment Flow Chart
- Documentation for Data Meetings
- Cognitive Coaching data meeting documentation
- Professional Development Calendar
- Data Wall cards

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

Data analysis of assessments administered guide the instructional leaders and teachers in determining what adjustments are needed to the curriculum. As a system, Leona PLC workgroups uses the data analysis performed on ATI-Galileo benchmark assessments as well as on other pertinent assessments (AZMerit, etc.) to revise the curriculum maps for the upcoming school year. Using the benchmark and pre/post assessment data analysis and referring to the school’s PMP, leaders guide teachers in revising course curriculum binders twice a year to respond to school and individual teacher/course data and in the selection of materials that will facilitate the targeting of achievement gaps identified.

Documentation

- Response to data form
- Workgroup agendas
- PMP



- Curriculum maps
- Curriculum binders

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 assessment data is used school and system-wide to identify areas of greatest concern. Leona uses the data to identify instructional best practices needed. Leona also uses this information to create professional development opportunities for all teachers. Data analysis is also used for map alignment to standards and also in the adjustment of the levels of rigor. At the school site, leadership and teachers analyze data from a variety of Galileo reports to determine, by academic standard, areas of concern for each course/teacher. This data is then used for instructional decision-making conducted through site PLCs, cognitive coaching sessions, and through walkthrough observation and lesson plan feedback. The data is also used to adjust site professional development topics to address current instructional needs, as well as to revise the annual PMP plan for the upcoming year. On a daily basis, teachers uses data from daily formatives to monitor and adjust instruction and determine how to scaffold and differentiate instruction for students in response to their levels of mastery of the standards and objectives. Data analysis also informs the pacing and rigor of the curriculum as teachers determine strengths and weaknesses of their students and their ability to move through the curriculum.

Documentation

- PD documentation
- PLC documentation
- Galileo reports
- Response to data form
- Coaching documentation
- Walkthrough observation and lesson plan feedback
- PMP

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 students. 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 classroom in several ways. First, coaches review written lesson plans and provide feedback. Then, leadership conducts informal and formal classroom walkthroughs daily to evidence that instruction is effective and effectively 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. Data analysis and both informal and formal walkthroughs and observations assist in identifying that the needs of students in all four subgroups are being properly met. The aforementioned coaching sessions, feedback on walk-throughs, and professional development training seek to continually address and adjust for any gaps in the meeting of these groups' needs.

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

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

Answer

The instructional monitoring cycle as outlined in Question #1 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. Quarterly data meetings are held with teacher to review assessment data as well as other pertinent data (attendance, pass/fail rates, etc.) and discuss instructional implications. The meeting discussions are then used by teachers, with the assistance of the assistant principal/curriculum coach, to create or refine instructional goals and outline action steps that will be taken to ensure goals are accomplished and instruction is adjusted to meet the needs of students. We also 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
- Teacher Dashboard

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 annually thereafter 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.



Documentation

- *Teacher Evaluation Tool*
- *Walkthrough Observation Data*
- *Cognitive Coaching Data*
- *Lesson Plan Submission and Feedback*
- *Teacher Dashboard*

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

Answer

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. Classroom observations and review of lesson plans using a rubric designed to support the CCRS also assist instructional leaders in identifying the quality of instruction.

Documentation

- *Teacher Evaluation Tool Rubric*
- *Galileo Assessment Data*
- *Quarterly Teacher Data form*
- *Walkthrough Observation Data*
- *Lesson Plan Rubric*

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 on the Teacher Dashboard, 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. Each quarter, these goals are reviewed along with the most current data from the Teacher Dashboard. 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. If the teacher attains a level of satisfactory or higher on the formal evaluation tool, the teacher then becomes eligible for performance pay, which comes in the form of a salary increase and/or a bonus.

Documentation

- *Coach Activity Log*
- *Individual teacher goals (articulated on the Coach Activity Log)*
- *Teacher Evaluation Tool*

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.
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, Summit 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 accommodations as outlined in IEPs and 504 Plans.	Lesson Plan feedback Professional Development Plan Galileo reports Lesson plan template (with RtI instruction pre-planned) Walkthrough documentation
ELL Students	<input type="checkbox"/>	To evaluate the instruction targeted to address the needs of English Language Learners, Summit monitors and tracks the completion and implementation of SEI lesson plans including the RtI 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 RtI 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.	SEI Lesson Plan Template SEI Lesson Feedback Professional Development Plan/Meeting Agenda
Students eligible for FRL	<input checked="" type="checkbox"/>	Each year, SHS has a very high FRL population (96% average) on its campus that makes the overall cohort achievement and FRL achievement lists look nearly identical.	Not applicable
Students with disabilities	<input type="checkbox"/>	To evaluate the instruction targeted to address the needs of students with disabilities, Summit tracks the completion and implementation of the RtI	SPED Census and related documentation Professional Development Plan



	<p>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 and teacher provide support to administration in ensuring that instruction contains appropriate modifications and accommodations for all special education students and consults with individual teachers and instructional leaders about specific strategies that might be used with individual students.</p>	
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D. Providing Feedback that Develops the Quality of Teaching

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

Answer

SHS is a small campus with only 12 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 and on the quarter teacher expectation form. Leadership uses this information to drive personalized professional development efforts and school-wide professional development endeavors, in conjunction with student achievement data, 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 support learning and maintain engagement.

Documentation

- Walkthrough data
- Achievement data
- Survey data
- Lesson Plan Submission and Feedback documentation
- Teacher goals listed on the Coach Activity Log
- Summit High School Teacher Instructional Goals Form
- 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

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. Because of the small size of the instructional staff, a large-scale analysis is unnecessary as administrators can meet with teachers more directly and more often to keep the evaluative and corrective processes on-going. Furthermore, quarterly data meetings with individual teachers emphasize a focus on evaluation of progress made towards accomplishing instructional goals and action steps in conjunction with pre/posttest and/or AZMerit data analysis, made available through the Teacher Dashboard.

Documentation

- *Leona Teacher Evaluation Tool*
- *Coach Activity Log*
- *Teacher Dashboard*
- *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.

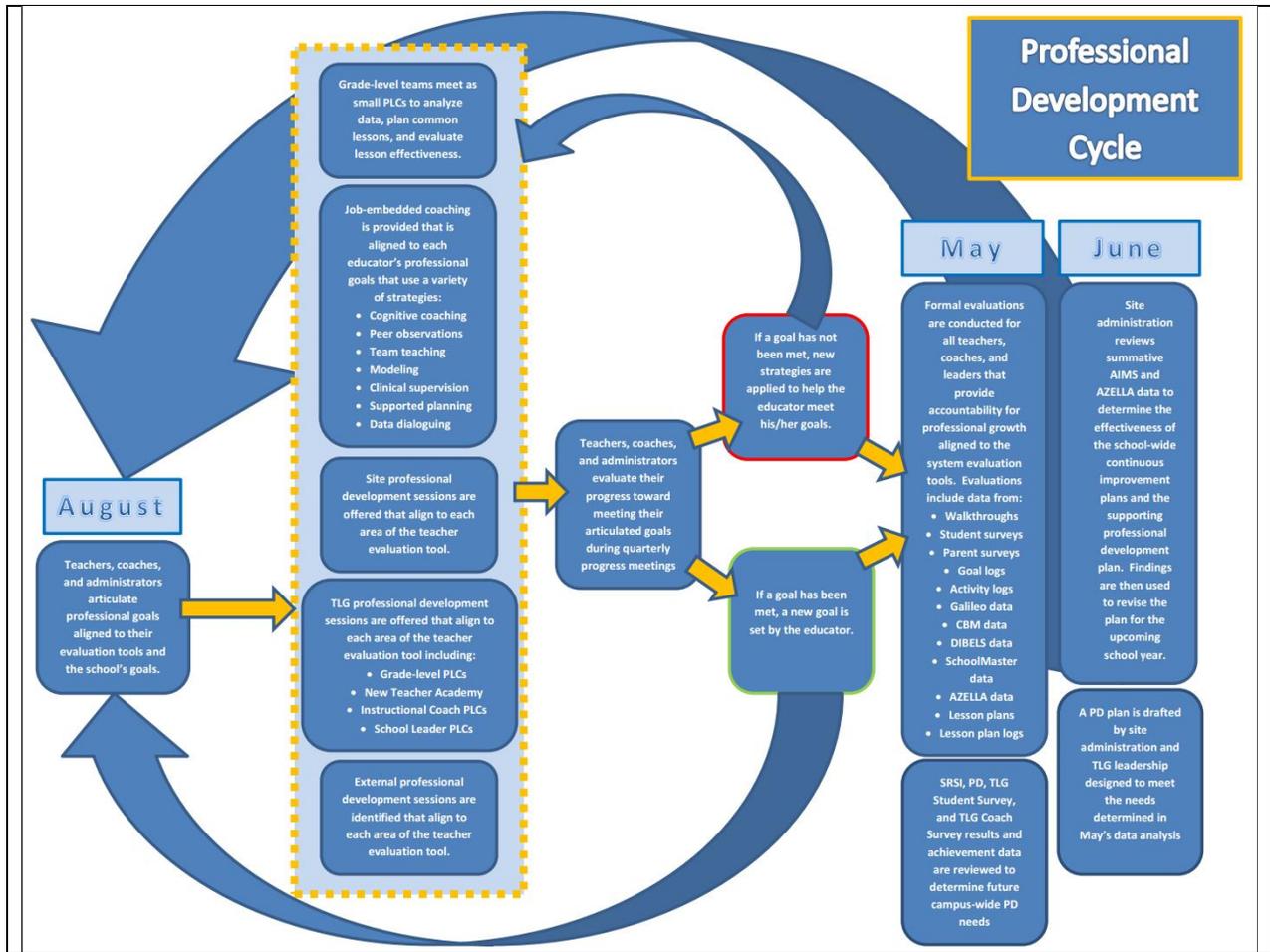
A. Development of the Professional Development Plan

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

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 was 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. Others 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.





Documentation

- Survey data
- Professional Development Plan/Schedule
- Professional Development Cycle
- Coach Activity Logs
- Lesson Plan Submission and Feedback documentation
- Walkthrough data

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

Answer

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

- Individual teacher goals
- Cognitive coaching documentation
- Date review meeting documentation
- Professional Development Plan

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 the results of those evaluations.

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

In June, the leadership team meets to review the disaggregated results of assessment data (benchmarks, AZMerit if available). They will also review data from the dashboard provided by the ASBCS and the ADE to reflect on the normed growth achieved by the campus. This data is issued to drive the annual revision of the Performance Management Plan (PMP) and allow the team to reflect on the effectiveness of the professional development component of the plan. Using the summative testing data, the leadership team will determine which pieces of the plan need to be maintained and what additional pieces need to be added to expand student academic achievement in the upcoming year. The collection of formative and summative assessments throughout the year provide data and information which guides professional development on creating plans/programs/interventions to support students with proficiency in the bottom 25%/non-proficient criteria and our FRL population. Implementation of a common lesson plan template school-wide requires teachers to address the bottom 25%/non-proficient students/FRL and the classroom accommodations to meet their needs. Formative and summative assessment data is compiled equally for ELL students. Specific discussions and professional development focus on meeting the needs of ELL students. The CMO’s Director of Language and Literacy assists the campus with ensuring that professional development efforts are in place to support growth and achievement for English Language Learners, and she works closely with the school’s leader to remedy any concerns presented by ELL data. Professional development on differentiated instruction, best practices and methodologies on teaching ELL students, and monitoring of ELL students is shared to ensure the school is working collaboratively to monitor and assist ELL’s in their overall growth. Professional development in regards to ELL students involves the assessments and resources available on our site to support our ELL students (Rosetta Stone, AZELLA, SIOP model, SEI strategies). Finally, the site’s instructional coach is a certified ELL teacher with a rich background in providing effective



instruction to ELL students at all levels of proficiency. Professional development that addresses the needs of students with disabilities is approached in a similar manner. The CMO's Director of Exceptional Student Services assists the campus with ensuring that professional development efforts are in place to support growth and achievement for all students with IEPs or 504 plans, and she works closely with the school's leader to remedy any concerns presented by this data. Information, data, evidence, and artifacts are used to determine how to best effectively and properly support students with disabilities and guide professional development topics. Additional expert supports may be involved in determining professional development for students with disabilities to clearly identify and support these students. Within these professional development efforts, the following should be developed: plans, programs, intervention, best practices, expected classroom modifications, opportunities for additional support and teacher support in the area of meeting the needs of students with disabilities.

Documentation

- PMP documentation
- Professional Development Plan/Schedule
- Quarterly Teacher Data meeting documentation

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. 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

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

Answer

Because of the small size of the school, Summit High School is able to provide customized learning plans for every single teacher in addition to school-wide training initiatives. This provides for the development of a strong, common instructional culture while attending to each teacher's unique opportunities for development.

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.

All teachers are held accountable for setting and reaching their professional growth goals as part of the formal evaluation process. At the end of the evaluation, based upon the scores in each area of evaluation, the teacher and leader collaboratively design new professional goals to strengthen areas of opportunity.

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. 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, Summit 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
- CMO Professional Development documentation
- Leona Teacher Evaluation Instrument

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 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

The charter holder has several systems in place to follow-up with instructional staff on their development and the implementation of the strategies they have learned through the professional development process. These systems include administrative review of lesson plans in which the curriculum coach/assistant principal looks for proper use of strategies learned at Leona or site PLCs. Administration also uses its observation system (walkthroughs, formal/informal observations, etc.) to monitor use and effectiveness of strategies learned. Teachers receive feedback from both of these systems on a regular basis as a means to improve instruction and instructional decision-making. The curriculum coach/assistant principal meets individually with teachers each block, or as needed, to support their efforts and help make adjustments in their use of strategies learned. All evaluation tools are also designed to evaluate professional development efforts by the teacher. Leona PLCs, professional development sessions, site staff meetings, and site professional development sessions are also in place to support the implementation of strategies, respond to concerns or confusion, and to provide additional training. Data collected from these systems 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.

Documentation

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

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

Summit High School is committed to assisting students plan for the future. This process begins upon enrollment. The school conducts a credit analysis for each student during registration. Each student’s credit analysis is discussed during the enrollment interview to ascertain student interest and goals. The credit analyses are updated each block of the school year as students earn credits and are utilized in scheduling students for classes to keep students on course for graduation. Students are given the opportunity each block to meet with an administrator to review their credit analysis and to plan for graduation. The school holds a college and career night where various members of the post-secondary community come and speak to students about educational and career opportunities available to them. This is done in the first block of the year to ensure students have time to research their options fully. Through the Aspire Program, a program developed and operated by the United Way and the Phoenix Workforce Connection, Summit students can participate in occupational skills training, résumé assistance, interview preparation, job shadowing opportunities, and career search assistance. The school also partners with Maricopa Skills Center and Gateway Community College to ensure students have access to information and support for post-graduation plans. The school also hosts recruiters from the armed forces, who provide students with information on career and education opportunities in our country’s military. Courses, such as Criminal Law, Art, and Student Success are all available for students to enroll in, exposing them to career opportunities in various arenas while also helping them develop talents, interests, and life skills. As students approach completion of graduation requirements, an administrator meets with them to review any course deficiencies, discuss future plans, and provide college and career information and support. During the graduation reception at the end of each block, a representative from Gateway Community College is in attendance to meet with graduates and provide information on post-secondary education opportunities at Gateway community College, as well as career/technical training at



the Maricopa County Skills Center. This gives our students a contact person to work with at the post-secondary level, who can assist with the enrollment and financial aid process.

Documentation

- Credit analyses
- College and Career Fair documentation
- Graduation tracking documentation
- Aspire information
- Course descriptions

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

In order to effectively monitor student progress towards academic and career plans, all staff members are employed in monitoring students grades, credits, and attendance. To facilitate parent and student monitoring of academic progress, the school employs the use of Family Link, an online system connected to the teacher’s gradebook that allows parents and students to check grades and missing work on a regular basis. Teachers also provide students opportunities throughout the school week to check their progress through the system as well. Teachers are also required to call home throughout the block when students are struggling or in danger of failing. These calls are documented in Schoolmaster, the school’s student record system, which is accessible by all staff members and administrators for further monitoring. Midway through the block, formal progress reports are sent home for each student and are also made available online through Family Link. At the end of each block students receive their final report card and their credit analyses are updated, allowing administrators to identify students who are failing. This information is then used to ensure students are scheduled sequentially and in their best interest. Administrators then have an opportunity to meet with students about expectations and personal goals for the next block, as needed. Each block, students have the opportunity to meet with an administrator and to receive a current credit analysis so they can continue to track their progress. Many students routinely fail courses due to their attendance; therefore the school conducts attendance checks. Automated parent phone calls go out twice daily to homes of absent students. Teachers also make daily personal phone calls to absent students. Students with excessive absences meet with an administrator and/or the attendance clerk to review attendance and academic expectations. For students close to graduation, a grade check is performed to ensure students are still on-track.

Documentation

Credit analyses
 Grade check
 Attendance reports/letter
 Parent Contact Log
 Schoolmaster/Family Link documentation

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

Summit High School is in the unique position of serving a higher volume of at-risk students. Therefore, the school provides various supports to help remediate academic and social problems for struggling students. The school partners with St. Mary’s Food Bank, Bayless Healthcare Group (which offers health and wellness services targeted to meet the needs of at-risk students), and Friendly House, among others, to provide for the social and health needs of its students. The school also provides discounted and free buses for all students. The school has hired an experienced dean of students, whose role includes mentoring, mediation, and discipline. He meets with students upon request from staff members and administrators and also based on behavior data



available through the school's referral process and Schoolmaster system. He assists students in resolving conflicts and in identifying the reasons behind their behavioral struggles. He also conferences with students, parents, and teachers about behavior concerns, reviews expectations, and helps them design behavior goals that will lead them towards success. The school also employs highly qualified paraprofessionals who provide in-class, small-group intervention in the ELL and math classrooms under the direction of highly qualified math and SEI instructors. Academic support classes are also available to assist struggling students in English language arts, math, and second language acquisition (Reading Fundamentals, Math Lab, Algebra Topics, and SEI Lab). A special education resource teacher, along with a special education coordinator, work together to help teachers monitor and adjust instruction for struggling students as well as provide teachers with strategies to support academic and social behaviors. The resource teacher also acts as a mentor for students who struggle academically and/or socially and has created and managed a school club centered on student interests. The school also employ off-duty police officers to assist in monitoring school safety and also assist the Dean of Students in mentoring students. Additionally, the school utilizes blended learning in ELA, SEI, and Math courses, which is designed to provide differentiated support for struggling students. The school schedule is also designed to support struggling students. The school operates on a four-day instructional week, with Fridays designated for students to complete missing assignments, check their progress, and receive individualized tutoring based on their academic struggles. The school also offers a credit recovery lab with a highly qualified and certified teacher, summer school opportunities where blended learning and cooperative learning are emphasized, and extended-day scheduling for students to recover credits.

Documentation

- School calendar and daily schedule
- Blending learning reports (IXL, Study Sync, Reading Horizons, Rosetta Stone)
- Summer school documentation
- Dean of Students documentation
- SEI and math Highly Qualified 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

An analysis of graduation rates as well as credits earned, pass/fail rates, and assessment data occurs to determine overall effectiveness of the school's efforts. Other factors, as previously stated in the data section, must be considered. The analysis of students enrolling for the 2014-15 school year shows that the majority at Summit High School began their academic career here severely credit deficient. The average 10th-grade student entered Summit with 3.7 credits; the average 11th-grade student entered with 6.5 credits; the average 12th-grade student had 12.1 credits. Prior to attending Summit, many of these students already had a history of poor attendance and gaps in enrollment. As an alternative high school with 88% of its population between the ages of 16-21, 84% credit deficient, and a high mobility rate, Summit students will require an extended period of time to graduate despite efforts to accommodate student and parent needs with flexible scheduling (two start options, extended-day, credit recovery), a four-day schedule, and Friday flex days designed to make-up absences and missing assignments as well as to receive additional instructional support.

Documentation

- Graduation Rates (4, 5, 6, 7 years)
- Credits Earned Report – Schoolmaster
- School Population Report
- Student Transcripts
- Attendance and Enrollment History

