

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"/>

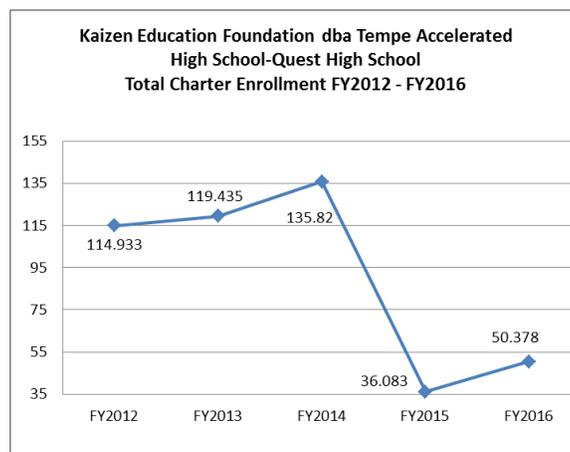
During the five-year interval review of the charter, Kaizen Education Foundation dba Tempe Accelerated High School was required to submit a Performance Management Plan as an intervention because the school operated by the Charter Holder, Quest High School, did not meet the academic expectations set forth by the Board. At the time Kaizen Education Foundation dba Tempe Accelerated High School became eligible to apply for renewal, the Charter Holder did not meet the Academic Performance Expectations of the Board as set forth in the Performance Framework and was required to submit a Demonstration of Sufficient Progress as part of the renewal application package. The Charter Holder was able to demonstrate the school is making sufficient progress toward the Board’s expectations through the submission of the required information or evidence reviewed during an on-site visit. In the most recent fiscal year for which an academic dashboard is available, Quest 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 Educational Foundation dba Tempe Accelerated High School operates 1 school, Quest High School, serving grades 9-12 in Phoenix. Quest 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.

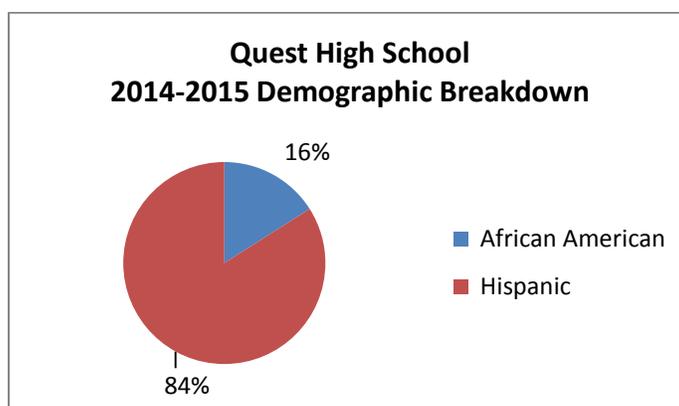


The academic performance of Quest High School is represented in the table below. The Academic Dashboard for the school can be seen in appendix: b. Academic Dashboard.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Quest High School	10/20/1997	9-12	67.5/ C-ALT	55/ D-ALT	55/ C-ALT

In May, 2012, the Charter Holder submitted a School Name Change Notification request, which was accepted by the Board, changing the name of the school operated by the Charter Holder from Tempe Accelerated High School to Quest High School. In May, 2014, the Charter Holder submitted a School Site Location Notification Request, which was approved in June, 2014. The change in location moved the school from Tempe, Arizona to Phoenix, Arizona. The Charter Holder indicated that the change in location resulted in a similar alternative population, but very few continuing students from the previous location and school year.

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



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

Category	Quest High School
Free and Reduced Lunch (FRL)	80%
English Language Learners (ELLs)	4%
Special Education	8%

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

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

Quest High School is located in Phoenix near W. South Mountain Avenue and South Central Avenue. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

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

Quest High School				Math (no data)	ELA 5%		
Letter Grade	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable Math ($\pm 5\%$)	Comparable ELA ($\pm 5\%$)	Charter Schools	Meets Board's Standard
B-ALT	2	0	0	N/A	0	1	1
C-ALT	1	0	0	N/A	1	1	0

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

Quest High School	4%	80%	8%
Letter Grade	Comparable ELL ($\pm 5\%$)	Comparable FRL ($\pm 5\%$)	Comparable SPED ($\pm 5\%$)
B-ALT	2	1	1
C-ALT	1	0	1

IV. Success of the Academic Program

In 2012, Quest High School met the Board's academic performance standards. The Overall Rating decreased by 12.5 points in FY2013 to 55, resulting in a rating of "Does Not Meet". In FY2014, the rating remained consistent at 55, and a continued evaluation of "Does Not Meet". Although the Overall Rating points remained consistent, one measure increased from "Falls Far Below" to "Does Not Meet", and two measures changed from "Falls Far Below" to "No Rating". The school's A-F letter grade increased from D-ALT in FY2013 to C-ALT in FY2014.

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

January, 2012: Kaizen Education Foundation dba Tempe Accelerated 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 Quest High School, a school operated by the Charter Holder, did not meet the Academic Expectations set forth by the Board.

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



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

July, 2012: Board staff completed an evaluation of the Charter Holder's FY2012 PMP and made the evaluation available to the Charter Holder. In that evaluation of the FY2012 PMP, Board staff determined that the Charter Holder's Performance Management Plan provided a sufficiently detailed, full description for 14 out of 15 components.

February, 2013: The Board released FY2012 Academic Dashboards; Quest High School received an overall rating of "Meets" the Board's academic standards. In accordance with the Board's academic framework intervention schedule at that time, the Charter Holder was waived from any specific monitoring requirements.

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

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

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

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

V. Demonstration of Sufficient Progress

A renewal application package with a Renewal DSP for Kaizen Education Foundation dba Tempe Accelerated 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 Tempe Accelerated High School were present at the site visit:



Name	Role
Darla Eddy	Director of Data Management
Heidi Sinkovic	Director of Exceptional Student Services
Mary Berg	VP of Academic Support Systems
Melissa Barnett	School Leader of Quest High School Tempe Accelerated HS
Michael Johnson	Night Director/Assistant School Leader Quest HS
Emily Britton	Director of QSI-High Schools

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 demonstrate comparative improvement year-over-year for at least the two most recent school years based on data generated from valid and reliable assessment sources.

Based on the findings summarized above and described in appendix e. Site Visit Inventory, staff determined that the Charter Holder demonstrated sufficient progress towards meeting the Board’s Academic Performance Expectations.

VI. Viability of the Organization

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

VII. Adherence to the Terms of the Charter

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



VIII. Board Options

Option 1: The Board may approve the renewal. Staff recommends the following language provided for consideration: Renewal is based on consideration of academic, fiscal and contractual compliance of the Charter Holder. In this case, the Charter Holder did not meet the Academic Performance Expectations set forth in the Board's Performance Framework but was able to demonstrate sufficient progress toward the Board's expectations. Additionally, the Board has adopted an Academic Performance Framework that allows for additional consideration of the Charter Holder throughout the next contract period. With that taken into consideration as well as all information provided to the Board for consideration of this renewal application package and during its discussion with representatives of the Charter Holder, I move to approve the request for charter renewal and grant a renewal contract to Kaizen Education Foundation dba Tempe Accelerated 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 Tempe Accelerated 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 Tempe Accelerated High School		
Charter CTDS:	07-89-54-000	Charter Entity ID:	79878
Charter Status:	Open	Contract Effective Date:	04/10/2002
Number of Schools:	1	Contractual Days:	<ul style="list-style-type: none"> Quest 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	630
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:	Quest High School provides an integrated vocational and academic curriculum with rigorous coursework including credit recovery opportunities that allows at-risk and under-represented students to identify and pursue their interests, talents and passions that evolve into exit strategies with appropriate post-secondary choices.		
Charter Representatives:	Name:	Email:	FCC Expiration Date:
	1.) Mr. Theodore Frederick	ted.frederick@kaizenfoundation.org	—
	2.) Michele Kaye	michele.kaye@leonagroup.com	—

Academic Performance - Quest High School

[Hide Section](#)

School Name:	Quest High School	School CTDS:	07-89-54-001
School Entity ID:	6349	Charter Entity ID:	79878
School Status:	Open	School Open Date:	10/20/1997
Physical Address:	217 E Olympic Drive Phoenix, AZ 85042	Website:	—
Phone:	480-831-6057	Fax:	480-831-6095
Grade Levels Served:	9-12	FY 2014 100th Day ADM:	135.82

Academic Performance Per Fiscal Year

[Hide Section](#)

Quest High School

2012
Alternative2013
Alternative2014
Alternative

1. Growth		High School (9 to 12)			High School (9 to 12)			High School (9 to 12)		
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
1b. Improvement	Math	17.5	25	15	19.4	25	15	22.6	50	15
	Reading	34	50	15	34.2	50	15	33.3	50	15
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	14 / 19.6	50	10	15.9 / 19.1	50	10	9.4 / 20.2	50	10
	Reading	50 / 47	75	10	60.4 / 50.4	75	10	44.8 / 53.2	50	10
2b. Subgroup ELL	Math	NR	0	0	0 / 20.4	25	3.33	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2b. Subgroup FRL	Math	17 / 18.5	50	5	14 / 18	50	1.67	8.3 / 20.2	50	5
	Reading	50 / 45.1	75	5	60 / 48.6	75	1.67	44.4 / 51.2	50	5
2b. Subgroup SPED	Math	NR	0	0	0 / 5.7	25	3.33	NR	0	0
	Reading	NR	0	0	NR	0	0	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	C-ALT	50	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		NR	0	0	NR	0	0	Not Met	50	15
4b. Academic Persistence		93	100	35	89	75	35	70	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		67.5			55			55		

Financial Performance

[Hide Section](#)

Charter Corporate Name: Kaizen Education Foundation dba Tempe Accelerated High School
 Charter CTDS: 07-89-54-000 Charter Entity ID: 79878
 Charter Status: Open Contract Effective Date: 04/10/2002

Financial Performance

[Hide Section](#)

Kaizen Education Foundation dba Tempe Accelerated High School

Near-Term Measures

Going Concern

Unrestricted Days Liquidity

Default

Fiscal Year 2014

Fiscal Year 2015

No	Meets
32.83	Meets
No	Meets

No	Meets
52.01	Meets
No	Meets

Sustainability Measures (Negative numbers indicated by parentheses)

--	--	--	--

Net Income	\$1,869,154	Meets	\$1,255,996	Meets		
Fixed Charge Coverage Ratio	1.86	Meets	1.62	Meets		
Cash Flow (3-Year Cumulative)	\$1,664,619	Meets	\$4,011,547	Meets		
Cash Flow Detail by Fiscal Year	FY 2014	FY 2013	FY 2012	FY 2015	FY 2014	FY 2013
	\$934,493	\$730,126	—	\$2,346,928	\$934,493	\$730,126

Meets Board's Financial Performance Expectations

Operational Performance

[Hide Section](#)

Charter Corporate Name:	Kaizen Education Foundation dba Tempe Accelerated High School		
Charter CTDS:	07-89-54-000	Charter Entity ID:	79878
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.](#)

Quest 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	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
1b. Improvement	Math	17.5	25	15	19.4	25	15	22.6	50	15
	Reading	34	50	15	34.2	50	15	33.3	50	15
2. Proficiency										
2a. Percent Passing	Math	14 / 19.6	50	10	15.9 / 19.1	50	10	9.4 / 20.2	50	10
	Reading	50 / 47	75	10	60.4 / 50.4	75	10	44.8 / 53.2	50	10
2b. Subgroup ELL	Math	NR	0	0	0 / 20.4	25	3.33	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2b. Subgroup FRL	Math	17 / 18.5	50	5	14 / 18	50	1.67	8.3 / 20.2	50	5
	Reading	50 / 45.1	75	5	60 / 48.6	75	1.67	44.4 / 51.2	50	5
2b. Subgroup SPED	Math	NR	0	0	0 / 5.7	25	3.33	NR	0	0
	Reading	NR	0	0	NR	0	0	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	C-ALT	50	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		NR	0	0	NR	0	0	Not Met	50	15
4b. Academic Persistence		93	100	35	89	75	35	70	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		67.5			55			55		
		100			100			100		

APPENDIX C

RENEWAL DSP FINAL EVALUATION

Demonstration of Sufficient Progress Final Evaluation

CHARTER INFORMATION

Charter Holder Name	Kaizen Education Foundation dba Tempe Accelerated High School	Schools	Quest High School
Charter Holder Entity ID	79878	Purpose of DSP Submission	Renewal
Site Visit Date	February 18, 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).

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 Tempe
 Accelerated High School
 School Name: Quest High School

Site Visit Date: February 18, 2016
 Required for: Renewal
 Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p>[D.1]</p> <p>Algebra 1 2015-2016 Student Growth and Achievement Report Geometry 2015-2016 Student Growth and Achievement Report Attachment A Graphs (Galileo Reports) Algebra 1 2014-2015 Student Growth and Achievement Report</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.</p> <ul style="list-style-type: none"> Comparison of percent of students above typical growth for FY15 and FY16 in Algebra 1 indicates that the school has improved performance. In FY15, 40% of students were above typical growth, and in FY16, 50% were above typical growth. <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input 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.2]</p> <p>ELA 9 2015-2016 Student Growth and Achievement Report ELA 10 2015-2016 Student Growth and Achievement Report ELA 9 2014-2015 Student Growth and Achievement Report ELA 10 2014-2015 Student Growth and Achievement Report Attachment A Graphs (Galileo Reports)</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.</p> <ul style="list-style-type: none"> Comparison of percent of students above typical growth for FY15 and FY16 in ELA 9 and 10 indicates that the school has improved performance. In FY15, 50% of students were above typical growth, and in FY16, 83% were above typical growth. <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input 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.3]</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 – Math</p> <p>Not Applicable</p>		

<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>Attachment A- Graphs Spreadsheets Demonstrating Developmental Levels and Student Percentiles from FY15 and FY16</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 2.5 percentage points. In FY15, student percentile ranking in Algebra 1 was 23, and in FY16, student percentile ranking was 25.5. Comparative data does not exist for Geometry as there were not students taking and tested in Geometry in the FY15 school year. However, student percentile ranking in Geometry for the FY16 school year is 21.5. <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.6]</p> <p>Attachment A- Graphs Spreadsheets Demonstrating Developmental Levels and Student Percentiles from FY15 and FY16</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 improvement of overall improvement of 17.9 percentage points. In FY15, student percentile ranking in ELA 9 was 31.5, and in FY16, student percentile ranking was 47.3, showing an increase of 15.8 points. Data for ELA 10 demonstrates that in FY15, student percentile ranking in ELA 10 was 11, and in FY16, student percentile ranking was 31, 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.7]</p> <p>Assessment of ELL ELL Participation Report</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>Not Applicable</p> <p>The Charter Holder’s ELL population is minimal. In the FY15 school year, one ELL student was enrolled for only 6 weeks of the school year. In the FY16 school year, three students have been enrolled, one withdrew after four weeks, one has been enrolled for only six weeks, and the other was enrolled in the ELL program in December. As a result, no comparative data exists for ELL students.</p>	

<p>[D.8]</p> <p>Assessment of ELL ELL Participation Report</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>Not Applicable</p> <p>The Charter Holder’s ELL population is minimal. In the FY15 school year, one ELL student was enrolled for only 6 weeks of the school year. In the FY16 school year, three students have been enrolled, one withdrew after four weeks, one has been enrolled for only six weeks, and the other was enrolled in the ELL program in December. As a result, no comparative data exists for ELL students.</p>	
<p>[D.9]</p> <p>Attachment A- Graphs Spreadsheets Demonstrating Developmental Levels and Student Percentiles from FY15 and FY16</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’s FRL percentage is 67.16%. As a result, data for percent passing for the entire school is representative of the data for this subgroup.</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 2.5 percentage points. In FY15, student percentile ranking in Algebra 1 was 23, and in FY16, student percentile ranking was 25.5. Comparative data does not exist for Geometry as there were not students taking and tested in Geometry in the FY15 school year. However, student percentile ranking in Geometry for the FY16 school year is 21.5. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

<p>[D.10]</p> <p>Attachment A- Graphs Spreadsheets Demonstrating Developmental Levels and Student Percentiles from FY15 and FY16</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’s FRL percentage is 67.16%. As a result, data for percent passing for the entire school is representative of the data for this subgroup.</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 improvement of overall improvement of 17.9 percentage points. In FY15, student percentile ranking in ELA 9 was 31.5, and in FY16, student percentile ranking was 47.3, showing an increase of 15.8 points. Data for ELA 10 demonstrates that in FY15, student percentile ranking in ELA 10 was 11, and in FY16, student percentile ranking was 31, showing an increase of 20 points. <p>Final Evaluation:</p>	
<p>[D.11]</p> <p>Attachment A- Graphs Spreadsheets Demonstrating Developmental Levels and Student Percentiles from FY15 and FY16</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"> • FY15 data for students with disabilities is not available. Therefore, an evaluation of improvement from year over year proficiency data for this subgroup is not possible. Current special education data for students in Algebra 1 and Geometry indicates an average score at a percentile of 14.3, which does not demonstrate proficiency for the special education subgroup. However, analysis of growth data for students with disabilities demonstrated average improvement of 5.7 percentage points on Galileo Algebra 1 and Geometry assessments within the FY16 school year. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.

<p>[D.12]</p> <p>Attachment A- Graphs Spreadsheets Demonstrating Developmental Levels and Student Percentiles from FY15 and FY16</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"> FY15 data for students with disabilities is not available. Therefore, an evaluation of improvement from year over year proficiency data for this subgroup is not possible. Current special education data for students in ELA 10 indicates an average percentile of 10, which does not demonstrate proficiency for the special education subgroup. However, analysis of growth data for students with disabilities demonstrated average improvement of 7 percentage points on ELA 10 assessments within the FY16 school year. <p>Final Evaluation:</p>	
<p>[D.13]</p> <p>ADE Graduation Rate Reports QHS Senior Credits as of Jan 1, 2016</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 six percentage points. The graduation rate for the cohort of 2014 was 16%. Data on mid-year graduation rate combined with a current credit analysis indicates that the projected 5 year graduation rate for cohort of 2015 at 22%. <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><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>	



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Kaizen Education Foundation dba Tempe
 Accelerated High School
 School Name: Quest High School

Site Visit Date: February 18, 2016
 Required for: Renewal
 Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome	
[C.A.1] ELA (9, 10, 11, 12) Math (Algebra I, Algebra II, Geometry) Monitoring progress charts Site Meeting agendas and sign in sheets Leader retreat Meeting agendas and sign in sheets Leaders Meeting agendas and sign in sheets Coach Meeting agendas and sign in sheets Cognitive coaching logs Lesson Plan Rubric Curriculum and Instruction cycle	Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating curriculum.	
	The documents provided demonstrate evidence of the following: <ul style="list-style-type: none"> • Lesson planning/feedback/coaching logs • Student data analysis • Curriculum and instruction cycle • Subject area working groups 	
	Final Evaluation:	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.A.2] Benchmark Assessment Data Site meetings Student mentoring logs ELA curriculum maps ELA lesson plan template Math curriculum maps Math lesson plan template History/Science/Elective lesson plan template Lesson plan submission and feedback log Lesson plan feedback data Lesson plan rubric Curriculum and Instruction cycle	Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating how effectively the curriculum enables students to meet all standards.	
	The documents provided demonstrate evidence of the following: <ul style="list-style-type: none"> • Alignment to standards using the curriculum pacing guides as a tool and assessment results • The school analyzes data to verify alignment to standards and the relationship and/or gaps in student achievement and monitoring instruction. • Quarterly meetings to monitor the current curriculum alignment to ACCRS 	
	Final Evaluation:	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.A.3]	Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder	

<p>Data scores and planning for student achievement and instructional improvement Galileo data from site and TLG Assessment reports Pre-post data Galileo data Cognitive coaching logs Meeting sign-in sheets Data talks meetings notes</p>	<p>identifies curricular gaps.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Data of alignment to standards using the curriculum pacing guides as a tool and assessment results • Curriculum outlines in our pacing guide to ensure all standards are addressed in multiple contexts <p>Final Evaluation:</p>	
<p>[C.B.1]</p> <p>TLG Curriculum Monitoring Process chart Meeting agendas and sign-in sheets Student and teacher surveys Evaluations Lesson plan rubric Curriculum maps Power strand mapping</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"> • Curriculum and instruction cycle • Employee Satisfaction Survey • Lesson plan feedback • Working group meetings • Rubrics • Action 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>[C.B.2]</p> <p>Portfolio of data collected for student achievement and instructional improvement Lesson plan rubric Pre-post data Galileo data Curriculum maps Power strand mapping</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"> • Meeting to review options aligned to the school’s supplemental needs • Review materials using the QCE rubric to ensure the materials align to the needs of the students • Identify strengths and weaknesses of supplemental material and resources using QCE rubric on standards, coherence, and rigor <p>Final Evaluation:</p>	
<p>[C.C.1]</p> <p>Benchmark assessment data Student mentoring Cognitive coaching logs Meeting sign-in sheets ELA curriculum maps (ELA 9, 10, 11, 12) Math curriculum maps (Algebra I, Algebra II, and Geometry) Lesson plan submission and feedback log Quality Curriculum Evaluation (QCE) Rubric</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"> • Monitor and evaluate the implementation of curriculum and alignment to ACCRS • Collect data to determine the effectiveness of implementation based on the criteria for focus standards, coherence, and rigor • Study data aligned to criteria to determine areas of refinement and reinforcement <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[C.C.2]</p> <p>Portfolio of data collected for student achievement and instructional improvement QSI reports Action plans Assessment reports Action plans for Curriculum</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"> • Action plans are updated by identifying the process of researching, selecting, and revising curriculum • Gaps in the alignment are studied and identified for revisions • Revisions are implemented within the curriculum and professional development is planned to communicate revisions • Analyze evidence of alignment to standards and the relationship or gaps in student achievement to identify revisions <p>Final Evaluation:</p>	
<p>[C.D.1]</p> <p>Assessment reports Coaching plans/logs Walk-through forms TET Rubric Post conference reports/teacher goals</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"> • Assessment reports • Coaching plans/logs • Walkthrough Observation Data • TET Rubric • Post conference reports/teacher goals • Database to collect evidence from multiple sources to determine fidelity of curriculum implementation <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[C.D.2]</p> <p>Professional development materials, sign-in and agendas Plan for follow-up/Professional Development Flowchart Data collected via follow-up/walk-through tools, coaching logs</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for ensuring consistent use of curricular tools, and that these expectations have been communicated to instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The school plans professional development to communicate expectations and access to curricular tools • The school collects data via walk-through form with a focus on Rigor and Engagement • The school studies the data to determine consistent use of curricular tools • The school plans for follow-up to ensure the tools are used to support alignment with instruction <p>Final Evaluation:</p>	
<p>[C.D.3]</p> <p>Curriculum and Instruction Cycle Teacher goals Observation data (walkthrough feedback) Conference plans TET observation data Summative and formative assessments</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"> • The School reviews curriculum maps annually to ensure there are multiple opportunities to practice and apply grade level standards throughout the year and across content areas • Compare instructional quality data to student assessments of grade level standards. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.E.1]</p> <p>Curriculum maps Lesson plans and reports Assessment data Meeting agendas Action plan</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for verifying that the curriculum is aligned to Arizona’s College and Career Ready Standards.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The school reviews and updates curriculum maps to ensure implementation of curriculum is tightly aligned to ACCRS • The school communicates and monitors plans by aligning maps to lesson planning <p>Final Evaluation:</p>	
<p>[C.E.2]</p> <p>Benchmark assessment data Conference reports/teacher goals Curriculum maps and Lesson Plans Feedback on lesson plans and log</p>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.F.1]</p> <p>Bottom 25%</p> <ul style="list-style-type: none"> • Teacher intervention group rosters • Focus group rosters • Teacher lesson plans • Teacher goals • Assessment data <p>ELL Students</p> <ul style="list-style-type: none"> • TLG Google ELAS site • School ILLP's • Teacher lesson plans • Teacher goals • Assessment data <p>Students Eligible for FRL</p> <ul style="list-style-type: none"> • Intervention groups • Teacher lesson plans • Teacher goals • Assessment data <p>Students with Disabilities</p> <ul style="list-style-type: none"> • Student IEP's • Teacher lesson plans • Teacher goals • Assessment data • ESS meeting sign in sheets 	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder assesses subgroups to ensure that the supplemental and/or differentiated curriculum is effective for students in each of the four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Intervention groups are created in Galileo to track improvement of students on standards based assessments. • Teachers collaborate with a site Special Education Coordinator and Special Educations teacher to provide differentiated and skill-based services. • Students are provided with additional support by the classroom teacher and by a Title 1 parapro. • Students create individual goals to improve mastery of grade level standards. • ELA standards have been aligned to ELP standards to ensure ELLS have access to grade level content. • IEPs document the learning accommodations for students with disabilities. <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 Tempe Accelerated High School
 School Name: Quest High School

Site Visit Date: February 18, 2016
 Required for: Renewal
 Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome	
[A.A.1] TLG Assessment Flow Chart and Calendar Benchmark assessment data Conference reports (coaching logs) Curriculum maps and lesson plans Lesson plan feedback log PD plans	Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating assessment tools. The documents provided demonstrate evidence of the following: <ul style="list-style-type: none"> • The school will implement the TLG evaluation process. • The school utilizes a data systems approach as a process to analyze the implementation of assessment and alignment to ACCRS. • Data is analyzed to determine assessment tools aligned to school goals and areas of need. 	
	Final Evaluation: <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.	
[A.A.2] Curriculum Maps Lesson plans Assessment data Action plan Galileo Blueprints for ELA and Math	Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating how assessments are aligned to the curriculum. The documents provided demonstrate evidence of the following: <ul style="list-style-type: none"> • The school uses multiple assessments to clearly define performance measures of assessment aligned to curriculum. • TLG and the school will plan the calendar and action plan for evaluating the alignment of assessments to curriculum. • TLG and the school will study the alignment and develop action plans to strengthen the alignment. 	
	Final Evaluation: <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.	

<p>[A.A.3]</p> <p>Assessment action plans Assessment HS Cycle (Galileo Blueprints) Conference reports Coaching logs Action plans</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"> Analyze data to verify the effectiveness of the alignment between instructional methodology to assessment Collect data based on class goals to ensure assessments are aligned to instructional methodology <p>Final Evaluation:</p>	
<p>[A.B.1]</p> <p>Flex Sheets/Conference Sheets Wait List Guidance Notes Student Contracts Bottom 25%</p> <ul style="list-style-type: none"> Galileo assessments State assessments Attendance reports Galileo Intervention Reports <p>ELL Students</p> <ul style="list-style-type: none"> ILLP Galileo assessments 	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the assessment system assesses each subgroup to determine the effectiveness of supplemental and/or differentiated instruction and curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Intervention groups are created in Galileo to track improvement of students on standards based assessment. Students create individual goals to improve mastery of grade-level standards. Students are able to use multiple assessments to track their learning goals. If a student's data demonstrates additional needs, a Contract is developed. The teachers collaborate with a site Special Education Coordinator and Special Education teacher to provide assessments that adhere to the differentiated and skill-based services to access grade level curriculum and standards. <p>Final Evaluation:</p>		

<ul style="list-style-type: none"> • State assessments • State assessments • Attendance reports • Galileo Intervention Reports <p>Students Eligible for FRL</p> <ul style="list-style-type: none"> • Galileo assessments • State assessments • Attendance reports • Galileo Intervention Reports <p>Students with disabilities</p> <ul style="list-style-type: none"> • Galileo assessments • State assessments • Attendance reports • Galileo Intervention Reports 	<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.1]</p> <p>Pre-Post Planning 14-15 SY School Plan Grade level Goals Teacher Goals Assessment Calendar Title plans-Annual Dashboards Assessment reports (Galileo intervention groups charts)</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"> • The data analysis schedule allows for the school team to analyze for subgroup growth and proficiency. • TLG and the school team plan a schedule to analyze the type of assessments listed. • The school will study areas of strength and needs to develop focus goals for each group including enrichment goals for the top 25%. • Analyze the type of assessments listed in the assessment system and subgroup system. <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.2]</p> <p>Portfolio of data collected for student achievement and instructional improvement QSI reports Assessment reports Action plans Goals Portfolio rubric</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the data analysis is used to make adjustments to curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Implementation of analyzing data to verify curricular effectiveness and to adjust curriculum in a timely manner • The school plans action steps to use data to adjust curriculum, and collects evidence to analyze and determine effectiveness and identify gaps. <p>Final Evaluation:</p>	
<p>[A.C.3]</p> <p>Benchmark assessment data Conference reports Curriculum maps and Lesson Plans Feedback on lesson plans and log Rubrics</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"> • TLG and the school collect data using the TET tool, teacher goals, grade level goals. lesson plans, curriculum maps, and assessments. • TLG and the school make adjustments to instruction based on the data analysis through the ongoing process of applying evaluation processes to monitor and revise instructional processes using the TLG TET. • The school will update teacher individual growth plans to adjust instruction to meet the needs of all 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 Tempe
 Accelerated High School
 School Name: Quest High School

Site Visit Date: February 18, 2016
 Required for: Renewal
 Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p>[M.A.1]</p> <p>TET Rubric Curriculum and Instruction Cycle Lesson plan submission and feedback log Curriculum maps Calendar Teacher goals and growth plans (walkthrough data) Action plans Coaching logs (cognitive coaching logs, pre/post conferences)</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for monitoring that instruction is aligned with ACCRS standards, implemented with fidelity, effective throughout the year, and addressing the identified needs of students in all four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The school uses data of academic performance to ensure an increase in achievement for students in the four subgroups. • The school has implemented a process for alignment of instruction and curriculum to CCRS by using the TLG Teacher Evaluation Tool and TLG Curriculum and Instruction Cycle. • Galileo assessments analysis throughout the year • Walkthroughs/Teacher Evaluations • Lesson plan feedback (usually within one week with the Coach) <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.		
<p>[M.A.2]</p> <p>Lesson plans Teacher observation conferences/Coaching logs Assessment reports TET data using walk-throughs Student portfolios</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how does the Charter Holder monitor instruction to ensure it is leading all students to mastery of the standards.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The school analyzes multiple data points to monitor the integration of ACCRS. • Teacher-made assessments • Classroom modifications • RTI Program/other interventions/tutorials • Google Classroom 		

	<ul style="list-style-type: none"> • Push-in/Push-out program • The school collects evidence from curriculum, instruction, and assessments to determine standards-based instruction is effective. <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.B.1]</p> <p>Benchmark assessment data Conference reports Curriculum maps and lesson plans Feedback on lesson plans and log Classroom walkthrough data Teacher goals and growth plans Rubrics Teacher Evaluation Calendar (Principal's screenshot)</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"> • The school evaluates the instructional practices of all staff by using data analysis for continuous improvement to monitor and revise instructional process. • The school collects evidence aligned to instructional practices such as TET tool, teacher goals, grade level goals, lesson plans, curriculum maps and assessments. • The school plans a calendar and follows the cycle that includes pre-instruction, live instruction, a post-instruction and evaluation using the TET 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.
<p>[M.B.2]</p> <p>Curriculum and Instruction Cycle Teacher Goals (coaching logs) Observation data Conference Plans/Teacher Barometer TET observation data</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder's process to identify the quality of instruction.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The school uses data from our evaluation instrument (Galileo) to identify areas of strength and need. • Student grade distribution report • Teacher Evaluations (TET observation 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>[M.B.3]</p> <p>Assessment action plans Curriculum and Instruction Cycle Conference reports/Teacher goals Coaching Logs</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how this process identifies individual strengths, weaknesses, and needs of instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The school evaluation identifies strengths, weaknesses, and needs of instructional staff by analyzing data aligned to the TLG TET rubric to verify instructional effectiveness and to adjust instruction in a timely manner. • The school observes and collects data from classrooms, professional development, and curriculum planning. • The school collects data from a variety of tools including lesson plans, classroom walkthroughs, and teacher collaboration with a focus on Delivery, Assessments, Rigor, Engagement, Physical Space, and Emotional Environment. <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>Bottom 25%</p> <ul style="list-style-type: none"> • Teacher intervention group rosters • Focus group rosters • Lesson Plan • Teacher goals • Assessment data <p>ELL Students</p> <ul style="list-style-type: none"> • TLG Google ELAS site • Schools ILLP • Lesson Plan • Teacher Goals • Assessment data <p>Students Eligible for FRL</p> <ul style="list-style-type: none"> • Intervention group rosters • Lesson Plan • Teacher goals • Assessment data <p>Students with Disabilities</p> <ul style="list-style-type: none"> • Student IEPs • Lesson Plan • Teacher Goals • Assessment data • ESS meeting sign-ins 	<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"> • Galileo group rosters to monitor student progress • TET (teacher evaluation process) to monitor supplemental instruction • Classroom walkthroughs 	
	<p>Final Evaluation:</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="571 943 1245 1128"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td data-bbox="1245 943 1896 1128"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
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<p>[M.D.1]</p> <p>Benchmark assessment data Conference reports/goals Curriculum maps and lesson plans Walk-through data Feedback on lesson plans and log TLG Google sites (specific to data and 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"> • Lesson plan feedback • Conference reports/goals • Curriculum maps • Walk-through data • TLG Google sites • Professional development sessions • The school studies the needs of the instructional staff aligned to the criteria outlined in the TET rubric used along with the Teacher Survey. <p>Final Evaluation:</p>	
<p>[M.D.2]</p> <p>Curriculum maps Lesson plans TLG Websites (K-12) Teacher observation conferences/teacher goals Conference report / coaching logs</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder uses the analysis to provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The school studies the needs of the instructional staff using the criteria outlined in the TET rubric. • The school then analyzes current data and cognitive coaching practices to provide feedback to instructional staff on strength, weakness, and learning needs. • The school provides cognitive coaching sessions outlined by the conference report that will provide evidence for one area of reinforcement and one area of refinement, and one strategy to increase area of weakness. <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><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 Tempe
 Accelerated High School
 School Name: Quest High School

Site Visit Date: February 18, 2016
 Required for: Renewal
 Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome	
[P.A.1] TET rubric Professional Development Cycle Professional Development Plan QSI Professional Development google site TLG Websites (K-12) Evaluations, surveys, assessments, goals and observation data	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to determine what professional development topics will be covered throughout the year, and the data and analysis used to make those decisions.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The process to determine professional development topics begins with the process outlined by the professional development cycle. • Needs assessment created using the TET rubric. • Data is collected from multiple sources including surveys, assessment, individual growth plans, observation data, and lesson plans. • Data is analyzed and aligned to the criteria in the performance management plan and TET rubric. • The Hess Cognitive Rigor Matrix is used as a framework to develop modules and topics throughout the year to ensure depth of knowledge is applied and practice becomes systematic across campus. <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.2] Curriculum maps Lesson plans TLG Websites (K-12) Teacher observation conferences Professional Development Plan and Flowchart QSI Professional Development google site TET Rubric Survey Data Professional Development PowerPoints	<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"> • Survey data is used to determine staff needs based on previous PD • Exit slips are used to allow teachers to take new knowledge to classrooms • Discussions are held with administration during lesson plan reviews and intervention meetings to determine what topics need to be addressed in Professional Development <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>[P.A.3]</p> <p>Professional Development Cycle Professional development plan Conference reports TLG Websites (K-12) Teacher observation conferences Professional Development Plan QSI Professional Development google site TET Rubric</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"> • The school’s process begins with analyzing data to verify instructional effectiveness to adjust focus as needed. • The TET rubric is used to evaluate teacher effectiveness. The data is analyzed to determine areas of high importance and specific needs of teachers. • A teacher barometer is created to adjust the coaching plan at least once a quarter. <p>Final Evaluation:</p>	
<p>[P.B.1]</p> <p>Professional Development Cycle Plans subgroups and teacher goals Galileo intervention group reports Conference plans Lesson Plans ELAS Google Site Professional Development Google Site TET observation data ELL Training 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"> • Differentiated practices are embedded into each professional development session including best practices, Thinking Maps, Kagan Strategies, SIOP strategies, and a variety of accommodations. • Specialized trainings in exceptional student services and ELLS Individualized Language Learning Plans with English Language Proficiency standards are provided using a variety of platforms from one-on-one, face-to-face group, and whole staff. • High quality strategies to differentiate grade-level content and intervention are researched, monitored, and analyzed to align instruction to the needs of the subgroup students. <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>[P.C.1]</p> <p>Curriculum maps Lesson plans TLG Websites (K-12) Teacher observation/conferences K-12 professional development google site Teacher goals Annual Professional Development Plan Professional Development Flow Chart Coaching logs</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"> • Support begins with the implementation of the coaching model. • A plan is created to follow-up with teachers on professional development or a coaching session. • A professional development flow chart is created to identify the goal and criteria to provide consistent direction on implementation and follow-up. • Support includes a coach modeling a lesson, co-teaching a lesson, co-planning or sharing a cognitive coaching session. <p>Final Evaluation:</p>	
<p>[P.C.2]</p> <p>Professional Development Cycle Professional development plan Conference reports Coaching logs Teacher goals Lesson plans Resource request emails Donorschoose site and email</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"> • Walk-through data, assessment, and evaluation data are analyzed to determine areas of high importance to ensure resources are available. • Teachers submit requests to the front office. Resources are shared among Leona schools that occupy the building. • Teachers utilize “donorschoose” to publicize their needed resources. • Data is used to determine the alignment of concrete resources to support instruction and application. <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>Walk through data Conference reports Curriculum maps and lesson plans Feedback on lesson plans and log Student portfolios Teacher goals TLG QSI websites</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"> • Create an action plan to monitor implementation to increase the effectiveness of strategies learned at professional development. • Data is collected using the TET tool, goals, lesson plans, classroom observation, cognitive coaching, curriculum maps, and assessment. <p>Final Evaluation:</p>	
<p>[P.D.2]</p> <p>Professional Development Cycle Professional development plan Coaching logs/ Conference reports Teacher goals Lesson plans Coaching logs Professional Development Flow-chart</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder monitors and follows-up with instructional staff regarding implementation of the strategies learned in professional development.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Action steps are updated to provide coaching services, additional professional development, or support. • Follow-up support is documented in the coaching log and used to update teacher goals. <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.
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Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Kaizen Education Foundation dba Tempe
 Accelerated High School
 School Name: Quest High School

Site Visit Date: February 18, 2016
 Required for: Renewal
 Evaluation Criteria Area: Grad Rate

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p>[G.A.1]</p> <p>student attendance profile sheets student log of mentoring sessions Online course monitoring binder check forms student credit analysis sheets master schedules SchoolMaster guidance notes Google doc on waiting list / student mentoring and support</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"> • Each staff member is assigned a group of students in which they are in charge of mentoring. Information from these mentor sessions are saved in a Google doc and within our SchoolMaster system, so all staff members are able to access information on any of our students. • Staff mentor students to discuss attendance, course grades, CBE progression, career/education paths, binder checks, review of credit analysis, and serve as a liaison between the school and the student. • Students receive weekly and/or bi-weekly progress reports in their classes to remain updated on coursework stats. (FamilyLink) <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>[G.A.2]</p> <p>credit analysis sheets student schedules SchoolMaster credit reports SchoolMaster grade reports SchoolMaster attendance reports SchoolMaster guidance notes progress reports weekly/bi-weekly student assessment results Life Skills course which involves career guidance, economics, and financing Tours to trade skill schools Visit to higher learning campuses</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"> • Members of the administrative team have access to the credit analysis documents for all students; majority of meetings with the students are noted and summarized on a Google Document, or within SchoolMaster. • Each student's credit analysis is updated throughout the school year as students earn credits. • Administration will meet with struggling students to discuss options and possibly agree upon a contract, if necessary. • As students approach completion of graduation requirements, an administrator meets with them to review any deficiencies and provide relevant port-graduation information. • After each block, pass rate is reviewed for each grade level, to determine an action plan to support students. 	

Presenters on various career pathways Community outreach with local business for possible employment	Final Evaluation:	
[G.B.1] grade reports attendance reports missing assignments low assessment scores low student engagement community contacts credit analysis Schoolmaster credit reports and grade reports Master schedule outreach contacts for community based supports in but not limited to: nutrition, medical, family and counseling resources	<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>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"> • After professional development is held to share student grades, attendance, behavior, and data, the team will create an action plan to address concerns or rewards. • Teachers have the ability to email academic concerns to administration for support. • Students are easily identified and counseled in regards to experiencing academic difficulty whether due to absences, missing assignments, or low scores. • The school reaches out to partners in the community that are able to provide services or resources to assist our students with their daily responsibilities. • The school will adjust the schedule to support our students who are on track to graduate in a specific time frame, to ensure they are receiving the classes “they” need. <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>[G.B.2]</p> <p>student grades credits earned SchoolMaster report attendance monitoring student retention assessment scores master schedule Focus Friday sign-ins Graduation rates for 4, 5, and 6 years</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"> • Student grades • Credit earned Schoolmaster report • Flex reports • Assessment data • Student retention • Focus Friday (Flex) sign-in sheets • Graduation Rates <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 Educational Foundation dba Tempe Accelerated	Schools	Quest High School
Charter Holder Entity ID	6349	Dashboard Year	2014
Submission Date	December 2015	Purpose of DSP Submission	Renewal

DSP CHECKLIST

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



Demonstration of Sufficient Progress Report



AREA I: DATA

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

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

Dashboard Ratings for All Measures			
School Name: Quest 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	No Rating	No Rating	Yes
Student Median Growth Percentile (SGP)—Reading	No Rating	No Rating	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	Does Not Meet	Yes
Percent Passing—Math	Does Not Meet	Does Not Meet	Yes
Percent Passing—Reading	Meets	Does Not Meet	Yes
Subgroup, ELL—Math	Falls Far Below	No Rating	Yes
Subgroup, ELL—Reading	No Rating	No Rating	Yes
Subgroup, FRL—Math	Does Not Meet	Does Not Meet	Yes
Subgroup, FRL—Reading	Meets	Does Not Meet	Yes
Subgroup, students with disabilities—Math	Falls Far Below	No Rating	Yes
Subgroup, students with disabilities—Reading	No Rating	No Rating	Yes
High School Graduation Rate (High Schools Only)	No Rating	Does Not Meet	Yes
Academic Persistence (Alternative Schools Only)	Meets	Meets	No

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

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

DATA TABLE 1



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Assessment	Assessment Tool	Notes
Internal Benchmarking data has been disaggregated for READING from:	Galileo	Reading Galileo achievement data was analyzed by giving three benchmark tests (fall, winter, spring) and analyzing growth.
Internal Benchmarking data has been disaggregated for MATH from:	Galileo	Math Galileo achievement data was analyzed by giving three benchmark tests (fall, winter, spring) and analyzing growth.
High School Graduation Rate	ADE 4, 5, & 6 Year Grad Rates	Quest High School displayed 2014 Graduation Rates as follows: a 4 year rate of 20%, 5 year rate 33%, and a 6 year rate 52%. Quest High School displayed 2015 Graduation Rates as follows: 4 year rate 11%, 5 year rate 24%, and 6 year rate 36%.
Academic Persistence	Not applicable	QHS met the Board’s expectations for performance.

VALID and RELIABLE DATA

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

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

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

1. HOW the data was analyzed:
 - a. Which data was used?



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

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

DATA TABLE 2

Assessment Measure	HOW the data was analyzed	WHAT conclusions were drawn
Student Median Growth Percentile (SGP)— Math	<ul style="list-style-type: none"> • 2013-14 ATI Galileo Math Combo Benchmark Data from #1-#2 and #1-#3 • 2014-15 ATI Galileo Algebra Benchmark Data from #1-#2 and #1-#3 	<ul style="list-style-type: none"> • The ASBCS dashboard for both 2013-14 and 2014-15 for math have a rating of ‘NR’, as the sophomore class sample sizes for the tests were too small to make a statistically valid determination. • In 2013-2014, Quest High School was located in Tempe, AZ and served 160 day school students. In 2014-2015 the school relocated to South Central Phoenix, changed to serving night school students in a small environment, and currently has 58 students enrolled. This change has resulted in markedly smaller data sample sizes for our 2014-2015 data compared to 2013-2014. For example in 2014-2015 47 students took both benchmark 1 and 2 and 31 students took both benchmarks 1 and 3. In 2014-2015 5 students took benchmark 1 and 2, and 6 students took benchmark 1 and 3. • 2013-14 Analysis: In 2013-2014 our math data went from 66% at or above typical growth to 70% at or above typical growth for the Math Combo assessment. This shows a 4% improvement. • 2014-15 Analysis:



In 2014-2015 from August to December 40% of students in Algebra were at or above typical growth followed by January to March 33% of students being at or above typical growth . Although this is a 7% decline, the small number of students tested caused a single student to affect that percentage drop. In 2014-2015, the students assessed were still being given AIMS, at which 6 of the 7 (86%) students receiving services were at or above typical growth by the end of the course.

2015-16 Analysis:

We were excited to find that our growth in math from the 2014-2015 from the Galileo math benchmark administration for Algebra 1, Geometry, and Algebra 2 demonstrate comparative year over year growth from the prior two years. 50% of Algebra 1 students, 50% of Algebra 2 students, and 33% of Geometry students demonstrated above typical growth. This is an aggregate growth of 43% which is 3% higher than December of the prior year.

- **Conclusion: The school has demonstrated comparative SGP math improvement across 2013 - 2015 through ATI-Galileo. Because of the incredibly small, volatile sample size for the 2014-15 Algebra benchmarks, it is difficult to demonstrate statistically significant growth across the years. The 2015-**



16 data samples are larger, however, and they show a promising improvement in student growth for math in Algebra 1, Geometry, and Algebra 2. This 2015-16 data allows us to demonstrate comparative, year-over-year SGP math improvement.

- **And so we...**

We are offering extra tutoring for math each Friday and weekdays prior and after classes. A coach was added to our program this year to support math teachers. We are budgeted for a data specialist to facilitate and guide student academic growth and achievement.

- **The ASBCS dashboard for both 2013-14 and 2014-15 for ELA have a rating of 'NR', as the sophomore class sample sizes for the tests were too small to make a statistically valid determination.**

- **2013-14 Analysis:**

In 2013-2014 our Reading 10 data went from 53% at or above typical growth (between the August and December test administrations) to 41% at or above typical growth (between the August and March test administrations). This shows a 12% drop for that single year.

- **2014-15 Analysis:**

Although the sample size of QHS was much smaller in 2014-15, we were able to produce 50% of our students at above-typical growth from August to December, but that percentage dropped to 33% by the end of the year.

2014-2015 Analysis:

- In 15-16 August to December Galileo

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

- 2013-14 ATI Galileo Reading 10 Benchmark Data from #1-#2 and #1-#3
- 2014-15 ATI Galileo Reading 10 Benchmark Data from #1-#2 and #1-#3



to benchmark data for ELA 9 showed 67% of tested students at above typical growth and 100% of 9th grade students at above typical growth. This is an overall aggregate of 83% of students demonstrating above typical growth which is 34% higher than December 2013-2014, and is 34% higher than December 2014-2015

- **Conclusion:** Because of the incredibly small Reading 10 benchmark sample size in 2014-15 (4 and 3 students), it is difficult to make a statistical claim comparing it to 2013-14. The student population change in 2014-2015 serving young adults through a night program in South Central Phoenix, as opposed to the day high school program in 2013-2014 which was located in Tempe, AZ does not provide valid parameters to illustrate a conclusive story in regards to data. **The 2015-16 data samples are larger, however, and they show strong improvement in student growth for math in ELA 9 both ELA 10 and are able to evidence comparative, year-over-year improvement for SGP ELA.**
- **And so we...**
Have added a curriculum coach to support ELA students and teacher. Budgeted for a data specialist to support teachers with using data to support academic progress. We provide opportunities on Fridays and weekdays prior to and after classes for student to get extra tutoring and academic support. Students are



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provided with Google Classroom to support tiered instruction for the classroom.

Percent Passing—Math

- 2013-14 ATI Galileo Math Combo Benchmark Data from #1-#2 and #1-#3
- 2014-15 ATI Galileo Algebra Benchmark Data from #1-#2 and #1-#3

- **2013-14 Analysis:**
From August 2013-2014 25% passing increased in August 2014-2015 to 42% passing.
- In December 2013-2014 28% passing increased 2% in 2014-2015 with 30% passing.
- In March 2013-2014 34% passing and in March 2014-2015 30% passing with -4%.
- **Conclusion:** Due to the incredibly small Math benchmark sample size in 2014-15 (12, 10, and 10 students), it is difficult to make a statistical claim comparing it to 2013-14. The student population change in 2014-2015 serving young adults through a night program in South Central Phoenix, as opposed to the day high school program in 2013-2014 which was located in Tempe, AZ does not provide valid parameters to illustrate a **The school was able to demonstrate comparative, year-over-year percent passing improvement for math.**
- **And so we...**
We are offering extra tutoring for math each Friday and weekdays prior and after classes. A coach was added to our program this year to support math teachers. We are budgeted for a data specialist to facilitate and guide student academic growth and achievement.

Percent Passing—Reading

- 2013-14 ATI Galileo Reading 10 Benchmark Data from #1-#2 and #1-#3

- **2013-14 Analysis:**
In August 2013-2014 47% passing in reading.



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- 2014-15 ATI Galileo Reading 10 Benchmark Data from #1-#2 and #1-#3
- In December 2013-2014 48% passing with an increase of 1% from previous reading assessment.
- In March 2013-2014 47% were passing which resulted in a -1% from last reading benchmark.
- **2014-15 Analysis:**
- August 2014-2015 83% passing dropped 8% in March to 75% passing in reading.
- From March 2014-2015XXX
- **Conclusion:** Due to the incredibly small reading benchmark sample size in 2014-15 (6, 8, and 7), it is difficult to make a statistical claim comparing it to 2013-14. The student population change in 2014-2015 serving young adults through a night program in South Central Phoenix, as opposed to the day high school program in 2013-2014 which was located in Tempe, AZ does not provide valid parameters to illustrate a conclusive story in regards to percent passing data. That said, **the school was able to demonstrate comparative, year-over-year percent passing improvement for reading.**
- **And so we...**
Have added a curriculum coach to support ELA students and teacher. Budgeted for a data specialist to support teachers with using data to support academic progress. We provide opportunities on Fridays and weekdays prior to and after classes for student to get extra tutoring and academic support. Students are provided with Google Classroom to support tiered instruction for the



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classroom.

Subgroup, ELL—Math	N/A	<ul style="list-style-type: none">● 2013-14 Analysis: Our ASBCS dashboards for 2013-14 has a rating of 'NR' for math because Quest had such a small number of ELL students in that year: 8 total. Of the eight, four withdrew before spring AIMS/Galileo testing. The rest were seniors who would not have taken the Algebra/Geometry benchmarks.● 2014-15 Analysis: Our ASBCS dashboards for 2014-15 has a rating of 'NR' for math because Quest only had one ELL student enrolled in that year, and he was only enrolled for a single month (so did not test).● Conclusion: We do not have ELL data to analyze for 2013-14 and 2014-15 due to not having a significant number of ELL students enrolled and testing...so it is not possible to provide a year-over-year conclusion.● And so we... Should we have an ELL student enroll in our school, we will be prepared to serve their needs with our ILLP system. Also, we have the support of our CMO's Director of English Language Acquisition Services should we need assistance in serving an ELL student.
Subgroup, ELL—Reading	N/A	<ul style="list-style-type: none">● 2013-14 Analysis: Our ASBCS dashboards for 2013-14 has a rating of 'NR' for math because Quest had such a small number of ELL students in that year: 8 total. Of the eight, four withdrew before the spring AIMS/Galileo testing. The rest were seniors who would not have taken the ELA10 benchmark.● 2014-15 Analysis: Our ASBCS dashboards for 2014-15 has a rating of 'NR' for math because Quest



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		<p>only had one ELL student enrolled in that year, and he was only enrolled for a single month (so did not test).</p> <ul style="list-style-type: none"> ● Conclusion: We do not have ELL data to analyze for 2013-14 and 2014-15 due to not having a significant number of ELL students enrolled and testing...so it is not possible to provide a year-over-year conclusion. ● And so we... Should we have an ELL student enroll in our school, we will be prepared to serve their needs with our ILLP system. Also, we have the support of our CMO's Director of English Language Acquisition Services should we need assistance in serving an ELL student.
<p>Subgroup, FRL—Math</p>	<ul style="list-style-type: none"> ● 2013-14 ATI Galileo Math Combo Benchmark Data from #1-#2 and #1-#3 ● 2014-15 ATI Galileo Algebra Benchmark Data from #1-#2 and #1-#3 	<ul style="list-style-type: none"> ● Each year, QHS has an incredibly high FRL population (90% in 2014-15) on its campus that makes the overall cohort achievement and FRL achievement lists look nearly identical. ● We run our growth and achievement charts from Galileo in December and March and use this data to remediate and enrich curriculum as need to benefit students on our Title 1 campus.
<p>Subgroup, FRL—Reading</p>	<ul style="list-style-type: none"> ● 2013-14 ATI Galileo Reading 10 Benchmark Data from #1-#2 and #1-#3 ● 2014-15 ATI Galileo Reading 10 Benchmark Data from #1-#2 adn #1-#3 	<ul style="list-style-type: none"> ● Each year, QHS has an incredibly high FRL population (90% in 2014-15) on its campus that makes the overall cohort achievement and FRL achievement lists look nearly identical. ● We run our growth and achievement charts from Galileo in December and March and use this data to remediate and enrich curriculum as need to benefit students on our Title 1 campus.
<p>Subgroup, students with disabilities—Math</p>	<p>N/A</p>	<ul style="list-style-type: none"> ● 2013-14 Analysis: Our ASBCS dashboards for 2013-14 has a rating of 'NR' for reading because Quest had such a small number of SPED students. Only three students were enrolled in Algebra or Geometry who



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		<p>took the Math Combo March benchmark; all three scored FFB.</p> <ul style="list-style-type: none"> ● 2014-15 Analysis: Our ASBCS dashboards for 2014-15 has a rating of 'NR' for reading because Quest only had 2 SPED students that year who arrived at QHS in January and April. The January arrival had a proficiency score of 30% on his spring benchmark; the April arrival was enrolled after the benchmark window closed. ● Conclusion: We do not have valid, reliable SPED math proficiency data to analyze for either year due to the incredibly small, volatile size of this subgroup.
<p>Subgroup, students with disabilities—Reading</p>	<p>N/A</p>	<ul style="list-style-type: none"> ● 2013-14 Analysis: Our ASBCS dashboards for 2013-14 has a rating of 'NR' for reading because Quest had such a small number of SPED students. Only one student was enrolled in ELA 10 who took the ELA10 March benchmark; he scored FFB. ● 2014-15 Analysis: Our ASBCS dashboards for 2014-15 has a rating of 'NR' for reading because Quest only had 2 SPED students that year who arrived in QHS in January and April. The January arrival did not take the spring benchmark due to absence; the April arrival was enrolled after the benchmark window closed. ● Conclusion: We do not have valid, reliable SPED reading proficiency data to analyze for either year due to the incredibly small, volatile size of this subgroup.
<p>High School Graduation Rate (Schools serving 12th grade only)</p>	<p>ADE Graduation Rates</p>	<ul style="list-style-type: none"> ● 2013-14 Analysis: The 2014 4 year graduation rate was 20%, 5 year graduation rate 33%, and 6 year graduation rate 52%. The overall number of graduates for 2013-2014 were 212 graduates.



- **2014-15 Analysis:**

The 2015 4 year graduation rate was 11%, 5 year graduation rate 24%, and 6 year graduation rate 36%. The overall number of graduates for 2015 were 205 graduates.
- **Analysis:**
- Our **graduation rate** results reflect that Quest High School serves an alternative student population that enrolls with critical deficiencies in skills and credits. Quest High School is a school of choice for students who are coming from other schools where they were not provided with the support or remediation necessary in order to be successful in an academic setting. Quest High School is an alternative high school that offers credit recovery. Quest High School students demonstrate a high mobility rate. From mobility and attendance challenges, to academic struggles, Quest High School has no barriers to enrollment and embraces its mission to provide the rigorous and relevant instruction for students at all academic levels and ensure that each has the tools and support to achieve success. And of course, earn a high school diploma.
- With no minimum credits to enroll, Quest serves a population that will require an extended period of time to graduate. When enrolling students, the school performs a credit analysis and reviews other pertinent information for all students to determine academic standing.. This determination centers on credit deficiency (what a typical high school student should be acquiring in order to graduate in four years).
- Our graduation rates evidence several things: Our students are able to graduate and remain in school past



their senior year to do so. These students come to Quest High School from local systems where they have fallen significantly behind in credits and academic skill. Quest High School is providing a critical service to these students, providing the extra time and instruction they need to master grade level standards and earn a high school diploma.

- Over the last two years, several large shifts have occurred at the secondary level that impact the rate of graduation. First, a 4th year of math was added as a graduation requirement. For credit-deficient students already a year or more behind in math, this addition impacted the graduation rate of our students. Also, the transition to AZCCRS added increased rigor in all courses and additional course time for Algebra and Geometry.
- **Conclusion:**
The student population consists of alternative at risk students who are working to earn their diploma. Students will arrive deficient in credits, show learning gaps, and require additional supports to ensure their graduation success. In 2014-2015 the shift in serving upperclassmen in a small night school setting, as opposed to a traditional alternative day high school program resulted in less 4 year graduates.
- **And so we...**
Strategically use credit analysis sheets, attendance records, student assessment scores, and course grades to support students graduation success. With no minimum credits to enroll, Quest High School serves a population that will require an extended period of time to graduate. Quest High School needs



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to continue to focus and improve the retention of its students. Quest High School needs to continue to outreach to community business and agencies to support students' emotional, physical, mental, and overall well being to address student obstacles which may deter a student from reaching their goals.

AREA II: CURRICULUM

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

A. Evaluating Curriculum

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

Answer

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

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- TLG Curriculum
- Monitoring Progress Charts
- Meeting Agendas and Sign in Sheets
- Teacher Survey
- Evaluation Meeting
- Rubrics/Criteria

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



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

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Benchmark Assessment Data
- Conference reports
- Curriculum Maps and Lesson Plans
- Feedback on lesson plans and log
- Rubrics

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

Answer

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

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Portfolio of data collected for student achievement and instructional improvement
- QSI reports
- Assessment reports
- Action plans for curriculum



B. Adopting Curriculum

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

Answer

If Step 1 for evaluating the effectiveness of the curriculum determines there is a need to adopt supplemental curriculum, the team will follow the process for TLG curriculum monitoring, review, developing and adopting curriculum. The school will set meetings to monitor current curriculum alignment to ACCRS using assessment data and standards. The school will evaluate curriculum via quarterly teacher survey and analyze data to determine need based on the criteria outlined in the QCE rubric. The school will then standardize implementation of curriculum maps and lesson plans across schools after identifying gaps. Lastly, the school will revise and update action plans for curriculum that is aligned to TLG curriculum monitoring review.

Documentation

- TLG Curriculum Monitoring Process chart
- Meeting agendas and sign-in sheets
- Teacher survey
- Evaluations
- Rubrics/criteria
- Action plans for curriculum

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

Answer

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

Documentation

- Portfolio of data collected for student achievement and instructional improvement
- Rubrics for criteria
- Assessment reports
- Action plans

C. Revising Curriculum



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

Answer

TLG uses an evaluation process to monitor and revise curriculum. The following steps are followed when determining if curriculum needs to be revised: 1. monitor and evaluate the implementation of curriculum and alignment to ACCRS; 2. collect data to determine the effectiveness of implementation based on the criteria for focus standards, coherence and rigor; 3. study data aligned to criteria to determine areas of refinement and reinforcement. If revisions are necessary the following action steps will occur: 1. plan goals and action plan aligned to evidence presented in action step 1 above; 2. update action plans by identify the process of researching; 3. select and/or revise curriculum; 4. study the alignment between the gaps in the curriculum and revisions; 5. implement revisions within curriculum and 6. plan professional development to communicate revisions. The people responsible for overseeing this process are the school leader, curriculum coach, and CMO Academic Services.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Benchmark assessment data
- Conference reports
- Curriculum maps and Lesson Plans
- Feedback on lesson plans and log
- Quality Curriculum Evaluation (QCE) Rubric

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

The school analyzes evidence of alignment to standards and the relationship or gaps in student achievement to identify revisions. Goals and action plans are designed using data aligned to Step 1 (listed above in Question 1). Action plans are updated by identifying the process of researching, selecting and revising curriculum. The gaps in the alignment are studied and identified for revisions. Revisions are then implemented within the curriculum and professional development is planned to communicate revisions. The people responsible for overseeing this process are the school leader, curriculum coach, and CMO Academic Services.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Portfolio of data collected for student achievement and instructional improvement
- QSI reports
- Action plans
- Assessment reports
- Action plans for Curriculum



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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

The school collects and reflects on evidence for an on-going database to reinforce fidelity of curriculum implementation. The school created a database to collect evidence from multiple sources to determine fidelity of curriculum implementation. In addition, the school provides professional development on rubrics and expectations listed in walk-through form/tool. The criteria from the TET includes Lesson Delivery, Rigor, Assessment and Engagement. The school practices inter-rater reliability using the Teacher Evaluation Tool (TET) to ensure the observation data collected is valid and reliable. The school analyzes the data and provides a coaching session to guide teachers to reflect on curriculum implementation. Lastly, the school creates teacher goals to implement curriculum with fidelity.

Documentation

- Assessment reports
- Coaching plans/logs
- Walk-through forms
- TET Rubric
- Post conference reports/teacher goals

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

Answer

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

Documentation

- Professional development materials, sign-in and agendas
- Plan for follow-up/Professional Development Flowchart
- Data collected via follow-up/walk-through tools, coaching logs

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

Answer

The school conducts observations and coaching sessions to provide feedback that will develop instructional quality and standards integration. In this process, the school reviews curriculum maps annually to ensure there are multiple



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opportunities to practice and apply grade level standards throughout the year and across content areas. The school uses data from our evaluation instrument to identify areas of strength/need based on Delivery, Assessment, Rigor and Engagement. The school compares instructional quality data to student assessments of grade level standards. Then, the school develops a plan of action to increase instructional quality and standards integration to increase achievement. Teachers are observed and provided with timely feedback with goals and professional development. The leadership team reviews data to develop coaching plan to support teachers who are not implementing lessons that provide opportunity to master grade-level standards.

Documentation

- Curriculum and Instruction Cycle
- Teacher goals
- Observation data
- Conference plans
- TET observation data
- Summative and formative assessments

E. Alignment of Curriculum

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

Answer

Through the implementation of curriculum aligned to grade-level standards the school is able to verify that the curriculum is aligned to ACCRS. The people responsible for overseeing this process are the school leader, curriculum coach, and CMO Academic Services. TLG and the school reviews and updates curriculum maps to ensure implementation of curriculum is tightly aligned to ACCRS. The school communicates and monitors plans by aligning maps to lesson planning. TLG and the school will collect evidence of curriculum, instruction and assessment to determine standards based instruction. The school continues to study areas of need and areas of improvement. TLG and the school updates and revises the action plan for curriculum.

Documentation

- Curriculum maps
- Lesson plans and reports
- Assessment data
- Meeting agenda
- Action plan

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

Answer



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

Documentation

- Benchmark assessment data
- Conference reports/teacher goals
- Curriculum maps and Lesson Plans
- Feedback on lesson plans and log

F. Adapted to Meet the Needs of Subgroups

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

Subgroup Curriculum Table

Subgroup	Exempt	How does the Charter Holder assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	List documents that serve as evidence of implementation of this process
Traditional Schools: Students with proficiency in the bottom 25% Alternative schools: Non-proficient students	<input type="checkbox"/>	Intervention groups are created in Galileo to track improvement of non-proficient students on standards based assessment. The students create individual goals to improve mastery of grade-level standards. Students are provided with additional support by the classroom teacher and by a Title 1 parapro.	<ul style="list-style-type: none"> - Teacher intervention group rosters - Focus group rosters - Teacher lesson plans - Teacher goals - Assessment data
ELL students	<input type="checkbox"/>	Individual Language Learning plans are created and updated quarterly to differentiate the curriculum for ELLs. All English Language Arts standards have been aligned to English Language Proficiency Standards to ensure ELLs have access to grade level content while	<ul style="list-style-type: none"> - TLG Google ELAS site - Schools ILLPs - Teacher lesson plans - Teacher goals - Assessment data



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		simultaneously developing literacy in English.	
Students eligible for FRL	<input type="checkbox"/>	Intervention groups are created in Galileo to track improvement of non-proficient students on standards based assessment. The students create individual goals to improve mastery of grade-level standards. Students are provided with additional support by the classroom teacher and by a Title 1 parapro.	<ul style="list-style-type: none"> - Intervention group rosters - Teacher lesson plans - Teacher goals - Assessment data
Students with disabilities	<input type="checkbox"/>	Individual Education Plans document the learning accommodations for students with disabilities. The teachers collaborate with a site Special Education Coordinator and Special Education teacher to provide differentiates and skill-based services to access grade level curriculum and standards.	<ul style="list-style-type: none"> - Student IEPs - Teacher lesson plans - Teacher goals - Assessment data - ESS meeting sign-ins



AREA III: ASSESSMENT

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

A. Developing the Assessment System

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

Assessment System Table

Assessment Tool	What grades use this assessment tool?	How is it used? (formative, summative, benchmark, etc.)	What <u>performance measures</u> are assessed?	What assessment data is generated?	When/how often is it administered?
Galileo	9-12th	Benchmark	Reading	Proficiency	3 times a year
Galileo	9th-12th	Benchmark	Math	Proficiency	3 times a year
Galileo	9th-12th	Formative	All content levels	Growth & Proficiency	2 times per course
AZ Merit	9th - 12th	Summative	Reading & Math	Proficiency	2 times a year
AZELLA	9th-12th ELL’s	Diagnostic	English Language	Proficiency	Annually

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

Answer

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

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- TLG Assessment Flow Chart and Calendar
- Benchmark assessment data



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- Conference reports
- Curriculum maps and Lesson Plans
- Feedback on lesson plans and log
- Professional development plans

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

Answer

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

Documentation

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

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

Answer

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



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data to identify gaps and determine effectiveness that will support or adjust the alignment of instructional methodology to assessment.

Documentation

- Assessment action plans
- Assessment Cycle
- Conference reports
- Coaching logs
- Action plans

B. Adapted to Meet the Needs of Subgroups

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

Subgroup Assessment Table

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



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Students eligible for FRL	<input type="checkbox"/>	Intervention groups are created in Galileo to track improvement of non-proficient students on standards based assessment. The students create individual goals to improve mastery of grade-level standards. Students are able to use multiple assessments to track their learning goals.	<ul style="list-style-type: none"> -Galileo assessments -State assessments -Attendance reports -Galileo Intervention Reports
Students with disabilities	<input type="checkbox"/>	Individual Education Plans document the learning accommodations for students with disabilities. The teachers collaborate with a site Special Education Coordinator and Special Education teacher to provide assessments that adhere to the differentiated and skill-based services to access grade level curriculum and standards.	<ul style="list-style-type: none"> -Galileo assessments -State assessments -Attendance reports -Galileo Intervention Reports

C. Analyzing Assessment Data

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

Answer

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

Documentation

- School Plan
- Grade level Goals
- Teacher Goals
- Assessment Calendar
- Title plans



- Annual Dashboards
- Assessment reports
- Galileo intervention groups charts

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

Answer

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

Documentation

- Portfolio of data collected for student achievement and instructional improvement
- QSI reports
- Assessment reports
- Action plans
- Goals
- Portfolio rubric

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

Answer

TLG and the school makes adjustments to instruction based on the data analysis through the ongoing process of applying evaluation processes to monitor and revise instructional processes using the TLG TET. The school uses data analysis to analyze the implementation of assessment, instruction, and alignment to ACCRS. TLG and the school collects data using the TET tool, teacher goals, grade level goals, lesson plans, curriculum maps, and assessments. The school studies both qualitative and quantitative data to determine the effectiveness of instruction and assessment to determine the next steps. The school will update teacher individual growth plan to adjust instruction to meet the needs of all students.

Documentation



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- Benchmark assessment data
- Conference reports
- Curriculum maps and Lesson Plans
- Feedback on lesson plans and log
- Rubrics



AREA IV: MONITORING INSTRUCTION

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

A. Monitoring Instruction

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

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

Answer

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

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

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

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

Answer

The school analyzes multiple data points to monitor the integration of ACCRS, to ensure they are taught effectively, monitored and assessed to increase student mastery. The school begins by planning action steps to analyze data points



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throughout the year. The school collects evidence from curriculum, instruction and assessments to determine standards-based instruction is effective. Data will be compared across lesson plans, observations and assessments to monitor strengths and determine focus needs. . Action plans will be updated quarterly to strengthen student growth score using Galileo assessments and student portfolios that are aligned to the standards.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Curriculum maps
- Lesson plans
- Teacher observation conferences/Coaching logs
- Assessment reports
- TET data using walk-throughs
- Student portfolios

B. Evaluating Instructional Practices

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

Answer

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

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Benchmark assessment data
- Conference reports
- Curriculum maps and lesson plans
- Feedback on lesson plans and log
- Classroom walk-through data
- Teacher goals and growth plans
- Rubrics



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

Answer

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

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Curriculum and Instruction Cycle
- Teacher Goals
- Observation data
- Conference Plans/Teacher Barometer
- TET observation data
- Coaching logs

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

Answer

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

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Assessment action plans
- Curriculum and Instruction Cycle
- Conference reports/Teacher goals
- Coaching Logs



C. Adapted to Meet the Needs of Subgroups

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

Subgroup Monitoring Instruction Table

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



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		Teachers will plan differentiated activities into lesson plans. Teachers will have instructional goals set to address any non-proficient students eligible for FRL.	<ul style="list-style-type: none"> - Assessment data
Students with disabilities	<input type="checkbox"/>	IEPs provide skills that need to be addressed by teachers during instruction. The teachers collaborate with a site coordinator and Special Education teacher to provide accommodations for students with disabilities. Teachers will plan for accommodations in their lesson plans.	<ul style="list-style-type: none"> - Student IEPs - Teacher lesson plans - Teacher goals - Assessment data - ESS meeting sign-ins

D. Providing Feedback that Develops the Quality of Teaching

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

Answer

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

Documentation

- Benchmark assessment data
- Conference reports/goals
- Curriculum maps and lesson plans
- Walk-through data
- Feedback on lesson plans and log
- TLG Google sites (specific to data and 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

The school identifies high-quality strategies to be implemented, monitored and coached to increase the effectiveness of instruction. The school studies the needs of the instruction staff using the criteria outlined in the TET rubric. The school then analysis current data and cognitive coaching practices to provide feedback to instructional staff on strength, weakness and learning needs based on the criteria in the TET rubric. The school also provides cognitive coaching sessions outlined by the conference report that will provide evidence for one area of reinforcement (strength) and one area of refinement (weakness) and one strategy to increase area of weakness. In addition, the school provides access to professional development and coaching on resources necessary for high quality implementation of learning needs and given strategies.

Documentation

- Curriculum maps
- Lesson plans
- Elementary website
- Teacher observation conferences/Teacher goals
- Conference report/Coaching logs



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

The ongoing process to determine professional development topics to address the instructional needs to improve academic achievement begins with the process outlined by the professional development cycle. The process begins with a needs assessment created using the TET rubric, curriculum, assessment, data and monitoring instruction components. Data is collected from multiple sources including surveys, assessment, individual growth plans, observation data and lesson plans. Data is analyzed and aligned to the criteria in the performance management plan and TET rubric. Professional development needs are defined in the areas of data analysis, curriculum, assessment and monitoring instruction. The Hess Cognitive Rigor Matrix is used as a framework to develop modules and topics throughout the year to ensure depth of knowledge is applied and practice becomes systematic across campus. The annual professional development plan is created and calendared on the master calendar.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- TET rubric
- Professional Development Cycle
- Professional Development Plan
- QSI Professional Development google site
- QSI elementary website
- Evaluations, surveys, assessments, goals and observation data

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

Answer

The ongoing process to ensure the professional development plan is aligned with instructional staff learning needs begins with identifying high quality strategies implemented, monitored and coached to increase effectiveness of instruction.



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Teachers' needs are planned using evidence from curriculum, instruction and assessment to identify areas of focus. Teachers' needs are aligned to the instructional areas of the evaluation tool including Delivery, Assessment, Rigor, Engagement, Emotional Environment and Physical Space. High quality strategies aligned to meet the needs of the students are included in professional development and individualized coaching practices. Teachers practice reflective self-assessment for improving instructional practice in their teacher goals and implementation.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Curriculum maps
- Lesson plans
- Elementary website
- Teacher observation conferences
- Professional Development Plan and Flowchart
- QSI Professional Development google site
- TET Rubric

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

Answer

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

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Professional Development Cycle
- Professional development plan
- Conference reports



- Elementary website
- Teacher observation conferences
- Professional Development Plan
- QSI Professional Development google site
- TET Rubric

B. Adapted to Meet the Needs of Subgroups

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

Answer

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

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Professional Development Cycle
- Plans subgroups and teacher goals
- Galileo intervention group reports
- Conference plans
- Lesson Plans
- ELAS Google Site
- Professional Development Google Site
- TET observation data



C. Supporting High Quality Implementation

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

Answer

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

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Curriculum maps
- Lesson plans
- Elementary website
- Teacher observation/conferences
- K-8 professional development google site
- Teacher goals
- Annual Professional Development Plan
- Professional Development Flow Chart
- Coaching logs

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

Answer



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

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Professional Development Cycle
- Professional development plan
- Conference reports
- Coaching logs
- Teacher goals
- Lesson plans



D. Monitoring Implementation

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

Answer

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

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

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

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

Answer

The school has a follow-up plan with instructional staff regarding implementation of the strategies learned in professional development. The evaluation process begins with planning the action steps to provide follow up support on the Professional



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

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

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



AREA VI: GRADUATION RATE (if applicable)

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

A. Monitoring Progress Toward Timely Graduation

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

Answer

The school’s ongoing process to create academic and career plans involves the systems that are in place to monitor, review, and update individual student plans for academic and career success are the following: staff mentor students to discuss attendance, course grades, CBE progression (online course), career / education paths, binder checks, review of credit analysis, and serve as a liaison between the school and the student. Each staff member is assigned a group of students in which they are in charge of mentoring. Information from these mentor sessions are saved in a google doc and within our SchoolMaster system, so all staff members are able to access information on any of our students. Students receive weekly and or bi-weekly progress reports in their classes to remain updated on coursework status. Quest High School has its own school domain, in which all students have a school google account which is used to communicate with peers and staff in regards to any school questions or concerns. Observing our 2014 Dashboard our measure for Graduation was “not met” and points assigned were 15. The majority of our students are seniors and have been absent from school for some time, and credits range from .5 to 16 credits for our entering seniors.

Documentation

- student attendance profile sheets
- student log of mentoring sessions
- Online course monitoring
- binder check forms
- student credit analysis sheets
- master schedules
- SchoolMaster guidance notes
- Google doc on waiting list / student mentoring and support

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

The school’s ongoing process to monitor and follow-up on student progress towards completing goals in academic and career plans are evident in the daily practices. Students are monitored closely on reaching their academic goals which carry over to



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personal and career goal planning. Students are exposed to off site and on site tours and visits in regards to optional post-secondary pathways. Assistance with completing paperwork and other expectations in regards to higher education is provided. Follow up with graduates in regards to what supports are needed are followed through on 3 times a year to offer guidance to our past students.

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

After each block, pass rate is reviewed for each grade level, to determine an action plan to support students. As a drop-out prevention administration will meet with struggling students to discuss options and possibly agree upon a contract, if necessary.

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

Documentation

- credit analysis sheets
- student schedules
- SchoolMaster credit reports
- SchoolMaster grade reports
- SchoolMaster attendance reports
- SchoolMaster guidance notes
- progress reports weekly/bi-weekly
- student assessment results
- Life Skills course which involves career guidance, economics, and financing
- Tours to trade skill schools
- Visit to higher learning campuses
- Presenters on various career pathways
- Community outreach with local business for possible employment

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



Demonstration of Sufficient Progress Report

The school provides timely support to remediate academic and social problems for students struggling to meet graduation requirements on time through the following ongoing processes. Students are easily identified and counseled in regards to experiencing academic difficulty whether due to absences, missing assignments, or low scores. Students are encouraged to advocate for themselves and ask questions as much as possible to get the support they need, if they are not already receiving it. Since we have a small student population it is easy to evaluate and determine students who are experiencing academic difficulty. Quest has no minimum credits to enroll, and serves a population that will require an extended period of time to graduate. Professional development is held to share student grades, attendance, behavior, and data. After these discussions the team will create an action plan to address concerns or rewards. Teachers also have the ability to email academic concerns to administration for support in determining “why” the student is displaying low performance. The school reaches out to partners in the community that are able to provide services or resources to assist our students with their daily responsibilities. The school provides support with resources in the community, aid with guidance in regards to nutrition, medical resources, family resources, and counseling programs available. A huge part of addressing barriers to a timely graduation for our students involves us dedicating a high percentage of our time to the whole student which entails supporting their emotional, physical, academic, and future needs. The school will adjust the schedule to support our students who are on track to graduate in a specific time frame, to ensure they are receiving the classes “they” need.

Documentation

- grade reports
- attendance reports
- missing assignments
- low assessment scores
- low student engagement
- community contacts
- credit analysis
- Schoolmaster credit reports and grade reports
- Master schedule
- outreach contacts for community based supports in but not limited to: nutrition, medical, family and counseling resources

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

The school’s ongoing process to evaluate the processes described above to determine effectiveness is evident through the ongoing daily procedures which support students academically and socially to excel. Student effectiveness can be monitored through grades, credits earned, attendance, student retention, and assessment scores. Quest High School is an alternative high school that offers credit recovery. With no minimum credits to enroll, Quest services a population that will require an extended period of time to graduate. Quest also experiences a high mobility rate and attendance challenges despite efforts to accommodate student and parent needs with flexible scheduling (three start options, CBE courses), a four-day schedule, and Focus Friday days designed to make-up absences and missing assignments as well as to receive additional instructional support. Data regarding pass rate, attendance



Demonstration of Sufficient Progress Report

rates, student surveys, growth data and graduation rates are reviewed at the end of each block and over the summer to determine if systems (identification process, support systems, meeting structure, etc.) are in need of modification. Additionally, focus groups are created to analyze and work to improve systems of support for students.

Documentation

- student grades
- credits earned SchoolMaster report
- attendance monitoring
- student retention
- assessment scores
- master schedule
- Focus Friday sign-ins
- Graduation rates for 4, 5, and 6 years

