

Life Skills Center of Arizona Inc. - Entity ID 80299

School: Life Skills Center of Arizona

Renewal Executive Summary

I. Performance Summary

Renewal application requirements are based upon the Charter Holder’s past performance as measured by the Board’s Academic, Financial, and Operational¹ Performance Frameworks. The table below identifies areas for which the Charter Holder demonstrated acceptable performance. For “Acceptable” financial performance, the Charter Holder was waived from submission requirements for the renewal application. For “Not Acceptable” academic performance, the Charter Holder was required to submit additional information as part of the renewal application.

While the Charter Holder demonstrated acceptable overall operational performance (see below), at the time of renewal notification, the Charter Holder’s officers, directors, and members as identified in information publicly available through the Arizona Corporation Commission did not align with its officers, directors, and members as identified in the charter contract. Therefore, the Charter Holder was required to submit additional information as part of the renewal application. The Charter Holder submitted two Charter Holder Governance Notification Requests to the Board in February 2016 removing one Board member and adding a new Board member and submitted an Officer/Director Change to ACC in April 2016 adding a new director, bringing the Charter Holder into alignment.

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"/>

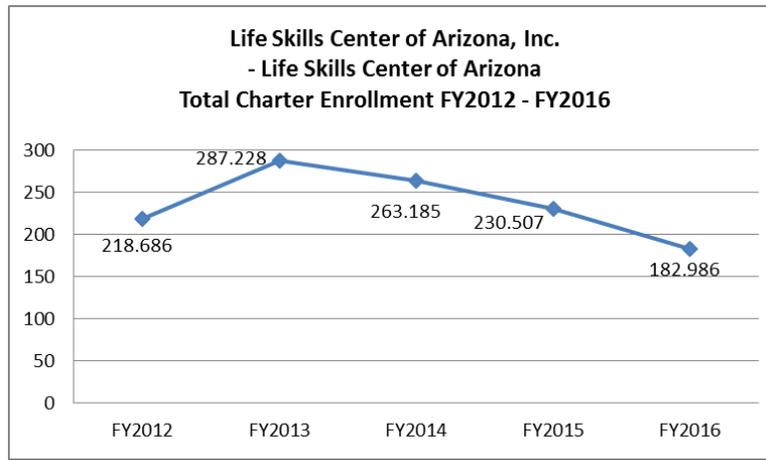
During the five-year interval review of the charter, Life Skills Center of Arizona Inc. was required to submit a Performance Management Plan (PMP) as an intervention because the school operated by the Charter Holder, Life Skills Center of Arizona did not meet the academic expectations set forth by the Board. At the time Life Skills Center of Arizona Inc. 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 (DSP) as part of the renewal application package. The Charter Holder was unable to demonstrate the school is making sufficient progress toward the Board’s expectations through the submission of the required information or evidence reviewed during an on-site visit. In the most recent fiscal year for which an academic dashboard is available, Life Skills Center of Arizona received an overall rating of “Does Not Meet” the Board’s academic standards.

¹ The Operational Performance Framework does not require additional submissions for charter holders that have “Not Acceptable” operational performance.



II. Profile

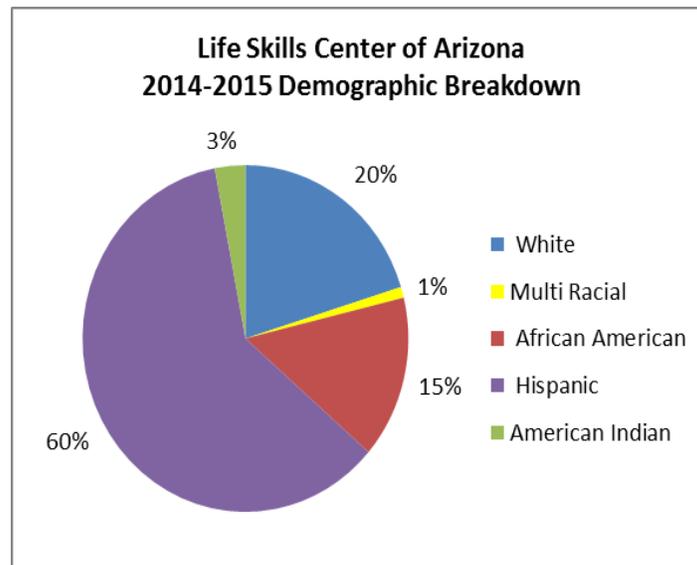
Life Skills Center of Arizona Inc. operates one school, Life Skills Center of Arizona, serving grades 9–12 in Phoenix. Life Skills Center of Arizona is designated as an alternative school. The graph below shows the Charter Holder’s actual 100th day average daily membership for fiscal years 2012–2016.



The academic performance of Life Skills Center of Arizona 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
Life Skills Center of Arizona	10/01/2002	9-12	57.50/D-ALT	27.88/D-ALT	61.88/C-ALT

The demographic data for Life Skills Center of Arizona from the 2014–2015 school year is represented in the chart below.²



² Information provided by the Research and Evaluation Division of the ADE.
ASBCS, June 13, 2016



The percentage of students who were eligible for Free and Reduced Lunch, classified as English Language Learners, and classified as students with disabilities in the 2014–2015 school year is represented in the table below.³

School Name	Free and Reduced Lunch	English Language Learners	Special Education
Life Skills Center of Arizona	28%	*	9%

Life Skills Center of Arizona Inc. has not been brought before the Board for any items or actions in the past 12 months.

III. Additional School Choices

Life Skills Center of Arizona received a letter grade of C-ALT, and an overall rating of Does Not Meet on the Board’s academic performance standard for FY 2014. The school site is located in Phoenix near West Northern Avenue and North 35th Avenue. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are 12 alternative schools serving grades 9-12 within a five mile radius of Life Skills Center of Arizona that received an A–F letter grade. 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 FY 2015, the number of schools with AzMERIT scores comparable to those of Life Skills Center of Arizona, 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 FY 2014.

Letter Grade	Life Skills Center of Arizona			ELA 5%	Math 4%	Charter Schools	Meets Board’s Standard
	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable ELA (± 5%)	Comparable Math (± 5%)		
B-ALT	3	0	0	3	3	2	2
C-ALT	8	0	0	4	5	8	4
F	1	0	0	1	1	1	0

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.



The table below presents the number of schools, sorted by FY 2014 letter grade, within a five mile radius of Life Skills Center of Arizona serving a comparable percentage of students ($\pm 5\%$) in the identified subgroups.⁴

Life Skills Center of Arizona	28%	*	9%
Letter Grade	Comparable FRL ($\pm 5\%$)	Comparable ELL ($\pm 5\%$)	Comparable SPED ($\pm 5\%$)
B-ALT	0		2
C-ALT	0		6
F	0		1

IV. Success of the Academic Program

The following is a timeline of activities that have occurred related to the academic performance of Life Skills Center of Arizona, Inc.:

February 2013: The Board released FY 2012 Academic Dashboards; Life Skills Center of Arizona received an overall rating of “Does Not Meet” the Board’s academic standards and Life Skills Center of Arizona, Inc. did not meet the Board’s Academic Performance Expectations.

March 2013: Life Skills Center of Arizona Inc. was notified that the Charter Holder was required to submit a PMP on or before April 19, 2013 for the five-year interval review because Life Skills Center of Arizona, a school operated by the Charter Holder, did not meet the Academic Expectations set forth by the Board.

April 2013: Life Skills Center of Arizona, Inc. timely submitted a PMP.

October 2013: The Board released FY 2013 Academic Dashboards; Life Skills Center of Arizona received an overall rating of “Falls Far Below” the Board’s academic standards. Therefore, Life Skills Center of Arizona Inc. did not meet the Board’s Academic Performance Expectations.

October 2014: The Board released FY 2014 Academic Dashboards; Life Skills Center of Arizona received an overall rating of “Does Not Meet” the Board’s academic standards. Therefore, Life Skills Center of Arizona Inc. did not meet the Board’s Academic Performance Expectations. The Charter Holder was assigned a DSP as part of an annual reporting requirement.

June 2015: Board staff completed a final evaluation of the Charter Holder’s FY 2015 DSP and made the evaluation available to the Charter Holder. In that final evaluation of the FY 2015 DSP, Board staff evaluated the areas of Curriculum, Assessment and Monitoring Instruction as “Does Not Meet”, and the areas of Data, Professional Development, Graduation Rate and Academic Persistence as “Falls Far Below”. The Charter Holder failed to demonstrate year-over-year improvement in 12 of the 14 required measures in Data. In areas that were evaluated as not acceptable, Board staff provided the Charter Holder with technical guidance.

January 2016: Board staff provided the Charter Holder, through its charter representative, Dallen Timothy, 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 (January 21, 2016), the

⁴ 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, June 13, 2016



deadline date on which the renewal application package would be due to the Board (April 21, 2016), information on the availability of the Charter Holder’s renewal application as well as instructions 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 Life Skills Center of Arizona Inc. (Appendix: E. Renewal DSP Submission) was timely submitted by the Charter Representative on April 21, 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 Life Skills Center of Arizona Inc. were present at the site visit:

Name	Role
Stephanie Schumann	Assistant Administrator
Celia Trujillo	Administrator
Mark Dilley	Math Teacher
Colette de Frey	English Teacher
Stacy Wong	Intervention Specialist
Jerry Nadeau	Director of Academic Support and Special Education
Mary Ann Schneider	Chief Academic Officer
Dallen Timothy	President, Board of Directors

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



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

After considering information in the DSP Report and evidence provided at the time of the site visit, the Charter Holder did demonstrate evidence of a sustained improvement plan that includes implementation of a comprehensive curriculum system, a comprehensive assessment system, a comprehensive instructional monitoring system, a comprehensive professional development system, a system for ensuring students in grades 9-12 graduate on time, and a system for keeping students motivated and engaged in school. However, the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years, and demonstrated declines in academic performance in 2 out of the 12 measures required by the Board.

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

VI. Viability of the Organization

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

VII. Adherence to the Terms of the Charter

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

VIII. Board Options

Option 1: The Board may approve the renewal. The following language is provided for consideration:

Renewal is based on consideration of academic, fiscal and contractual compliance of the Charter Holder. With that taken into consideration as well as all information provided to the Board for consideration of this renewal application package and during its discussion with representatives of the Charter Holder, I move to approve the request for charter renewal and grant a renewal contract to Life Skills Center of Arizona Inc.



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 Life Skills Center of Arizona Inc. 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:	06/06/2016	Report Type:	Renewal
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Charter Contract Information

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Charter Corporate Name:	Life Skills Center of Arizona, Inc.		
Charter CTDS:	07-89-80-000	Charter Entity ID:	80299
Charter Status:	Open	Contract Effective Date:	07/22/2002
Number of Schools:	1	Contractual Days:	<ul style="list-style-type: none"> Life Skills Center of Arizona: 159
Charter Grade Configuration:	9-12	Contract Expiration Date:	07/21/2017
FY Charter Opened:	2003	Charter Signed:	07/22/2002
Charter Granted:	05/13/2002	Charter Enrollment Cap	1200
Corp. Type	Non Profit		

Charter Contact Information

[Hide Section](#)

Mailing Address:	8123 N. 35th Avenue Suite 2 Phoenix, AZ 85051	Website:	—
Phone:	602-242-6400	Fax:	602-242-6823
Mission Statement:	The Life Skills Center of Arizona's mission will be to provide a comprehensive and positive educational experience for high school youth that have not succeeded in a traditional learning environment. The Center will impart to each student the knowledge, desire, and confidence needed to succeed with academic and workplace goals. The Center will strive to teach, guide, and support each student through his or her educational growth and development.		
Charter Representatives:	Name:	Email:	FCC Expiration Date:
	1.) Dallen Timothy	dtimothy@asu.edu	05/21/2020
	2.) Lisa Raderstorf	raderpj1@aol.com	11/29/2017

Academic Performance - Life Skills Center of Arizona

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School Name:	Life Skills Center of Arizona	School CTDS:	07-89-80-201
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School Entity ID:	80300	Charter Entity ID:	80299
School Status:	Open	School Open Date:	10/01/2002
Physical Address:	8123 North 35th Avenue Suite 2 Phoenix, AZ 85051	Website:	http://www.lifeskillsaz.com
Phone:	602-242-6400	Fax:	602-242-6823
Grade Levels Served:	9-12	FY 2014 100 th Day ADM:	208.313

Academic Performance Per Fiscal Year

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Life Skills Center of Arizona

		2012 Alternative High School (9 to 12)			2013 Alternative High School (9 to 12)			2014 Alternative High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
1b. Improvement	Math	16	25	15	15.4	25	15	38	75	15
	Reading	48.5	75	15	24.3	25	15	53.8	75	15
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	11 / 19.5	50	10	8.7 / 19	25	10	16.9 / 20.1	50	10
	Reading	36 / 45.4	50	10	31.1 / 48.6	25	10	45.8 / 49.9	50	10
2b. Subgroup ELL	Math	6 / 17.8	50	5	25 / 20.5	75	2.5	NR	0	0
	Reading	29 / 40.1	50	5	36.4 / 47.3	50	2.5	NR	0	0
2b. Subgroup FRL	Math	NR	0	0	NR	0	0	21.6 / 20.4	75	2.5
	Reading	NR	0	0	NR	0	0	26.7 / 50.3	25	2.5
2b. Subgroup SPED	Math	NR	0	0	0 / 5.7	25	2.5	0 / 4.7	25	2.5
	Reading	NR	0	0	0 / 21.8	25	2.5	18.2 / 25.8	50	2.5
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		D-ALT	25	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		88	75	35	NR	0	0	80	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	57.5	100	27.88	65	61.88	100
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Academic Performance - Life Skills Center of Arizona Online Education Academy

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School Name:	Life Skills Center of Arizona Online Education Academy	School CTDS:	07-89-80-001
School Entity ID:	91243	Charter Entity ID:	80299
School Status:	Closed	School Open Date:	—
Physical Address:	8123 North 35th Avenue Suite 2 Phoenix, AZ 85051	Website:	—
Phone:	6022426400	Fax:	6022428123
Grade Levels Served:	9-12	FY 2014 100th Day ADM:	43.323

Academic Performance Per Fiscal Year

[Hide Section](#)

Life Skills Center of Arizona Online Education Academy

		2012 Small High School (9-12)			2013 Traditional High School (9 to 12)			2014 Small High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
1b. SGP Bottom 25%	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2b. Composite School Comparison	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup SPED	Math	NR	0	0	NR	0	0	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	NR	0	0	NR	0	0	NR	0	0
4. Graduation	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation	NR	0	0	0	25	15	0	25	15
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	NR			NR			NR		

Financial Performance [Hide Section](#)

Charter Corporate Name: Life Skills Center of Arizona, Inc.
Charter CTDS: 07-89-80-000 **Charter Entity ID:** 80299
Charter Status: Open **Contract Effective Date:** 07/22/2002

Financial Performance [Hide Section](#)

Life Skills Center of Arizona, Inc.

Near-Term Measures	Fiscal Year 2014		Fiscal Year 2015	
	Going Concern	No	Meets	No
Unrestricted Days Liquidity	42.62	Meets	70.36	Meets
Default	No	Meets	No	Meets

Sustainability Measures (Negative numbers indicated by parentheses)

Net Income	\$34,118	Meets	\$13,896	Meets
Fixed Charge Coverage Ratio	1.02	Does Not Meet	1.01	Does Not Meet
Cash Flow (3-Year Cumulative)	(\$23,943)	Does Not Meet	\$37,238	Meets

Cash Flow Detail by Fiscal Year

	FY 2014	FY 2013	FY 2012	FY 2015	FY 2014	FY 2013
	(\$122,509)	\$136,579	(\$38,013)	\$23,168	(\$122,509)	\$136,579

Meets Board's Financial Performance Expectations

Operational Performance

[Hide Section](#)

Charter Corporate Name: Life Skills Center of Arizona, Inc.
Charter CTDS: 07-89-80-000 **Charter Entity ID:** 80299
Charter Status: Open **Contract Effective Date:** 07/22/2002

Operational Performance

[Hide Section](#)

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

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

Academic Performance Notifications	No issue identified	--
Teacher Resumes	No issue identified	--
Open Meeting Law	No issue identified	--
Board Alignment	No issue identified	Inconsistency in Reporting
2.e. Is the charter holder complying with its obligations to the Board?	Does Not Meet	--
Timely Submissions	No issue identified	Charter Governance Notification
Limited Substantiated Complaints	No issue identified	--
Favorable Board Actions	10% Withholding Agreement - Late Audits	--
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Does Not Meet	--
Arizona Corporation Commission	No issue identified	Annual Report
Arizona Department of Economic Security	No issue identified	--
Arizona Department of Education	Budget	--
Arizona Department of Revenue	No issue identified	--
Arizona State Retirement System	No issue identified	--
Equal Employment Opportunity Commission	No issue identified	--
Industrial Commission of Arizona	No issue identified	--
Internal Revenue Service	No issue identified	--
U.S. Department of Education	No issue identified	--
3. Is the charter holder complying with all other obligations?	Meets	--
Judgments/Court Orders	No issue identified	--
Other Obligations	No issue identified	--
OVERALL RATING	Meets Operational Standard	--

Last Updated: 2016-05-24 16:23:11

APPENDIX B
ACADEMIC DASHBOARD

General Site Contact Inspections Grades Governing Body FY Data Site Visits Member Campuses Amendments

Academic Performance

Academic Performance

[Edit this section.](#)

Life Skills Center of Arizona

		2012 Alternative High School (9 to 12)			2013 Alternative High School (9 to 12)			2014 Alternative High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
1b. Improvement	Math	16	25	15	15.4	25	15	38	75	15
	Reading	48.5	75	15	24.3	25	15	53.8	75	15
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	11 / 19.5	50	10	8.7 / 19	25	10	16.9 / 20.1	50	10
	Reading	36 / 45.4	50	10	31.1 / 48.6	25	10	45.8 / 49.9	50	10
2b. Subgroup ELL	Math	6 / 17.8	50	5	25 / 20.5	75	2.5	NR	0	0
	Reading	29 / 40.1	50	5	36.4 / 47.3	50	2.5	NR	0	0
2b. Subgroup FRL	Math	NR	0	0	NR	0	0	21.6 / 20.4	75	2.5
	Reading	NR	0	0	NR	0	0	26.7 / 50.3	25	2.5
2b. Subgroup SPED	Math	NR	0	0	0 / 5.7	25	2.5	0 / 4.7	25	2.5
	Reading	NR	0	0	0 / 21.8	25	2.5	18.2 / 25.8	50	2.5
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		D-ALT	25	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		88	75	35	NR	0	0	80	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

57.5

100

27.88

65

61.88

100

APPENDIX C
RENEWAL DSP FINAL EVALUATION

Demonstration of Sufficient Progress Final Evaluation

CHARTER INFORMATION

Charter Holder Name	Life Skills Center of Arizona, Inc.	Schools	Life Skills Center of Arizona
Charter Holder Entity ID	80299	Purpose of DSP Submission	Renewal
Site Visit Date	May 17, 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, Graduation Rate, and Academic Persistence.
 - Whether questions were sufficiently answered at the site visit
 - Whether documents provided by the Charter Holder serve as sufficient evidence of implementation of described processes

Data

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

Assessment Measure	Data Required	Comparative Data Provided	Data Shows Improvement	Sufficient explanation of HOW data was analyzed	Sufficient explanation of what conclusions were drawn
1a. Student Median Growth Percentile (SGP) – Math	Yes	Yes	Yes	Yes	Yes
1a. Student Median Growth Percentile (SGP) – Reading	Yes	Yes	No	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	Yes	Yes	No	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: D. 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: D. 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 instructional methodology ? 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 curriculum 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 instruction 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: D. 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 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: D. 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: D. 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

Academic Persistence: *The area of Academic Persistence is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a system for keeping students motivated and engaged in school that addresses each of the required elements.

For more detailed analysis see Academic Persistence Inventory (appendix: D. Renewal DSP Site Visit Inventory Forms, vii. Site Visit Inventory – Academic Persistence).

Question	Sufficient Evidence	Site Visit Inventory Item
A. Strategies for Continuous Enrollment		
What is the Charter Holder’s ongoing process to measure levels of engagement ? What criteria guide that process?	YES	AP.A.1
What is the Charter Holder’s ongoing process to provide timely intervention for students demonstrating potential for disengagement ?	YES	AP.A.2
What is the Charter Holder’s ongoing process to evaluate these strategies to determine effectiveness? What criteria guide that process?	YES	AP.A.3

APPENDIX D
RENEWAL DSP SITE VISIT
INVENTORY FORMS



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Life Skills Center of Arizona, Inc.
 School Name: Life Skills Center of Arizona
 Site Visit Date: May 17, 2016

Required for: Renewal
 Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p>[D.1]</p> <p>Winter 2014-2015 NWEA MAP Individual Student Progress Reports for Grades 9-12 Math</p> <p>Winter 2015-2016 NWEA MAP Individual Student Progress Reports for Grades 9-12 Math</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> <p>NWEA MAP individual student progress reports in Math demonstrate that in FY 2015, 43% of students (13 out of 30) demonstrated growth in the Fall to Winter testing period. In FY 2016, this percentage increased to 45% (25 out of 56). This demonstrates a year over year improvement of 2 percentage points.</p> <p>Final Evaluation:</p>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td> <td style="width: 50%; vertical-align: top;"> <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.
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<p>[D.2]</p> <p>Winter 2014-2015 NWEA MAP Student Progress Reports for Grades 9-12 Reading</p> <p>Winter 2015-2016 NWEA MAP Student Progress Reports for Grades 9-12 Reading</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 DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.</p> <p>NWEA MAP individual student progress reports demonstrate that in FY 2015, 40% of students (12 out of 30) demonstrated growth in the Fall to Winter testing period. In FY 2016, this percentage decreased to 31% (23 out of 74). This demonstrates a year over year decline of 9 percentage points, but the Charter Holder tested 44 more students in the FY 2016 school year than in the previous year.</p> <p>Final Evaluation:</p>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.
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<p>[D.5]</p> <p>Winter 2014-2015 NWEA MAP Grade Reports for Grades 9-12 Math</p> <p>Winter 2015-2016 NWEA MAP Grade Reports for Grades 9-12 Math</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 NWEA MAP reports for math demonstrate that the number of students at the Norm Grade Level Mean RIT score in FY 2015 was 14%. In FY 2016, the Charter Holder demonstrated that this percentage increased to 20%. This demonstrates a year over year improvement of 6 percentage points.</p> <p>Final Evaluation:</p>	
<p>[D.6]</p> <p>Winter 2014-2015 NWEA MAP Grade Reports for Grades 9-12 Reading</p> <p>Winter 2015-2016 NWEA MAP Grade Reports for Grades 9-12 Reading</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. NWEA MAP reports for reading demonstrate that the number of students at the Norm Grade Level Mean RIT score in FY 2015 was 27%. In FY 2016, the Charter Holder demonstrated that this percentage increased to 31%. This demonstrates a year over year improvement of 4 percentage points.</p> <p>Final Evaluation:</p>	
<p>[D.7]</p> <p>Winter 2014-2015 NWEA MAP Individual Student Progress Reports for Grades 9-12 Math</p> <p>Winter 2015-2016 NWEA MAP Individual Student Progress Reports for Grades 9-12 Math</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, ELL – Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Math.</p> <p>NWEA MAP reports for math demonstrate that the number of ELL students at the Norm Grade Level Mean RIT score in FY 2015 was 0%. In FY 2016, the Charter Holder demonstrated that this percentage increased to 20%. This demonstrates a year over year improvement of 20 percentage points.</p> <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.8]</p> <p>Winter 2014-2015 NWEA MAP Student Progress Reports for Grades 9-12 Reading</p> <p>Winter 2015-2016 NWEA MAP Student Progress Reports for Grades 9-12 Reading</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: maintained academic performance in Percent Passing Subgroup, ELL – Reading</p> <p>The documents provided demonstrate evidence of maintained academic performance in Percent Passing Subgroup, ELL – Reading.</p> <p>The Charter Holder’s ELL population increased from 4 students in FY 2015 to 10 students in FY 2016. NWEA MAP reports for reading demonstrate that the number of ELL students at the Norm Grade Level Mean RIT score in FY 2015 was 0%. In FY 2016, the Charter Holder demonstrated that this percentage remained at 0%. This demonstrates that the Charter Holder maintained academic performance.</p> <p>Final Evaluation:</p>	
<p>[D.9]</p> <p>Winter 2014-2015 NWEA MAP Grade Reports for Grades 9-12 Math</p> <p>Winter 2015-2016 NWEA MAP Grade Reports for Grades 9-12 Math</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL – Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Math.</p> <p>The Charter Holder does not participate in the National School Lunch Program, and therefore, does not track internal subgroup data specific to FRL students. However, NCLB reports show that the Charter Holder serves an FRL population of 80%, so schoolwide proficiency data was used to demonstrate improvement in this measure.</p> <p>NWEA MAP reports for math demonstrate that the number of students at the Norm Grade Level Mean RIT score in FY 2015 was 14%. In FY 2016, the Charter Holder demonstrated that this percentage increased to 20%. This demonstrates a year over year improvement of 6 percentage points.</p> <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of maintained 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>

<p>[D.10]</p> <p>Winter 2014-2015 NWEA MAP Grade Reports for Grades 9-12 Reading</p> <p>Winter 2015-2016 NWEA MAP Grade Reports for Grades 9-12 Reading</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 documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Reading.</p> <p>The Charter Holder does not participate in the National School Lunch Program, and therefore, does not track internal subgroup data specific to FRL students. However, NCLB reports show that the Charter Holder serves an FRL population of 80%, so schoolwide proficiency data was used to demonstrate improvement in this measure.</p> <p>NWEA MAP reports for reading demonstrate that the number of students at the Norm Grade Level Mean RIT score in FY 2015 was 27%. In FY 2016, the Charter Holder demonstrated that this percentage increased to 31%. This demonstrates a year over year improvement of 4 percentage points.</p> <p>Final Evaluation:</p>	
<p>[D.11]</p> <p>Winter 2014-2015 NWEA MAP Individual Student Progress Reports for Grades 9-12 Math</p> <p>Winter 2015-2016 NWEA MAP Individual Student Progress Reports for Grades 9-12 Math</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> <p>NWEA MAP reports for math demonstrate that the number of students with disabilities at the Norm Grade Level Mean RIT score in FY 2015 was 0%. In FY 2016, the Charter Holder demonstrated that this percentage increased to 4%. This demonstrates a year over year improvement of 4 percentage points.</p> <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.12]</p> <p>Winter 2014-2015 NWEA MAP Student Progress Reports for Grades 9-12 Reading</p> <p>Winter 2015-2016 NWEA MAP Student Progress Reports for Grades 9-12 Reading</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> <p>NWEA MAP reports for reading demonstrate that the number of students with disabilities at the Norm Grade Level Mean RIT score in FY 2015 was 0%. In FY 2016, the Charter Holder demonstrated that this percentage increased to 9%. This demonstrates a year over year improvement of 9 percentage points.</p> <p>Final Evaluation:</p>	
<p>[D.13]</p> <p>ADE Graduation Rate Summary Report for FY 2015</p> <p>ADE Graduation Rate Summary Report for FY 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> <p>Graduation Rate Summaries from ADE indicate that for the four year cohort, the FY 2015 graduation rate was 11%. For this cohort, the rate increased to 13% in FY 2016, demonstrating an increase of 2 percentage points. The five year cohort demonstrates similar improvement with a graduation rate of 21% in FY 2015 and 24% in FY 2016, with an increase of 3 percentage points.</p> <p>Final Evaluation:</p>	
<p>[D.14]</p> <p>Persistence Rate Report from ADE</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved performance in Academic Persistence</p> <p>The documents provided DO NOT demonstrate evidence of improved performance in Academic Persistence. Reports from ADE demonstrate that the Charter Holder’s Academic Persistence Rate in FY 2014 was 79. In FY 2015, the rate decreased to 76. A year over year comparison indicates a decrease of 3 points.</p> <p>Final Evaluation:</p>	
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Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Life Skills Center of Arizona, Inc.
 School Name: Life Skills Center of Arizona
 Site Visit Date: May 17, 2016

Required for: Renewal
 Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome			
<p>[C.A.1] MAP AzMERIT Score Reports.pdf Course Checklists.pdf Curriculum Maps.pdf English Team Mtg Minutes.pdf EQUIP Rubrics&Revised Course Checklists.pdf Faculty Meeting Agendas.pdf Galileo Indiv Dev Summary Reports.pdf GalileoStudentGrowthAndAchievementSummaryReport.pdf Math Team Meeting Notes.pdf Standards Alignment Docs & Tallies.pdf</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: the process for evaluating curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Our curriculum is evaluated not only in terms of how well it aligns with state standards, but for how effective it is in meeting the needs of our students who are at differing levels of proficiency. • Curriculum review is annual and ongoing and is addressed by our leadership team and our teacher teams. • The Department Chairs hold meetings with teachers in their departments as well as with the science and social studies teachers, who will typically be a part of the English team due to the ACCRS ELA standards that apply to their courses. • Life Skills teacher teams review the curriculum before the start of the year with a standards alignment document based on ACCRS for all subject area courses. • Teachers determine how completely and effectively the present curriculum addresses the standards and evaluates how well it serves the needs of our student population (i.e., ability to differentiate, modify, and prepare students for standardized testing). • Galileo and MAP benchmark scores are used to evaluate how well our curriculum is helping students in math and reading. • Our teacher teams have started to utilize the Educators Evaluating Quality Instructional Products (EQUIP) rubric to help us ensure that curricular materials, units, and lessons reflect the four dimensions (alignment, key shifts, instructional supports, and assessment). <p>Final Evaluation:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>		<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[C.A.2] MAP Additional Curriculum Resources.pdf AzMERIT Score Reports.pdf Course Checklists.pdf Curriculum Maps.pdf Example of Eval of AzMerit for English Curriculum.pdf Example of Eval of AzMERIT for Math Curriculum.pdf Galileo Indiv Dev Summary Reports.pdf Galileo Intervention Alert Alg 1.pdf Galileo Intervention Alert Eng 10.pdf GalileoStudentGrowthAndAchievementSummaryReport.pdf Homeroom Teacher Notes.pdf Progress Card Examples.pdf Standards Alignment Docs & Tallies.pdf Student Data Analysis for English Curriculum.pdf Student Data Analysis for Math Curriculum.pdf Student Progress Tracker.pdf Student Survey.xlsx</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: the process for evaluating how effectively the curriculum enables students to meet all standards.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Individual benchmarking to analyze test data through the administration of Galileo pre, mid, and post testing for students in English 9-11 and Algebra I and II and Geometry. This information is helping us determine gaps for individual students in and adjust our curriculum to best meet their particular needs. • Standards alignment documents and curriculum maps for each course help ensure that all standards are being covered in each class. Students’ progress through the curriculum is tracked through individual student progress cards and class checklists, as well as formative and summative assessment results. • Evaluating class performance and completion data from the Student Progress Tracker • Analyzing individual student performance on: <ul style="list-style-type: none"> ○ Galileo benchmark testing (ongoing) and comparing MAP scores (three times per year) over time of consistently enrolled students ○ studying AzMERIT scores in ELA and math (after each testing window), looking for trends that can help us improve instruction • Building on the evaluation process, curriculum effectiveness is measured specifically in three ways: <ul style="list-style-type: none"> ○ First, student results on their work completed within each course are monitored by each teacher and the leadership team in regards to whether these prepare students to pass end-of-course assessments aligned to the appropriate standards with at least 80% mastery. ○ Second, teachers provide standards-aligned assessments (tests, projects) within each class to demonstrate proficiency. ○ Third, student achievement and growth data are analyzed to determine if the curriculum meets the needs of all students. • When AzMERIT scores are made available after the fall or spring testing sessions, the teachers and the leadership team evaluate the results to determine how effectively the curriculum enables students to meet the standards. <p>Final Evaluation:</p>	
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<p>[C.A.3] Additional Curriculum Resources.pdf Course Checklists.pdf Curriculum Maps.pdf English Team Mtg Minutes.pdf Faculty Meeting Agendas.pdf Galileo Indiv Dev Summary Reports.pdf Galileo Training.pptx GalileoStudentGrowthAndAchievementSummaryReport.pdf Math Standards Alignment Review.pdf Math Team Meeting Notes.pdf Progress Card Examples.pdf Standards Alignment Docs & Tallies.pdf Standards Alignment Rev Examples.pdf</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder identifies curricular gaps.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none">• Life Skills teacher teams use a standards-alignment document for each course in our curriculum to identify curricular gaps.• Each standards alignment document is reviewed by the core content teacher and teams responsible for the course(s) to confirm all standards are adequately covered.• The school administrator must approve all standards alignment documents to ensure that courses cover all standards and that there are no curricular gaps.• Holistically analyzing data from Galileo benchmarking helps teachers identify the areas of curriculum that need to be enhanced, revised, or modified in general to best serve the needs of our students.• Galileo reports are viewed and discussed at meetings of the leadership team, teacher teams, and regular faculty meetings. <p>Final Evaluation:</p>		
	<table border="1"><tr><td data-bbox="867 792 1459 954"><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="1459 792 1921 954"><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</td></tr></table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[C.B.1] MAP AIMS Score Reports.pdf AzMERIT Score Reports.pdf Curriculum Monit Review Dev Adopt Rev Process.pdf EQUIP Rubrics&Revised Course Checklists.pdf Evaluating Effectiveness of Supplemental Curriculum Examples.pdf PDCalendar1516.docx Progress Card Examples.pdf Standards Alignment Docs & Tallies.pdf Standards Alignment Rev Examples.pdf Summit Training Rubric for Evaluating Learning</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">• Our core curriculum is continuously evaluated by our instructional staff, school leadership, and the Chief Academic Officer of Life Skills. A review of all courses and assessments is conducted prior to the start of each school year and is ongoing throughout the year. We consider how long it takes students to complete courses, how thoroughly the courses cover all applicable standards and DOK levels, how engaging the courses are, and how well the courses prepare students for state assessments.• In the spring of the school year, the leadership team and Chief Academic Officer determine whether or not the present curriculum should be kept as-is, supplemented, or a new one adopted.• The AzMERIT test results from Spring 2015 was an additional indication to the Leadership Team that Edgenuity was not adequately covering the content and skills needed for success on the end-of-course tests and that other avenues regarding curriculum needed to be explored. <p>Final Evaluation:</p>	
	<table border="1"><tr><td data-bbox="867 868 1459 1031"><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="1459 868 1911 1031"><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>[C.B.2] A FRAMEWORK FOR FACILITATED BLENDED INSTRUCTION.docx Agenda Competency Based Ed Session 1 Mar 2 2015.docx APEXEfficacyBriefTutorials.pdf Blackboard Trainings.docx Blended Learning ZIA Spring 2015.pptx CBE Handouts Next Steps 4 Apr 15.docx Curriculum Monit Review Dev Adopt Rev Process.pdf Facilitators Guide Session One CBE Feb 15.docx Facilitators Guide Session Two Comp Outcomes March 15-2.docx GPA Course Catalog.docx GPA Course Dev Research.docx Pathblazer Training.docx PDCalendar1516.docx Rubric for Eval Learning Resources & Tools.pdf ZIA Learning.docx</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">• The CAO determined that the best course of action would be to utilize a variety of resources including staff developed materials, out of the box curriculum (Edgenuity/BSN/APEX), and Subject matter expert-created curriculum developed by a third party vendor (Zia Learning) for use in Our School’s Learning Management System.• The selection process included the consideration of state standards required, the purpose that the curriculum is intended to meet, the needs of the students being served by the curriculum, the metrics that will be used to understand student progress, and how the teacher will be able to support and augment the learning of the student.• We look for curricular materials that lend themselves for use in a blended learning flex model:<ul style="list-style-type: none">○ Our student population benefits from a curriculum that can be accessed not only at school, but from other venues (such as work, home, or the library) to encourage more rapid credit recovery. Additionally, it should be accessible by computer, Chromebook, tablet, or even a smartphone.○ The curriculum needs to effectively align to the standards○ The curriculum should engage the student through a variety of digital resources such as video clips, slide shows, online reading, discussion boards. <p>Final Evaluation:</p>		
	<table border="1"><tr><td data-bbox="865 1101 1459 1263"><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="1459 1101 1911 1263"><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</td></tr></table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[C.C.1] MAP AzMERIT Score Reports.pdf English Team Mtg Minutes.pdf EQUIP Rubrics&Revised Course Checklists.pdf Faculty Meeting Agendas.pdf Galileo Indiv Dev Summary Reports.pdf GalileoStudentGrowthAndAchievementSummaryReport.pdf Math Team Meeting Notes.pdf Standards Alignment Docs & Tallies.pdf</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">• Assessment data is analyzed various times throughout the school year (as assessments are given and scored) by both the leadership team and teacher teams to determine areas of concern. Any significant curriculum revision beyond minor changes made throughout the year, would begin in the spring and continue into the summer before the start of the new school year.• The criteria for the need to revise curriculum include:<ul style="list-style-type: none">○ Use of assessment tools (AzMERIT, Galileo, NWEA MAP) to identify patterns and trends and their possible causes-if students show a lack of growth on Galileo benchmarking, or if students who take two or three MAP benchmarks show a lack of growth, or if AzMERIT scores are low-there could be a need to revise curriculum○ AzMERIT and Galileo score results to determine areas for possible revision if gaps are apparent in student test scores○ Alignment to ACCRS• Using individual Galileo benchmarking data, teachers are able to specifically pinpoint areas that may require revision in the entire course (through data trends).	
	<p>Final Evaluation:</p> <table border="1"><tr><td data-bbox="865 992 1455 1154"><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="1455 992 1911 1154"><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>[C.C.2] MAP AzMERIT Score Reports.pdf Curriculum Maps.pdf English Team Mtg Minutes.pdf EQUIP Rubrics&Revised Course Checklists.pdf Faculty Meeting Agendas.pdf Galileo Indiv Dev Summary Reports.pdf GalileoStudentGrowthAndAchievementSummaryReport.pdf Math Team Meeting Notes.pdf</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">• Time is given to teacher teams in the spring near the end of the school year as well as up to two weeks before the start of the new school year to work on curriculum revision.• The following criteria guide their curriculum work:<ul style="list-style-type: none">○ Review ACCRS and Depth of Knowledge Matrix and make effective changes to curriculum maps and standards alignment documents○ Review Galileo benchmark blueprints and AzMERIT blueprints and make effective changes to curriculum maps and formative and summative assessments○ Analyze all major assessments (AzMERIT, NWEA MAP, Galileo benchmarks) and determine how to revise curriculum maps to address areas of concern and select appropriate curricular resources• Curriculum maps and standards alignment documents must be updated by each teacher to reflect any revisions made. All revisions to the core curriculum must be approved by the school administrator.• Teacher teams have been utilizing the EQUIP Rubric and taking a closer look at our curriculum in terms of the four dimensions: alignment, key shifts, instructional supports, and assessment. <p>Final Evaluation:</p>
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>



<p>[C.D.1] Course Checklists.pdf Courses & Teachers FY16.pdf Curriculum Maps.pdf EQUIP Rubrics&Revised Course Checklists.pdf Example of Walk Through Responses from Tablet.xlsx Faculty Meeting Agendas.pdf Teacher1LSHSObsRubricFall1516.pdf Teacher2LSHSObsRubricFall1516.pdf Teacher3LSHSObsRubricFall1516.pdf Walkthrough Summary Data.pdf</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for ensuring the curriculum is implemented with fidelity, and that these expectations have been communicated to instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none">• The leadership team makes sure that the course checklists align to the standards and the curriculum maps.• Daily classroom walkthroughs by administration, both formal and informal, validate that written plans are being executed with fidelity in the courses. Communication of these expectations is reinforced through an annual formal evaluation process in which teachers are held accountable for adhering to curriculum maps, submitting and using aligned course checklists (with units and lessons outlined), providing differentiated learning opportunities, using tools such as Galileo, engaging in the analysis of assessment data, and participating in collaborative revisions to improve instruction.• Instructional staff and leadership meet every Friday which affords an opportunity for consistent communication regarding curriculum implementation, both in the large group and in teacher teams. <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>[C.D.2] Course Checklists.pdf Curriculum Maps.pdf English Team Mtg Minutes.pdf EQUIP Rubrics&Revised Course Checklists.pdf Example of Walk Through Responses from Tablet.xlsx Faculty Meeting Agendas.pdf LSHS Obs Rubric 1516Rev.pdf Math Team Meeting Notes.pdf Standards Alignment Docs & Tallies.pdf Walkthrough Summary Data.pdf</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">• At the start of the year (and throughout the year), the school administrator communicates directly with the faculty that all classes must have a curriculum map that follows ACCRS, along with a completed standards alignment document.• These blueprints clearly communicate the standards expectations for each course and complement the curriculum maps.• Every class must have a course checklist, which acts as a standards-aligned scope and sequence and complements the curriculum map. The school administrator and members of the leadership team review the course checklists to ensure the lessons and units are not only aligned to the standards, but that they provide necessary elements of student engagement and rigor, and that assessments align to the standards. The curriculum map, alignment document, and course checklist must be approved by the school administrator before they can be used.• The school administrator and/or members of the leadership team conduct regular classroom walkthroughs and provide feedback (written or informal) to ensure that the self-paced instruction of students matches their course checklists. Teacher submissions and use of aligned curriculum maps and course checklists are indicators on every teacher’s formal evaluation.• Teachers are held accountable for consistent use of these tools as part of their formal evaluations.• Teachers have opportunities during Friday whole group and teacher team meetings to discuss and provide feedback on lessons and units in the course checklists, alignment, and pacing. <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>[C.D.3] Curriculum Maps.pdf English Team Mtg Minutes.pdf Example of Walk Through Responses from Tablet.xlsx Faculty Meeting Agendas.pdf Math Team Meeting Notes.pdf Standards Alignment Docs & Tallies.pdf Walkthrough Summary Data.pdf</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">• Curriculum maps are designed so that each core course will cover ACCRS when both parts have been completed (for instance, English 9A and 9B or Algebra 1A and 1B). Standards alignment documents have been created along with curriculum maps for each course. The course standard tallies that are part of the alignment document show how often and when particular standards are covered within a single course. When the entire course sequence is viewed by teacher teams, they can readily see that all standards are taught and how much each standard is emphasized during the instructional sequence. This review is done at the beginning of the year and is re-visited during our Friday teacher team meetings when these tallies are looked at in tandem with the analysis of student achievement data. This allows teachers to determine if a standard needs to be more frequently emphasized, or if the quantity of coverage is appropriate, or if entirely new ways of helping students master the standard need to be incorporated.• Every week, the leadership team does classroom walkthroughs and reviews all course checklists to ensure that the lessons and units are aligned to the curriculum map. If they are not, administration provides that feedback to the teacher and works with them to reconcile a checklist’s alignment to its corresponding map. <p>Final Evaluation:</p>	
	<table border="1"><tr><td data-bbox="867 995 1455 1157"><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="1455 995 1911 1157"><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>[C.E.1] Assignments etc Digital Resources Examples.pdf Curriculum Maps.pdf English Team Mtg Minutes.pdf EQUIP Rubrics&Revised Course Checklists.pdf Math Team Meeting Notes.pdf Standards Alignment Docs & Tallies.pdf Teacher Created Assign Projects Assess Examples.pdf</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">• At the beginning of the year, school leadership provides oversight ensuring alignment of curriculum to ACCRS by requiring curriculum maps in all courses and reviewing the standards alignment documents and course checklists for each course.• The standards tallies provided by the standards alignment documents show the number of times each grade level CCRS is covered by a complete course curriculum map (i.e., English 9A and 9B or Algebra 1A and 1B), thereby insuring that within a course sequence all standards are presented.• Lessons, assignments, and assessments are regularly reviewed during our Friday meetings by content teachers, teacher teams, and school leadership to ensure that the level of depth and rigor in the standards is reflected in those items. Teacher teams (under the leadership of our English Department Chair or Math Department Chair) have begun to utilize the EQUIP rubric in order to review the units and lessons in regards to the four dimensions (if Dimension 1: Alignment isn’t correct, further review of the item ceases until Dimension 1 is corrected).• Teacher teams work collaboratively during our Friday meetings to design and share resources, lessons, projects, activity ideas, websites, etc. that contain standards-based content and integrate these into our existing curriculum to enhance and enrich the teaching of ACCRS to our students. <p>Final Evaluation:</p>		
	<table border="1"><tr><td data-bbox="865 1068 1457 1230"><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="1457 1068 1911 1230"><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</td></tr></table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[C.E.2] Assignments etc Digital Resources Examples.pdf AzMERIT Score Reports.pdf Curriculum Maps.pdf English Team Mtg Minutes.pdf EQUIP Rubrics&Revised Course Checklists.pdf Galileo Indiv Dev Summary Reports.pdf GalileoStudentGrowthAndAchievementSummaryReport.pdf Math Team Meeting Notes.pdf Standards Alignment Docs & Tallies.pdf Teacher Created Assign Projects Assess Examples.pdf</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona’s College and Career Ready Standards when adopting or revising curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none">• At the beginning of the year, school leadership provides oversight ensuring alignment of adopted or revised curriculum to ACCRS by requiring curriculum maps in all courses and reviewing the standards alignment documents and course checklists for each course.• Lessons, assignments, and assessments in the newly adopted or revised curriculum are regularly reviewed during our Friday meetings by content teachers, teacher teams, and school leadership to ensure that the level of depth and rigor in the standards is reflected in those items. Teacher teams (under the leadership of our English Department Chair or Math Department Chair) have begun to utilize the EQUIP rubric in order to review the units and lessons in regards to the four dimensions (if Dimension 1: Alignment isn’t correct, further review of the item ceases until Dimension 1 is corrected). <p>Final Evaluation:</p>	
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<p>[C.F.1] ELL AZELLA Score Reports.pdf Course Checklists.pdf Flex Group Schedule.pdf ILLP Examples.pdf Parental Notification and Consent ELL.pdf Pathblazer Individual Reports.pdf Progress Card Examples.pdf Student Status Team Summaries.pdf</p> <p>SPED Course Checklists.pdf Flex Group Schedule.pdf IEP Example.pdf Pathblazer Individual Reports.pdf Progress Card Examples.pdf Sped Lists Power School & SPED Tracker.pdf Student Status Team Summaries.pdf</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder assesses subgroups to ensure that the supplemental and/or differentiated curriculum is effective for students in each of the four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none">• Teachers work individually with their students every day and monitor their progress. They can make modifications/differentiate for students in order to meet their needs more effectively if they are falling behind and/or have difficulties with lessons or assessments. Homeroom teachers also check their student's progress each day when they sign out.• The Assistant Administrator maintains a Student Progress Tracker to keep track of how many classes a student completes and how long it takes the student to complete them. If students are taking more than 4 to 6 weeks to complete a class, teachers and the Intervention Specialist find alternative resources and methods to help students be successful in their classes.• Life Skills has an Intervention Specialist who runs a learning lab throughout the day. Students whose skills are deficient in math and reading (as shown by NWEA MAP scores, Galileo scores, historical grades in Power School, formative and summative class assessments, etc.) can be recommended to receive additional math and reading support through flex group classes that take place each day. The Intervention Specialist also provides additional direct instruction, along with small group and independent practice in the areas of math and reading during regularly scheduled daily sessions that meet or exceed the requirements outlined in each student's IEP.• Non-proficient students can utilize a supplemental curriculum called Pathblazer by Compass learning that determines students' reading and math levels and then delivers interactive lessons to students to improve their skills.• Students who opt out of ELL but still need services are given individual help, alternate assignments and additional resources by their teachers. Provide individual help, alternate assignments and additional resources to help students master standards. Courses are self-paced, allowing students to take extended time to master the concepts. Teachers help students make daily goals for completing class work in order to keep students on track to meet their target date for class completion.• ELL students are provided additional support through the use of Pathblazer by Compass Learning to remediate skills in reading on a daily basis.• The Intervention Specialist monitors each student's progress and works with content area teachers to communicate progress. Our school's Intervention Specialist works to ensure that all necessary modifications and accommodations are met as outlined by each student's IEP or 504 Plan. SPED tracker is maintained and updated by the Intervention Specialist. It provides information about each student's disability and the status of their IEP, and is used by teachers so they can provide appropriate accommodations and modifications.• Each course has a course checklist that the student must follow in order to complete lessons and units. The student has a progress card with an abbreviated list of lessons and units and a place to write goals.• Leadership does walkthroughs every day to monitor classes and check students' progress. Students have a flexible schedule which gives them the opportunity to remain at school longer than five hours Monday through Thursday in order to receive additional support from teachers.• The ability to scaffold is important, so content from similar classes at the middle school level or high school level can be added to the student's existing course to provide more opportunities and ways to master a concept. Lesson content can be remediated by inserting a lower level Supplemental Learning Activity in-between assessment attempts in a class in an attempt to build prior knowledge.• SPED tracker is maintained and updated by the Intervention Specialist. <p>Final Evaluation:</p> <p>(See next page)</p>
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Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Life Skills Center of Arizona, Inc.
 School Name: Life Skills Center of Arizona
 Site Visit Date: May 17, 2016

Required for: Renewal
 Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p>[A.A.1] 2015-2016 Benchmark Schedule - Life Skills High School.docx Assessment Review Information.pdf CompassLearningSolutionsCatalog.pdf Galileo Correspondence.docx Galileo Data Exporting.pdf Galileo Information.docx Inv11548_fromAssessmentTechnology_Inc.p MAP-Overview-for-Teachers-and-School-Leaders-NOV15.pdf Pathblazer Correspondence.docx Pathblazer Training Agenda.docx Why Galileo August 2015.docx Summit</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: the process for evaluating assessment tools.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • As with all our processes, we begin looking at the data. We look to see how well the assessment tools are assessing our student growth and if that matches what the staff is seeing in the classroom. Then another review of the assessment materials looks at the alignment to ACCRS, the ability of the tool to reliably evaluate short and long term growth of each student, and its capacity to provide reliable data for gap intervention and/or acceleration. • Galileo tests from Assessment Technology Incorporated are comprehensive, standards-based and research supported. • Pathblazer by Compass Learning was selected by the Chief Academic Officer and a team of education specialists at the corporate level because it can quickly identify proficiency level, pinpoint skill and content gaps, and differentiate our intervention strategies to help our struggling students (mainly SPED and ELL). It will automatically generate learning paths in ELA and math and scaffold to higher levels. It provides real time reports that can be used to track student growth and determine the content of direct instruction in ELA and math that is provided by our Intervention Specialist. The content is high-interest, engaging, and non-repetitive, and it provides several useful reports within its system. • These assessment tools are evaluated by the Chief Academic officer and school leaders within Life Skills in the beginning of the year in order to determine if they remain adequate for our needs going forward. <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[A.A.2] MAP Basic Math Galileo Aligned Test.pdf Course Checklists.pdf Curriculum Maps.pdf Galileo Alg1Post Blueprint.pdf Galileo ELA 11 Post Blueprint.pdf Galileo ELA10 Post Blueprint.pdf Galileo Geom Post Blueprint.pdf Galileo Indiv Dev Summary Reports.pdf GalileoStudentGrowthAndAchievementSummaryReport.pdf Pathblazer Individual Reports.pdf Standards Aligned to Galileo English Example.pdf Standards Aligned to Galileo Math Example.pdf English Team Meeting Notes Math Team Meeting Notes</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: the process for evaluating how assessments are aligned to the curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Our assessment system is aligned to the curriculum based on its correlation to ACCRS. Our pre-planned curriculum maps are standards-aligned and our units and lessons within each course reflect the curriculum maps. • THE MAP assessment is aligned to ACCRS in math and ELA and allows us to track student growth over time in RIT score, Lexile level, and percentile range. • Teacher teams work to ensure that standards for their courses are aligned to the pre, mid, and post-tests in our individual Galileo benchmarking program. They look for standards coverage along with the proper degree of rigor as compared to the AzMERIT, of which Galileo is aligned. <p>Final Evaluation:</p>
<p>[A.A.3] MAP Curriculum Maps.pdf EQUIP Rubrics&Revised Course Checklists.pdf Example of Walk Through Responses from Tablet.xlsx Examples CCRS aligned assessments, etc.pdf Galileo Alg1Post Blueprint.pdf Galileo ELA 11 Post Blueprint.pdf Galileo ELA10 Post Blueprint.pdf Galileo Geom Post Blueprint.pdf Galileo Indiv Dev Summary Reports.pdf GalileoStudentGrowthAndAchievementSummaryReport.pdf Pathblazer Individual Reports.pdf Walkthrough Summary Data.pdf</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: the process for evaluating how the assessment system is aligned to the instructional methodology.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Teachers will incorporate lessons, assignments, and assessments into their classes to reflect these blueprints and provide practice for students. • The EQUIP Rubric aids teachers in continuing to evaluate instructional methodology in their courses as it relates to preparation for CCRS-aligned assessments. <p>Final Evaluation:</p>



<p>[A.B.1] <u>ELL</u> MAP AZELLA Score Reports.pdf Flex Group Rosters.pdf Flex Group Schedule.pdf ILLP Examples.pdf Pathblazer ELA Screener Results.pdf Pathblazer Post Test Examples.pdf SDELL73 ELL REport.pdf Student Status Team Summaries.pdf</p> <p><u>SPED</u> Flex Group Rosters.pdf Flex Group Schedule.pdf IEP Example.pdf Pathblazer ELA Screener Results.pdf Pathblazer Math Screener Results.pdf Pathblazer Post Test Examples.pdf SPED Count Verification Letter.pdf SPED Participation 15-16.pdf Student Status Team Summaries.pdf</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"> • All assessments mentioned above provide reliable and authentic data on non-proficient students. • Assessment results help us provide differentiation/scaffolding, and remediation to students that need it. • ELL students participate in all testing that mainstream students experience. The AZELLA test is administered to students upon enrollment whose PHLOTE forms indicate they may be in need of English Language Acquisition services. Students who are not classified as “Proficient” on the AZELLA receive a quarterly language goal via an ILLP, which is shared with each of their mainstream teachers and reviewed every 10 weeks. • The Pathblazer program will give each student a screener in ELA that determines their functional performance levels and pinpoints specific skill and content gaps in ELA. • Assessment results help us provide differentiation/scaffolding, and remediation to students that need it. • SPED students participate in all testing that mainstream students experience. • The Intervention Specialist assigns SPED students into Pathblazer for remediation in ELA and math. This program will give each student a screener in ELA and/or math that determines their functional performance levels and pinpoints specific skill and content gaps in ELA and math. • Upon completion of each path [in Pathblazer], a post-test is administered to determine growth. <p>Final Evaluation:</p>	
	<table border="1"> <tr> <td data-bbox="619 1024 1392 1187"> <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="1392 1024 1913 1187"> <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>[A.C.1] MAP AZELLA Score Reports.pdf AzMERIT Score Reports.pdf English Team Mtg Minutes.pdf Faculty Meeting Agendas.pdf Galileo Indiv Dev Summary Reports.pdf Galileo Student Growth and Achievement Summary Report.pdf Math Team Meeting Notes.pdf Pathblazer Individual Reports.pdf</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">• New enrollees as well as re-enrolling students are immediately given the NWEA-MAP test upon entry into school• Fall, winter and spring testing administrations of the NWEA MAP assessments for all students• Students who have been identified as second language learners on the Home Language Survey take the AZELLA placement test, and the students' proficiency scores determine the need for an Individual Language Learner Plan (ILLP). Students who have been placed into an English language learner program will also take the AZELLA reassessment in the spring. Students who scored proficient on AZELLA are monitored for two years to help ensure success in the classroom.• Galileo individual benchmarking (pre, mid, and post-testing) for all students in English 9, 10, 11, Algebra, Algebra 2, and Geometry. Students start these courses at different times, so testing times vary.• AzMERIT is given to all students scheduled in 9th, 10th, and 11th grade ELA classes and all Algebra 1, Geometry, and Algebra 2 courses (when they are completing the second half of the course) during the fall or spring testing window.• The Intervention Specialist assigns SPED/ELL (or other students who may benefit from remediation) into Pathblazer for remediation in ELA and math. Students are given a pre-test at the identified level derived from the adaptive screener. The pretest will determine a prescriptive path for students to move through and complete a series of lessons. Upon completion of each path, a post-test is administered to determine growth.• Teachers and administration meet to analyze the data, evaluate current practices and instruction, determine interventions or enrichment needs, and the necessity of revising lessons and curriculum maps in our courses.• NWEA-MAP data reports are analyzed for baseline math and reading levels and for growth.• AZELLA data is analyzed for program placement, reclassification, and monitored by our ELL consultant to inform ILLPs.• Galileo data/reports are analyzed for individual student gaps in learning, individual growth, and class and school-wide scores and growth trends.• AzMERIT data are analyzed for individual student proficiency levels in the various areas of English and math, comparison to scores state-wide, holistic trends concerning gaps in learning in each EOC test and how that may impact curriculum.• Pathblazer data are analyzed for skill and content gaps in ELA and math, progress monitoring, and to determine growth. <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>[A.C.2] MAP Evidence of Curr Adjustment English.pdf Evidence of Curr Adjustment Math.pdf Galileo Indiv Dev Summary Reports.pdf Galileo Student Growth And Achieveme nt Summary Report.pdf Student Data Analysis for English Curriculum.pdf Student Data Analysis for Math Curriculum.pdf</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">• Data is used to revise curriculum maps for the remainder of the school year, as well as for the upcoming school year, ensuring that curriculum is enhanced for areas that test low. Based on student needs as identified by assessment data, the school course list is revised each spring for the following school year, with curriculum maps being created in preparation for the new school year.• Individual courses are revised on an as-needed basis – both universally (if trends are identified) or for individual students. This is necessary because Life Skills HS accepts new students throughout the year. <p>Final Evaluation:</p>
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>



<p>[A.C.3] MAP Galileo Indiv Dev Summary Reports.pdf Galileo Student Growth and Achievement Summary Report.pdf Instruct Adjustment English.pdf Instruct Adjustment Math.pdf Pathblazer Individual Reports.pdf Student Help Form RTI.pdf Student Status Team Summaries.pdf</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">• Since our courses follow a blended flex model, teachers can differentiate for individual students based on their needs as shown through assessment data on standardized assessments and teacher-created formative and summative assessments.• Because students are self-paced, changes in instructional strategies and activities happen in real time.• Teachers can recommend students receive Tier 2 RTI using the Pathblazer program to identify and pinpoint specific gaps in ELA and/or math. Their recommendation can be based on test scores (such as AZELLA, MAP or Galileo) or the results of formative and summative assessments in the classroom. The prescriptive path per student is used as an additional scaffolding resource. <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>



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Life Skills Center of Arizona, Inc.
 School Name: Life Skills Center of Arizona
 Site Visit Date: May 17, 2016

Required for: Renewal
 Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
<p>[M.A.1] AzMERIT Score Reports.pdf Coaching Documentation.docx Curriculum Maps.pdf English Team Mtg Minutes.pdf EQUIP Rubrics & Revised Course Checklists.pdf Example of Walk Through Responses from Tablet.xlsx Faculty Meeting Agendas.pdf Galileo Indiv Dev Summary Reports.pdf GalileoStudentGrowthAndAchievementSummaryReport.pdf IEP Example.pdf ILLP Examples.pdf Math Team Meeting Notes.pdf Pathblazer Individual Reports.pdf PDCalendar1516.docx Student Status Team Summaries.pdf Teacher SelfEvals Goals S16.pdf Teacher SelfEvals Goals F15.pdf Walkthrough Summary Data.pdf</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"> • Courses have standards-aligned curriculum maps for teachers to use as a guide to plan instruction and implement the resources to make learning meaningful to students. Teachers are provided with professional development throughout the year by internal and external sources to ensure that instruction is aligned to grade-level rigor and standards. During Friday teacher team meetings, teachers review units and lessons against the EQUIP rubric to look for fidelity in all four dimensions. • Weekly Student Status Team meetings (SSTs) are held by the Intervention Specialist on Fridays with teachers to discuss the effectiveness of instruction for SPED, ELL, and other students who have not been identified, but may need to be tested or receive extra support. A discussion of what strategies, accommodations, modifications, and materials may effective or not effective in helping a particular student succeed, are shared and recorded. A plan of action is written and shared by the Intervention Specialist, and a plan to follow-up is scheduled in four to six weeks. • Leadership monitors instruction in the classrooms through daily formal or informal classroom walkthroughs to ensure that instruction is effective and aligned to the curriculum maps and course checklists. • Galileo benchmark scores, AzMERIT scores, formative and summative assessment performance, rate of class progress, Pathblazer individual progress reports (if applicable), IEP or 504 Plans (if applicable), ILLPs (if applicable). All of this information assists teachers in identifying that the needs of students in all four subgroups are being met.

	Final Evaluation:	
<p>[M.A.2] English Team Mtg Minutes.pdf Example of Walk Through Responses from Tablet.xlsx Faculty Meeting Agendas.pdf LSHS Obs Rubric 1516Rev.pdf Math Team Meeting Notes.pdf Teacher SelfEvals Goals S16.pdf Teacher SelfEvals GoalsF15.pdf Walkthrough Summary Data.pdf</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] Example of Walk Through Responses from Tablet.xlsx LSHS Obs Rubric 1516Rev.pdf PDCalendar1516.docx Student Survey.xlsx Teacher SelfEvals Goals S16.pdf Teacher SelfEvals GoalsF15.pdf Walkthrough Summary Data.pdf</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 meeting discussions are then used by individual teachers and teacher teams, with the assistance of the leadership team, to create or refine instructional goals that involve the adjustment of instruction to meet the needs of students and reach mastery of the standards with at least an 80% passing score on summative class assessments that are aligned to the standards. • The leadership team looks at the relationship between effectiveness of instruction as measured by the Life Skills Teacher Evaluation Tool (particularly in the domains of Planning & Preparation and Instruction) and student achievement on standardized and benchmarking assessments. <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>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"> • Classroom observations occur every week in the form of walkthroughs by members of the Leadership Team. The walkthrough form is appropriate for a blended learning environment and is adopted from the TNTP Core Teaching Rubric, which describes excellent instruction aligned to the Common Core that can easily be observed in a blended classroom. • Student achievement and teacher performance data is being constantly collected and 	

	<p>analyzed to inform the evaluations and provide evidence.</p> <ul style="list-style-type: none"> Teachers and the Intervention Specialist are formally evaluated twice a year by the school administrator in fall and spring using the Life Skills High School teacher evaluation tool that is aligned to Danielson and Interstate Teacher Assessment and Support Consortium (InTASC) standards. <p>Final Evaluation:</p>	
<p>[M.B.2] CHOVI\FALL2015ARTIFACTS.zip Dilley_Fall_Artifacts-2016-05-10.zip Example of Walk Through Responses from Tablet.xlsx LSHS Obs Rubric 1516Rev.pdf Student Survey.xlsx Teacher SelfEvals Goals S16.pdf Teacher SelfEvals GoalsF15.pdf Walkthrough Self Rating.pdf Walkthrough Summary Data.pdf</p>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: the Charter Holder's process to identify the quality of instruction.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> The Life Skills Teacher Evaluation Tool Rubric is used to measure the quality of instruction, and the variety of student assessments outlined in the Assessment Section are used to measure the effectiveness of instruction. Teachers set goals after each evaluation as a product of their reflection on data from assessments, self, teacher, parent, and student surveys, and overall progress in courses they teach. Leadership uses this information, along with regular weekly classroom walkthroughs, to identify the quality of instruction. In the Spring, after both formal evaluations have been completed, the ratings given culminate in a Teaching Performance Profile and Rating of Ineffective, Developing, Effective, or Highly Effective. Not completed yet for FY 2016. Evaluation data is reviewed by the school administrator and each teacher during each evaluation window in the Fall and Spring. During each evaluation period, teachers must present artifacts within each domain to specifically show their best practices. These artifacts are reviewed by the Administrator as a part of the formal evaluation. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[M.B.3] Example of Walk Through Responses from Tablet.xlsx Student Survey.xlsx Teacher SelfEvals Goals S16.pdf Teacher SelfEvals GoalsF15.pdf Teacher1LSHSObsRubricFall1516.pdf Teacher2LSHSObsRubricFall1516.pdf Teacher3LSHSObsRubricFall1516.pdf Teacher-Peer Review - Fall 2015 (Responses).xlsx Walkthrough Summary Data.pdf</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"> • Teachers complete a self-evaluation twice a year in the fall and spring in which they reflect on strengths, weaknesses, and needs. Student surveys and peer surveys, conducted twice per year in the fall and spring, also provide information about strengths, weaknesses and needs. • Classroom observations occur every week in the form of walkthroughs by members of the Leadership Team. • This method provides the opportunity to focus on a specific areas or aspects upon observation of trends for each teacher. These focus areas can last for varying periods of time as trends continue to be analyzed throughout the year as collected data is observed. • If one or more areas show a consistent rating of 2 or less, that area will be earmarked for focus. If areas consistently show ratings of 3 or 4, the Leadership team will ensure that those ratings stay consistent. • As part of the formal evaluation process in the fall and spring, teachers and the school administrator collaborate to establish goals for improvement. The goals correspond to a specific instructional area of the evaluation (with a lower evaluation score-if applicable). <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] <u>ELL</u> MAP AZELLA Score Reports.pdf EQUIP Rubrics & Revised Course Checklists.pdf Evaluating Effectiveness of Supplemental Curriculum Examples.pdf Example of Walk Through Responses from Tablet.xlsx Flex Group Instruction Examples.pdf Flex Group Rosters.pdf Flex Group Schedule.pdf Galileo Indiv Dev Summary Reports.pdf GalileoStudentGrowthAndAchievementSummaryReport.pdf Logs,Attend,Grad Prog,Hist Grades,Schedule.pdf Pathblazer Individual Reports.pdf PDCalendar1516.docx Student Help Form RTI.pdf Student Progress Tracker.pdf Student Status Team Summaries.pdf Walkthrough Summary Data.pdf</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to evaluate supplemental instruction that is targeted to address the needs of students in all four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Students who are potentially at-risk get a basic math assessment test to decide if they are ready for Algebra 1 or if they need remediation. • If students, after instruction, are still in need of remediation, then supplemental materials are ordered. • Supplemental materials: evaluated by the strength of the second/subsequent summative assessment taken by individual students. • For English, if students are in need of remediation, then a supplemental plan is designed. Effectiveness of supplemental instruction/materials is evaluated by subsequent summative assessments. <p>Final Evaluation:</p>
<p><u>SPED</u> MAP EQUIP Rubrics & Revised Course Checklists.pdf Evaluating Effectiveness of Supplemental Curriculum Examples.pdf Example of Walk Through Responses from Tablet.xlsx Flex Group Instruction Examples.pdf Flex Group Rosters.pdf Flex Group Schedule.pdf Galileo Indiv Dev Summary Reports.pdf GalileoStudentGrowthAndAchievementSummaryReport.pdf Logs,Attend,Grad Prog,Hist Grades,Schedule.pdf Pathblazer Individual Reports.pdf PDCalendar1516.docx SPED Count Verification Letter.pdf SPED Participation 15-16.pdf Student Help Form RTI.pdf Student Progress Tracker.pdf Student Status Team Summaries.pdf Walkthrough Summary Data.pdf</p>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p> <p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[M.D.1] AzMERIT Score Reports.pdf Blended Learning Resources.docx English Team Mtg Minutes.pdf EQUIP Rubrics & Revised Course Checklists.pdf Example of Walk Through Responses from Tablet.xlsx Faculty Meeting Agendas.pdf Galileo Indiv Dev Summary Reports.pdf GalileoStudentGrowthAndAchievementSummaryReport.pdf LSCPparentSurveyFall15.docx LSHS Obs Rubric 1516Rev.pdf MAPFall14-15Math.pdf MAPFall14-15Reading.pdf MAPFall15-16Math.pdf MAPFall15-16Reading.pdf MAPSpring14-15Math.pdf MAPSpring14-15Reading.pdf MAPWinter14-15Math.pdf MAPWinter14-15Reading.pdf MAPWinter15-16Math.pdf MAPWinter15-16Reading.pdf Math Team Meeting Notes.pdf Professional Development Debriefings.pdf Student Survey.xlsx Teacher SelfEvals Goals S16.pdf Teacher SelfEvals Goals15.pdf Teacher1LSHSObsRubricFall1516.pdf Teacher2LSHSObsRubricFall1516.pdf Teacher3LSHSObsRubricFall1516.pdf Teacher-Peer Review - Fall 2015 (Responses).xlsx Teaching Performance & Profile Summary Rating.pdf Walkthrough Self Rating.pdf Walkthrough Summary Data.pdf</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"> • Holistic approach to analyzing information about strengths, weaknesses, and needs of instructional staff. • Friday Staff meetings are a time to discuss common strengths and weaknesses, and other common issues. These strengths, weaknesses, and issues are analyzed by the staff. • Evaluation data from the Life Skills Teacher Evaluation Tool is reviewed at the end of each evaluation window in the Fall and Spring. • Teacher goal setting and goal accomplishments are tracked by administration through to the next evaluation window. Leadership uses this information, along with student performance data from NWEA MAP, Galileo benchmarking, and AzMERIT to drive both personalized and school-wide professional development efforts, in conjunction with overall student achievement data, student/teacher/parent survey data, and classroom walkthrough data that provides a daily snapshot of classroom instruction. 	
	<p>Final Evaluation:</p> <table border="0"> <tr> <td data-bbox="865 880 1392 1200"> <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="1392 880 1900 1200"> <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.2] Coaching Documentation.docx English Team Mtg Minutes.pdf Example of Walk Through Responses from Tablet.xlsx Faculty Meeting Agendas.pdf Math Team Meeting Notes.pdf PDCalendar1516.docx Teacher SelfEvals Goals S16.pdf Teacher SelfEvals GoalsF15.pdf Teacher1LSHSObsRubricFall1516.pdf Teacher2LSHSObsRubricFall1516.pdf Teacher3LSHSObsRubricFall1516.pdf Walkthrough Self Rating.pdf Walkthrough Summary Data.pdf</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder uses the analysis to provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Feedback from walkthroughs is in the form of graphs and short narratives, which can be easily viewed by the teacher and discussed with Leadership. Areas of focus are culled from numerical results in each of the four domains covered by the Walkthrough Form. • Data from the walkthroughs (with no names) is shared at faculty meetings so that the team can discuss what the data is showing them and make suggestions for focus and/or improvement in any of the four domains. • More frequent feedback on strengths, weaknesses and learning needs based on the evaluation of instructional practices is provided by: <ul style="list-style-type: none"> ○ Individual conferencing with teachers several times per year (the small size of the instructional staff allows for frequent direct meetings, which means that evaluative and corrective practices and monitoring of goals are ongoing) ○ Having dialogues about pertinent data and its implications with individual teachers and entire faculty during Friday meetings ○ Viewing and discussion of student survey results with administration and teachers 		
	<p>Final Evaluation:</p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="865 1023 1392 1185"> <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="1392 1023 1896 1185"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Life Skills Center of Arizona, Inc.
 School Name: Life Skills Center of Arizona
 Site Visit Date: May 17, 2016

Required for: Renewal
 Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p>[P.A.1] MAP A FRAMEWORK FOR FACILITATED BLENDED INSTRUCTION.docx Agenda Competency Based Ed Session 1 Mar 2 2015.docx Approved PD Forms Examples.pdf AzMERIT Score Reports.pdf Blackboard Trainings.docx Blended Learning ZIA Spring 2015.pptx CBE Handouts Next Steps 4 Apr 15.docx English Team Mtg Minutes.pdf Example of Walk Through Responses from Tablet.xlsx Faculty Meeting Agendas.pdf Galileo Indiv Dev Summary Reports.pdf Galileo Training.pptx GalileoStudentGrowthAndAchievementSummaryReport.pdf Graduation Progress Tracker.pdf Logs,Attend,Grad Prog,Hist Grades,Schedule.pdf LSCPparentSurveyFall15.docx Math Team Meeting Notes.pdf Pathblazer Training Agenda.docx Pathblazer Training.docx PDCalendar1516.docx SAI Survey Results.pdf Student Progress Tracker.pdf Student Survey.xlsx Summit Agendas.pdf Teacher1LSHSObsRubricFall1516.pdf Teacher2LSHSObsRubricFall1516.pdf Teacher3LSHSObsRubricFall1516.pdf Teacher-Peer Review - Fall 2015 (Responses).xlsx Walkthrough Summary Data.pdf</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to determine what professional development topics will be covered throughout the year, and the data and analysis used to make those decisions.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The Life Skills High School leadership team decides (starting in August) what professional development topics will be covered throughout the following school year by reviewing achievement data, survey results, and other measures as listed below in order to determine campus-wide professional development needs (see Professional Development Outline below this section): <ul style="list-style-type: none"> ○ Results of formal evaluations that pinpoint areas of need, focus, or concern ○ Walkthrough data that may pinpoint areas of need, focus, or concern ○ Results of student, peer and parent surveys ○ Results of the SAI Survey from the Standards for Professional Learning taken and ranked by all teachers ○ Power School data (attendance, number of courses completed, grades, graduation rate) ○ Testing data (Galileo benchmarking, AZELLA, AzMERIT, NWEA MAP) ○ The adoption of any new digital curriculum, resources, or technology that would require training ○ Changes to state standards, accountability measures, etc. ○ Annual SPED training (Child Find, FERPA, ELL, discipline) • The plan can be revised and enhanced to cover new topics or topics in more or less detail if the need arises during the year. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



<p>[P.A.2] Agenda Competency Based Ed Session 1 Mar 2 2015.docx Blackboard Trainings.docx Blended Learning ZIA Spring 2015.pptx CBE Handouts Next Steps 4 Apr 15.docx English Team Mtg Minutes.pdf Example of Walk Through Responses from Tablet.xlsx Galileo Training.pptx Math Team Meeting Notes.pdf Pathblazer Training Agenda.docx Pathblazer Training.docx PDCalendar1516.docx SAI Survey Results.pdf Teacher SelfEvals Goals.pdf Teacher1LSHSObsRubricFall1516.pdf Teacher2LSHSObsRubricFall1516.pdf Teacher3LSHSObsRubricFall1516.pdf Walkthrough Self Rating.pdf Walkthrough Summary Data.pdf</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: that Charter Holder’s process to ensure the professional development plan is aligned with instructional staff learning needs.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none">• Teachers identify professional development goals at the beginning of the year based on their evaluations and/or results of the SAI survey• Throughout the year, teachers’ goals may be revised or continued as necessary depending on classroom observation trends (walkthrough data), student surveys, assessment data, and informal/formal conversations• After each formal evaluation period, administration may see trends or common areas of concern arise in one or more domains. If these trends are common throughout the majority of the faculty, they would be discussed with the leadership team and the professional development plan could be revised to align with the learning needs evidenced by the evaluation results. If the areas of concern are isolated to one or two faculty members, the school administrator would meet with those teachers individually and set new goals for improvement.• The SAI Professional Development Survey results from seven discrete areas indicate the areas in which staff have the greatest learning needs. <p>Final Evaluation:</p>		
	<table border="1"><tr><td data-bbox="865 922 1396 1079"><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="1396 922 1915 1079"><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</td></tr></table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[P.A.3] Faculty Meeting Agendas.pdf GalileoStudentGrowthAndAchievementSummaryReport.pdf Parent Survey 1516.docx PDCalendar1516.docx Professional Development Debriefings.pdf SAI Survey Results.pdf Student Survey.xlsx Teacher SelfEvals Goals S16.pdf Teacher SelfEvals GoalsF15.pdf Teacher1LSHSObsRubricFall1516.pdf Teacher2LSHSObsRubricFall1516.pdf Teacher3LSHSObsRubricFall1516.pdf Teacher-Peer Review - Fall 2015 (Responses).xlsx Teaching Performance & Profile Summary Rating.pdf Walkthrough Self Rating.pdf Walkthrough Summary Data.pdf</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 professional development plan was determined in large part as a response to the SAI needs survey to determine in what areas teachers felt they needed the most support in their roles. In a staff meeting at the beginning of the year, the data was shared, and as a group the ranking of importance was discussed to guide our professional development plan.• Holistically looking at evidence provided by walkthroughs, formal evaluations, assessments, surveys, and teacher documents (such as curriculum maps and course checklists), in the fall and the spring, aid in guiding the ongoing professional development needs of the faculty. Professional development is adjusted to meet any needs deemed highly important. <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>[P.B.1] English Team Mtg Minutes.pdf Faculty Meeting Agendas.pdf Math Team Meeting Notes.pdf PDCalendar1516.docx</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">• The collection of assessment data throughout the year, along with attendance, behavioral, and class completion data, provide information to guide professional development for our non-proficient students and FRL students. The bulk of professional development, therefore, involves creating plans, programs, and interventions to support these students and provide as many opportunities as possible to ensure support and student overall growth and mastery of the standards.• Professional development that addresses the needs of students with disabilities is approached in a similar manner. The Intervention Specialist assists the school with ensuring that professional development efforts are in place to support growth and achievement for all students with IEPs or 504 plans.• The Assistant Administrator, the Intervention Specialist, and the ELL Consultant help the Administrator plan pertinent internal professional development, and one or more of them are sent out to appropriate external professional development opportunities to not only address subgroup students more effectively, but to allow them to provide professional development for the staff in topics concerning subgroups. <p>Final Evaluation:</p>		
	<table border="1"><tr><td data-bbox="865 938 1392 1101"><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="1392 938 1896 1101"><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</td></tr></table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[P.C.1] Coaching Documentation.docx English Team Mtg Minutes.pdf Example of Walk Through Responses from Tablet.xlsx Faculty Meeting Agendas.pdf Math Team Meeting Notes.pdf PDCalendar1516.docx Walkthrough Summary Data.pdf</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to provide support to the instructional staff on the high quality implementation of the strategies learned in professional development.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Teachers receive job-embedded coaching to help them implement new strategies learned in professional development sessions. This may be composed of team teaching, instructional coaching, or clinical supervision (if necessary) by members of the leadership team. • Friday faculty and teacher team meetings throughout the year are used to provide clarification, follow-up, examples/modeling, and opportunities for discussion/determination of best practices in the implementation of learned professional development strategies. <p>Final Evaluation:</p>
<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
<p>[P.C.2] Approved PD Forms Examples.pdf Approved POs for PD Examples.pdf Center Student Ach Partnership Proposal 2015-2016.pdf Concrete Resources Chrome.docx Concrete Resources.docx Copy of AZ PD Budget.xlsx Professional Development Debriefings.pdf</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"> • After staff development, teachers fill out a sheet that includes what they will need to implement professional development strategies. While this includes mostly the resource of time, the school has purchased Chrome Books to support professional development strategies. <p>Final Evaluation:</p>
<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



<p>[P.D.1] deFreyArtifacts2015-16-2016-05-10.zip Dilley_Fall_Artifacts-2016-05-10.zip Example of Walk Through Responses from Tablet.xlsx LSSH Obs Rubric 1516Rev.docx Teacher SelfEvals Goals.pdf Walkthrough Self Rating.pdf Walkthrough Summary Data.pdf</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">• Leadership conducts walkthroughs of classrooms every week, which includes periodic checks of course checklists and the actual classes (through online access into each class through Blackboard – our LMS). These items are expected to reflect effective implementation of professional development strategies learned throughout the year, particularly related to effective use of Common Core shifts, instructional supports, and assessments.• All teachers receive formal evaluations from the school administrator in December and May. The process begins in August with a self-evaluation and goals aligned to the Life Skills teacher evaluation rubric. The administrator uses this rubric so that the ratings are clear to all parties involved. Teachers are expected to produce evidence and artifacts that show how they meet in each domain of the Life Skills teacher evaluation rubric in order to substantiate the rating of each indicator. Domain 4, section E specifically refers to the teacher’s level of implementation of strategies learned in professional development sessions.		
	<p>Final Evaluation:</p> <table border="1"><tr><td data-bbox="865 917 1392 1076"><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="1392 917 1915 1076"><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</td></tr></table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[P.D.2] Example of Walk Through Responses from Tablet.xlsx Faculty Meeting Agendas.pdf SAI Survey Results.pdf Walkthrough Summary Data.pdf</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">• Friday faculty meetings and teacher team meetings provide weekly opportunities to discuss/model/practice implementation of professional development strategies.• On our small campus, we have identified certain teachers as the “go-to” persons for certain aspects of follow-up to professional development.• In other words, when someone effectively implements a strategy, he/she is willing to help fellow teachers with that strategy. The administrator will often direct a teacher to another teacher specifically for that purpose. The result would be that the teacher who received the guidance is able to reflect that in the lesson, assessments, activities, etc. within the class. <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: Life Skills Center of Arizona, Inc.
 School Name: Life Skills Center of Arizona
 Site Visit Date: May 17, 2016

Required for: Renewal
 Evaluation Criteria Area: Grad Rate

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p>[G.A.1] Assist Admin Referral Form Examples.pdf AZCIS Usage Reports.pdf Career Planning & Dev Checklist.pdf Career Planning & Dev Map.pdf ECAP Implementation Plan.pdf ECAP Report Example.pdf First Day Act Pkt.pdf Grad Course Planner.pdf Graduation Progress Checklist.pdf Senior Career Planning Dev MapChecklist.pdf Senior Meeting Agendas.pdf Senior Mtg Sign-Ins.pdf Workshop & Community Service Sign-Ins.pdf</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"> • All students are immediately enrolled into a Career Planning and Development course that they work on throughout their time here until they are close to graduation. • The required activities include making a graduation progress plan, exploring academic and career goals, and participating in volunteer and leadership opportunities within and/or outside of school. • Graduating Seniors (students with 15 or more credits who are progressing towards graduation) are enrolled into a Senior Career Planning and Development course that they work on until graduation. They must complete a series of required activities that include: completing career interest inventories, updating their course planner, updating their resume, participating in voluntary college placement testing, college tours, and a Senior Leadership Retreat. Seniors are also required to attend monthly meetings where they participate in group activities focused on: professional communication, time management, post-secondary planning, financial literacy, college-vocational tours/presentations, and completion of all activities that will be included in the AZCIS ECAP Report. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



<p>[G.A.2] AZCIS Usage Reports.pdf Blackboard Access.docx Call Logs & Consec Abs Reports.pdf Course Checklists.pdf Email Comm Examples.pdf Formative Summative Assess Results English.pdf Formative Summative Assess Results Math.pdf Grad Mtg Checklist IndivExamples.pdf Graduate Meeting Announcements.pdf Graduation Progress Checklist.pdf Graduation Progress Tracker.pdf Logs,Attend,Grad Prog,Hist Grades,Schedule.pdf LS Monthly Credits Earned.pdf Post Card Invites for Drop Outs.pdf Postcards for Absent Students.pdf Progress Card Examples.pdf Quarterly Progress Report.pdf Senior Advisor Mtg Notes.pdf Senior Checklist.pdf Student Progress Tracker.pdf Student Teacher Conf Mtg Notes.pdf Workshop Calendar.pdf</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"> • Administration conducts a credit analysis for each student upon enrollment. Each student’s credit analysis is updated throughout the school year as students earn credits. Students who have not completed a course within 6 to 8 weeks are identified by an administrator and are required to meet with their homeroom teacher and/or course instructor to discuss the reasons for their lack of progress and to come up with a plan to complete the course in a timely manner. • As students approach completion of graduation requirements, the Assistant Administrator meets with them to review any deficiencies in requirements and provide relevant post-graduation information. • Additional processes for monitoring and follow-up on student progress toward completing courses to meet graduation requirements include: <ul style="list-style-type: none"> ○ Daily updating of the Student Progress Tracker by the Assistant Administrator ○ Weekly updating of the Graduation Tracker by the Assistant Administrator ○ Progress reports sent home quarterly by the Assistant Administrator ○ Monitoring of the Student Progress and Graduation Trackers by homeroom teachers, who meet with their students monthly and contact parents when needed ○ Student meetings upon student request, parent request, or the request of administration ○ Email communication between a student’s teachers and his/her parents or guardians ○ Frequent communication when students participate in workshops on securing financial aid (FAFSA), careers, applying for college, and other aspects of post-secondary college and career readiness ○ Daily/Weekly calling of students by office staff or administration ○ Student-Teacher conferences with students who have not completed a course during prior two months • The Career Planning and Development course is worked on continuously throughout the year. • All graduating Seniors are given a copy of their Graduate Checklist at each monthly Senior meeting. The Assistant Administrator requires that this checklist be updated at each meeting. The Senior Advisor meets with graduating Seniors every two weeks to discuss individual class progress, how many core classes are left to complete, attendance, upcoming workshops and other Senior-related activities, and suggestions for strategic time management in order to complete all requirements in time for graduation. <p>Final Evaluation:</p>		
	<table border="1" style="width: 100%;"> <tr> <td data-bbox="522 1299 1245 1395"> <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 1299 1896 1395"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[G.B.1] Assist Admin Referral Form Examples.pdf Bus Pass Inventory Template 2015-2016.xlsx.xlsx Casey Risk Assessment & Example.pdf Examples Modification Differentiation English.pdf Examples Modification Differentiation Math.pdf Flex Group Rosters.pdf Graduation Progress Tracker.pdf Logs,Attend,Grad Prog,Hist Grades,Schedule.pdf LS Monthly Credits Earned.pdf Math Placement Test.pdf Meeting Notes Examples Assist Admin.pdf Pathblazer Individual Reports.pdf Student Progress Tracker.pdf Student Resource Guide.pdf Student Status Team Summaries.pdf Support Resources.pdf Workshop & Community Service Sign-Ins.pdf Workshop Calendar.pdf</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to provide timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none">• Prior to enrollment in any math course, students are given a math assessment to determine the appropriate placement in Algebra and Geometry courses.• Additional processes for identifying students that are not successfully progressing through required courses include:<ul style="list-style-type: none">○ Homeroom teachers are responsible for keeping track of their students’ progress and noting any need for meetings, parent contact, and/or intervention○ Administration, Senior Advisor, and/or any teacher can identify students for intervention, parent contact○ The Intervention Specialist can hold a SST concerning a student in order to clarify the concerns and make an academic plan going forward○ All staff has access to the Student Progress Tracker and Graduation Tracker, as well as records in Power School in order to keep track of a student’s progress and possible needs• Remediate academic problems by providing differentiated instruction for struggling students. The Pathblazer program remediates students in reading and math, and the Intervention Specialist provides additional math and reading support through direct instruction every week. The flexible four-day per week school schedule offers opportunities for additional academic support, including tutoring and frequent opportunities for one-on-one or small group instruction and/or help, and faster credit recovery for students who wish to extend their day and stay more than the required five hours.• Specific additional academic supports to remediate academic problems for struggling students are implemented through:<ul style="list-style-type: none">○ The use of a blended flex model that is designed to provide differentiated instruction○ The use of the Pathblazer program for targeted remediation in reading and math○ Direct instruction flex groups weekly for reading and math○ Daily one-on-one help by teachers and staff○ Alternative assignments, along with other appropriate differentiation in classes• Administer a risk assessment such as the CASEY Life Skills High School Risk Assessment, which measures student needs in the following areas: Goals, School, Home & Community, Study & Technology, Basic Skills, Motivation & Participation, and Relationships. The Assistant Administrator discusses areas of concern with the students when
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	<p>meeting with them. The Student Success Coordinator uses the data to determine what types of workshops may be most helpful and of interest to our students.</p> <ul style="list-style-type: none">• The Assistant Administrator meets with students individually to help them rebound from social problems and reframe for success. The Student Success Coordinator provides weekly workshops for students on a myriad of subjects, including: credit and banking, careers, dating violence, child care, etc.• All students are provided with a free daily bus ticket so they can travel to and from school at no cost.• Examples of support given to struggling students include:<ul style="list-style-type: none">○ Food boxes○ Guidance in applying for programs that provide financial, medical, and nutrition assistance○ Child care resources○ Mental health referrals○ Housing resources○ Collaboration with DCS caseworkers and juvenile probation		
	<p>Final Evaluation:</p> <table border="1"><tr><td data-bbox="520 846 1245 945"><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 846 1896 945"><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</td></tr></table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[G.B.2] Attendance Averages.pdf Casey Risk Assessment & Example.pdf Course Checklists.pdf Graduation Progress Checklist.pdf LS Monthly Credits Earned.pdf Senior Advisor Mtg Notes.pdf Student Progress Tracker.pdf Student Survey.xlsx Student Teacher Conf Mtg Notes.pdf</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">• Data regarding course progress checklist, class completion rates, attendance, student surveys, and graduation rates are reviewed throughout the year and over the summer to determine if any of our systems are in need of modification.• The CASEY Risk Assessment survey will be given to all students at the end of the school year, which will help us determine the effectiveness of provided workshops, instruction, and interventions given during the year. This data will also be reviewed and used in planning for the following year. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Life Skills Center of Arizona, Inc.
 School Name: Life Skills Center of Arizona
 Site Visit Date: May 17, 2016

Required for: Renewal
 Evaluation Criteria Area: Academic Persistence

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p>[AP.A.1] Call Logs & Consec Abs Reports.pdf Casey Risk Assessment & Example.pdf Course Checklists.pdf Email Communication Examples.pdf Graduation Progress Tracker.pdf Progress Card Examples.pdf Quarterly Progress Report.pdf Student Progress Tracker.pdf Student Services Q Results.pdf Student Services Questionnaire.pdf Student Survey Classes and Workshops Responses.xlsx</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to measure levels of engagement.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Course checklists and progress cards indicating how many activities were completed daily (i.e., quizzes, tests, projects, and assignments) by each student. Homeroom teachers monitor these everyday upon check-in and check-out. • The Student Progress tracker, which monitors course completion dates and is updated daily by the Assistant Administrator and reviewed by faculty and staff at Friday meetings • The Graduation Progress tracker, which monitors number of courses needed for graduation and is updated weekly by the Senior Advisor and reviewed by faculty and staff at Friday meetings • Attendance records from the Power School Consecutive Absence Report – students are called and postcards are sent if they show 4 or more days of consecutive, unexcused absences. • Email communications between parents/guardians/students and staff regarding academic progress and concerns • Quarterly progress reports showing number of classes remaining until graduation, which are mailed to homes • Student participation in non-academic workshops and activities-which is tracked by the Student Success Coordinator. She also seeks out and encourages students who are not currently participating to participate. • Student responses on post-workshop surveys – the Student Success Coordinator uses these to determine whether the workshop was relevant, helpful, needs follow-up, etc. • Observations of teachers and staff as to changes in a student’s appearance or behavior (including discipline logs in Power School). Concerns are addressed by an Administrator by meeting with the student and/or parents/guardians if necessary • Discussions between the student and staff regarding personal issues and challenges <p>Final Evaluation:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[AP.A.2] 15-16 field trip event list.pdf AZCIS Accounts.pdf Career Day.pdf Casey Risk Assessment & Example.pdf Community Resources.pdf Doc of Service Hours or Work.doc Events and Pictures.docx Graduation Progress Tracker.pdf Incentive Award.docx Incentive Program Ordering.xlsx Life Skills HS Facebook.docx Life Skills Website.docx Logs,Attend,Grad Prog,Hist Grades,Schedule.pdf LSHS Incentive Program Prize Catalog.docx LSHS Incentive Program Summary.docx Pay Stub Examples.pdf Postcard Examples.pdf Quarterly Progress Report.pdf Student Progress Tracker.pdf Student Services Q Follow Up.pdf T Shirt Field Trip and Event.docx Work Hours Log.pdf Workshop & Community Service Sign-Ins.pdf Workshop Calendar.pdf</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to provide timely intervention for students demonstrating potential for disengagement.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Contacting and meeting with parents/guardians when possible. • Placing new or returning students in classes based on academic need. • Offering flexible scheduling to students who are parents or who work full time. • Allowing students to stay an extended day to receive tutoring/extra help • Meeting with Homeroom teacher to discuss progress at least once per month. • Sending home Progress Reports quarterly. • The ability to earn up to four elective credits through documented work and community service. • Character-building activities such as community service, i.e., <ul style="list-style-type: none"> ○ Canned food drive ○ Packing food boxes ○ Blood drive ○ Park building • Phone calls, texts and emails to follow-up with students who have been absent, just had a child, etc. • Sending of postcards to students who have been absent or have dropped out which are written and signed by familiar teachers or the administration • Students in need are identified by teachers, peers, or administration and referred to the Student Success Coordinator or the Assistant Administrator who connect them with Community Partnerships that can help them with shelter, jobs, food, counseling, medical care, etc. <p>Final Evaluation:</p>		
	<table border="1" style="width: 100%;"> <tr> <td data-bbox="569 1222 1247 1317"> <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="1247 1222 1896 1317"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[AP.A.3] Attendance Averages.pdf Casey Risk Assessment & Example.pdf Course Checklists.pdf Graduation Progress Checklist.pdf LS Monthly Credits Earned.pdf Persistence Rate Reports FY131415.pdf Senior Advisor Mtg Notes.pdf Student Services Q Follow Up.pdf Student Survey.xlsx Student Teacher Conf Mtg Notes.pdf Workshop & Community Service Sign-Ins.pdf</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder evaluates these strategies to determine effectiveness.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Each month, we review students’ rates of class completion. • Data regarding course progress, credits earned, attendance, student surveys, and participation in student workshops, Senior meetings and activities, and community events are reviewed throughout the year and over the summer to determine if any of our systems are in need of modification. Informal meetings occur throughout the year regarding the effectiveness of each strategy, however, an informal session between the administrator and assistant administrator take place in July each year, or sooner as needed. <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	Life Skills Centers, Inc	Schools	Life Skills Center
Charter Holder Entity ID	80299	Dashboard Year	FY16
Submission Date	April 21, 2016	Purpose of DSP Submission	Renewal

DSP CHECKLIST

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



AREA I: DATA

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

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

Dashboard Ratings for All Measures			
School Name: Life Skills Center of Arizona			
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	Meets	Yes
Improvement—Reading (Alternative High Schools Only)	Falls Far Below	Meets	Yes
Percent Passing—Math	Falls Far Below	Does Not Meet	Yes
Percent Passing—Reading	Falls Far Below	Does Not Meet	Yes
Subgroup, ELL—Math	Meets	No Rating	Yes
Subgroup, ELL—Reading	Does Not Meet	No Rating	Yes
Subgroup, FRL—Math	No Rating	Meets	Yes
Subgroup, FRL—Reading	No Rating	Falls Far Below	Yes
Subgroup, students with disabilities—Math	Falls Far Below	Falls Far Below	Yes
Subgroup, students with disabilities—Reading	Falls Far Below	Does Not Meet	Yes
High School Graduation Rate (High Schools Only)	No Rating	Does Not Meet	Yes
Academic Persistence (Alternative Schools Only)	No Rating	Meets	Yes

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

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



DATA TABLE 1

Assessment	Assessment Tool	Notes
Internal Benchmarking data has been disaggregated for READING from:	Multiple (explain in Notes column)	Galileo benchmarking data from Fall 2015 to the present, and MAP data from Fall, Winter, Spring 2014-2015 and Fall and Winter 2015-2016 helped to determine Reading proficiency.
Internal Benchmarking data has been disaggregated for MATH from:	Multiple (explain in last column)	Galileo benchmarking data from Fall 2015 to the present, and MAP data from Fall, Winter, Spring 2014-2015 and Fall and Winter 2015-2016 helped to determine Math proficiency.
High School Graduation Rate	Graduation Rate Summary Report from ADE and Life Skills Power School records	The data in the Grad Rate Summary report conflicts with our internal Power School records. Therefore, we have included both sources.
Academic Persistence	Accountability CCRI Reports: Persistence Rate and Dropout Rate Reports	These figures come from the Accountability-CCRI Reports provided by the ADE

VALID and RELIABLE DATA

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

The MAP assessment was selected by the Chief Academic Officer and a team of education specialists at the corporate level because it provides a personalized assessment by adapting to each student’s learning level as the student answers each test item. This provides a measurement for each student’s achievement as well as growth over time. Additionally, the MAP assessment is aligned with ACCRS. Incoming students can be assessed quickly, giving the teachers an idea of their areas of strength and weakness in ELA and math.

The Galileo assessment’s validity and reliability is recognized by the Arizona Department of Education and Arizona State Board of Charter Schools and used by schools across the state as a valid and reliable indicator. The benchmarks are aligned to the AzMERIT tests in Reading and Math and can predict performance on AzMERIT.

We use clear testing protocols for all MAP and Galileo benchmark testing to ensure that the testing yields authentic results. Our testing coordinator completes/attends relevant professional development in order to follow all protocols for administration as outlined by ATI-Galileo, and NWEA MAP. The data provided by MAP and Galileo provide large comparison samples due to the use of these tests throughout the state of Arizona and the country (in the case of MAP). Academic Persistence Rates are shown by the Accountability CCRI Reports from ADE. Graduation Rates are shown by the Graduation Rate Summary Reports from ADE as well as by our Power School records.

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	<p>MAP tests are given to all students upon entry into the school and during three school-wide benchmarking periods. Included is data from Fall, Winter, and Spring for 2014-2015. Also included is data from Fall and Winter for 2015-2016. We have not yet completed Spring MAP testing as we are currently finishing the AzMERIT testing window. Due to the very transient nature of our student population, FAY was not used because we wanted a bigger sample of students to analyze.</p> <p>The MAP data was analyzed using the Overall Performance Grade Report for grades 9, 10, and 11 using the percentile range shown by each student’s scores. For the purposes of entry onto the Data Submission spreadsheet, a percentile range of Lo was an FFB. A percentile range of Lo Avg was an AS. A percentile range of Avg or Hi Avg was a MS. A percentile range of Hi was an ES. The 12th grade did not receive percentile scores because NWEA did not get enough of a sample for a Norms study, so RIT scores were used to determine where the student fell among the four score ranges on the spreadsheet. The District Grade Level Mean RIT was used as an indicator for MS or ES. Ranges below 200 were considered an FFB, RIT ranges from 200 to the District Grade Level Mean RIT were an AS, RIT ranges from the District Grade Level Mean RIT and about 15 to 25 points above were a MS, and RIT ranges around 25 points or higher than the District Grade Level Mean RIT were an ES. All students considered by MAP to have valid growth test scores were included in the Data Submission spreadsheet.</p> <p>The Galileo benchmarking data is for students</p>	<p>The data from the MAP assessment shows limited growth in Math. The growth targets are negative for both testing years. For 14-15, the baseline is 26%, the mid-point is 13%, and the post is 7%. S1 is -13.77% and S2 is -5.18%. For 15-16, the baseline is 36% and the mid-point is 26%, which is significantly higher than last year. S1 is -9.36%.</p> <p>We feel that the negative trend in SGP is due to the highly transient nature of our population. However, the baseline increased 10% and the mid-point increased 13% compared to 14-15.</p> <p>The same set of students are not all present from one testing period to the next. We did not use only FAY students for the numbers on the Data Submission spreadsheet because the sample would be quite small. So we are comparing the scores of fairly diverse groups of students during each testing period instead of the exact same sample.</p> <p>Also, since classes are self-paced and students take the classes they need. Often, they have been out of school for anywhere from a few months to a year or two. One of the things we have started doing because of this data is schedule students so that if they need math, they will take the entire math class instead of having a break in between the first and second halves of the class.</p> <p>The fact that MAP is given as a school-wide benchmark and is, therefore, inherently problematic for our transient population, reinforces the value in Galileo’s ability to individually benchmark students. We believe that this will help us strengthen curriculum and instruction in a more targeted and focused</p>



in Algebra 1, Geometry, and Algebra 2, from Fall 2015 to the present. These students are given a pre-test, midpoint, and post-test as they move through the class. Students who have taken two or all three tests are included in the data. The scores reflect each student's level as reported on their individual score report. These benchmarks are done on an individual basis because the classes are self-paced and a student can start a class at any time based on their credit needs.

manner, because student performance will drive the individual learning plan for each student.

The Galileo benchmarking data is from the 2015-2016 school year. At the mid-point, 79% of students met the growth target, while at the post-test, 78% of students met the growth target, which is higher than MAP. S2 showed a -1.63 because of the 1% drop in SGP. The growth target for Math is shown in S2 as a -1.63. However, close to 80% of students met the growth target at both the baseline and mid-point, which shows a definite growth trend.

We feel that Galileo gives us a more accurate measure of student ability as related to the AZCCRS and AzMERIT. The Galileo assessments are helping us identify the standards that need to be emphasized in our math curriculum and addressed in our instruction for individual students in order to strengthen their math skills and that this is already having a positive impact on our math scores.

Student Median Growth
Percentile (SGP)—
Reading

MAP tests are given to all students upon entry into the school and during three school-wide benchmarking periods. Included is data from Fall, Winter, and Spring for 2014-2015. Also included is data from Fall and Winter for 2015-2016. We have not yet completed Spring MAP testing as we are currently finishing the AzMERIT testing window. Due to the very transient nature of our student population, FAY was not used because we wanted a bigger sample of students to analyze.

The MAP data was analyzed using the Overall Performance Grade Report for grades 9, 10, and 11 using the percentile range shown by each student's scores. For the purposes of entry onto the Data Submission spreadsheet, a percentile range of Lo was an AS. A percentile range of Avg or Hi Avg was a MS. A percentile range of Hi was an ES. The 12th grade did not receive percentile scores because NWEA did not get enough of a sample for a Norms study, so RIT scores were used to determine where the student fell among the four score ranges on the spreadsheet. The District Grade Level Mean RIT was used as an indicator for MS or ES. Ranges below 200 were considered an FFB, RIT ranges from 200 to the District Grade Level Mean RIT were an AS, RIT ranges from the District Grade Level Mean RIT and about 15 to

The data from the MAP assessment shows limited growth in Reading. The growth targets are negative for both testing years. For 14-15, the baseline is 26%, the mid-point is 19%, and the post is 6%. S1 is -6.40% and S2 is -13.59%. For 15-16, the baseline is 45% and the mid-point is 34%, which is significantly higher than last year. S1 is -11.11%.

We feel that the negative trend in SGP is due to the highly transient nature of our population. However, the baseline for 15-16 increased 19% and the mid-point increased 15% compared to 14-15.

The same set of students are not all present from one testing period to the next. We did not use only FAY students for the numbers on the Data Submission spreadsheet because the sample would be quite small. So we are comparing the scores of fairly diverse groups of students during each testing period instead of the exact same sample.

Also, since classes are self-paced and students take the classes they need. Often, they have been out of school for anywhere from a few months to a year or two. One of the things we have started doing because of this data is schedule students so that if they need English, they will take the entire English class instead of having a break in between the first and second



25 points above were a MS, and RIT ranges around 25 points or higher than the District Grade Level Mean RIT were an ES. All students considered by MAP to have valid growth test scores were included in the Data Submission spreadsheet.

The Galileo benchmarking data is for students in English 9, 10, and 11, from Fall 2015 to the present. These students are given a pre-test, midpoint, and post-test as they move through the class. Students who have taken two or all three tests are included in the data. The scores reflect each student’s level as reported on their individual score report. These benchmarks are done on an individual basis because the classes are self-paced and a student can start a class at any time based on their credit needs.

halves of the class.

The fact that MAP is given as a school-wide benchmark and is, therefore, inherently problematic for our transient population, reinforces the value in Galileo’s ability to individually benchmark students. We believe that this will help us strengthen curriculum and instruction in a more targeted and focused manner, because student performance will drive the individual learning plan for each student.

The Galileo benchmarking data is from the 2015-2016 school year. At the mid-point, 54% of students met the growth target, while at the post-test, 64% of students met the growth target, which is much higher than MAP. S2 showed growth at 10.12% because of the 10% increase in SGP from the mid-point to the post-test.

The growth target for Reading is shown in S2 as 10.12%. Over half of the students met the growth target at both the baseline and mid-point, which shows a definite growth trend.

We feel that Galileo gives us a more accurate measure of student ability as related to the AZCCRS and AzMERIT. The Galileo assessments are helping us identify the standards that need to be emphasized in our English curriculum and addressed in our instruction for individual students in order to strengthen their Reading skills and that this is already having a positive impact on our English scores.

Student Median Growth Percentile (SGP) Bottom 25%/Improvement— Math	Click here to enter text.	Click here to enter text.
Student Median Growth Percentile (SGP) Bottom 25%/Improvement— Reading	Click here to enter text.	Click here to enter text.

Percent Passing—Math

MAP tests are given to all students upon entry into the school and during three school-wide benchmarking periods. Included is data from Fall, Winter, and Spring for 2014-2015. Also included is data from Fall and Winter for 2015-2016. We have not yet completed Spring MAP testing as we are currently finishing the AzMERIT testing window. Due to the very transient nature of our student population, FAY was not used because we wanted a bigger sample of students to analyze.

A comparison of MAP from 14-15 to 15-16 shows a generally higher rate of proficiency in math in the latter year. In 2014-15, proficiency showed as 37% for the baseline, 25% for the mid-point, and 29% for the post-test. S1 was -12%, but S2 showed as 4% growth. In 2015-16, proficiency showed as 39% for the baseline and 31% for the mid-point, which is higher than last year. S1 is -7%.

However, since the testing population isn’t the same at each benchmark, it is not as effective



The MAP data was analyzed using the Overall Performance Grade Report for grades 9, 10, and 11 using the percentile range shown by each student's scores. For the purposes of entry onto the Data Submission spreadsheet, a percentile range of Lo was an FFB. A percentile range of Lo Avg was an AS. A percentile range of Avg or Hi Avg was a MS. A percentile range of Hi was an ES. The 12th grade did not receive percentile scores because NWEA did not get enough of a sample for a Norms study, so RIT scores were used to determine where the student fell among the four score ranges on the spreadsheet. The District Grade Level Mean RIT was used as an indicator for MS or ES. Ranges below 200 were considered an FFB, RIT ranges from 200 to the District Grade Level Mean RIT were an AS, RIT ranges from the District Grade Level Mean RIT and about 15 to 25 points above were a MS, and RIT ranges around 25 points or higher than the District Grade Level Mean RIT were an ES. All students considered by MAP to have valid growth test scores were included in the Data Submission spreadsheet.

The 2015-16 Galileo benchmarking data is for students in Algebra 1, Geometry, and Algebra 2, from Fall 2015 to the present. These students are given a pre-test, midpoint, and post-test as they move through the class. Students who have taken two or all three tests are included in the data. The scores reflect each student's level as reported on their individual score report. These benchmarks are done on an individual basis because the classes are self-paced and a student can start a class at any time based on their credit needs.

at helping us pinpoint individual student needs as they relate to Arizona standards. It is effective, however, at giving us an overview of a student's knowledge of general math areas.

2015-16 Galileo benchmark testing shows a baseline of 3%, a mid-point of 29%, and a post-test of 56%. This is significant growth, as shown by S1 at 26% and S2 at 27%.

We feel that Galileo gives us a more accurate measure of student ability as related to the AZCCRS and AzMERIT. The Galileo assessments are helping us identify the standards that need to be emphasized in our Math curriculum and addressed in our instruction for individual students in order to strengthen their Math skills and that this is already having a positive impact on our Math proficiency scores.

While MAP can give us an overall view of a student's ability in Math, the individual benchmarking we can do with Galileo more directly meets the needs of our transient population as far as pinpointing their gaps and strengths as they relate to AZCCRS. The scores have an impact on individual differentiation for students as well as on the curriculum maps for the Math courses. We think that the growth shown reinforces our opinion that Galileo data will continue to help us fill in gaps for our students.

Percent Passing—**Reading**

MAP tests are given to all students upon entry into the school and during three school-wide benchmarking periods. Included is data from Fall, Winter, and Spring for 2014-2015. Also included is data from Fall and Winter for 2015-2016. We have not yet completed Spring MAP testing as we are currently finishing the AzMERIT testing window. Due to the very transient nature of our student population, FAY was not used because we wanted a bigger sample of students to analyze.

The MAP data was analyzed using the Overall Performance Grade Report for grades 9, 10, and 11 using the percentile range shown by each student's scores. For the purposes of entry onto the Data Submission spreadsheet, a

A comparison of MAP from 14-15 to 15-16 shows a slightly higher rate of proficiency in Reading in the latter year. In 2014-15, proficiency showed as 38% for the baseline, 39% for the mid-point, and 26% for the post-test. S1 showed 1% growth, and S2 showed as a -13% growth. In 2015-16, proficiency showed as 44% for the baseline and 39% for the mid-point. S1 is -5%.

However, since the testing population isn't the same at each benchmark, it is not as effective at helping us pinpoint individual student needs as they relate to Arizona standards. It is effective, however, at giving us an overview of a student's knowledge of general areas in



percentile range of Lo was an FFB. A percentile range of Lo Avg was an AS. A percentile range of Avg or Hi Avg was a MS. A percentile range of Hi was an ES. The 12th grade did not receive percentile scores because NWEA did not get enough of a sample for a Norms study, so RIT scores were used to determine where the student fell among the four score ranges on the spreadsheet. The District Grade Level Mean RIT was used as an indicator for MS or ES. Ranges below 200 were considered an FFB, RIT ranges from 200 to the District Grade Level Mean RIT were an AS, RIT ranges from the District Grade Level Mean RIT and about 15 to 25 points above were a MS, and RIT ranges around 25 points or higher than the District Grade Level Mean RIT were an ES. All students considered by MAP to have valid growth test scores were included in the Data Submission spreadsheet.

The 2015-16 Galileo benchmarking data is for students in English 9, 10, and 11, from Fall 2015 to the present. These students are given a pre-test, midpoint, and post-test as they move through the class. Students who have taken two or all three tests are included in the data. The scores reflect each student's level as reported on their individual score report. These benchmarks are done on an individual basis because the classes are self-paced and a student can start a class at any time based on their credit needs.

Reading.

2015-16 Galileo benchmark testing shows a baseline of 31%, a mid-point of 36%, and a post-test of 29%. Growth is shown by S1 at 5%, but growth at S2 is -7%. We are looking into why growth dropped, but we did notice a smaller sample size with the mid and post-tests and some students we absent quite a bit between tests and missed instruction.

We feel that Galileo gives us a more accurate measure of student ability as related to the AZCCRS and AzMERIT. The Galileo assessments are helping us identify the standards that need to be emphasized in our English curriculum and addressed in our instruction for individual students in order to strengthen their Reading skills and that this is already having a positive impact on our Reading proficiency scores.

While MAP can give us an overall view of a student's ability in Reading, the individual benchmarking we can do with Galileo more directly meets the needs of our transient population as far as pinpointing their gaps and strengths as they relate to AZCCRS. The scores have an impact on individual differentiation for students as well as on the curriculum maps for the English courses. We think that the growth shown reinforces our opinion that Galileo data will continue to help us fill in gaps for our students.

Subgroup, ELL—Math

Included is data from Fall, Winter, and Spring for 2014-2015. Also included is data from Fall and Winter for 2015-2016. We have not yet completed Spring MAP testing as we are currently finishing the AzMERIT testing window. Due to the very transient nature of our student population, all ELL students were counted. FAY was not used because we wanted a bigger sample of students to analyze.

The MAP data was analyzed using the Overall Performance Grade Report for grades 9, 10, and 11 using the percentile range shown by each student's scores. For the purposes of entry onto the Data Submission spreadsheet, a percentile range of Lo was an FFB. A percentile range of Lo Avg was an AS. A percentile range of Avg or Hi Avg was a MS. A percentile range of Hi was an ES. The 12th grade did not receive percentile scores because NWEA did not get enough of a sample for a Norms study, so RIT

A comparison of ELL subgroup scores in MAP from 14-15 to 15-16 shows a higher growth rate of proficiency in Math in the latter year. In 2014-15, proficiency showed as 20% for the baseline, 0% for the mid-point, and 0% for the post-test. S1 was -20%, and S2 showed as 0% growth. In 2015-16, proficiency showed as 13% for the baseline and 20% for the mid-point. S1 shows growth at 8%. We can see that growth is stronger this year, which suggests that Tier 2 interventions, such as Pathblazer and Flex Groups, as well as SST's to discuss how to help particular student may be having a positive impact.

The sample size is quite small for 2014-15, with only 5 students taking the baseline, 3 students completing the mid-point, and 1 students taking the post-test. The sample size for 2015-16 is only 8 students for the baseline and 10 students for the mid-point test.



scores were used to determine where the student fell among the four score ranges on the spreadsheet. The District Grade Level Mean RIT was used as an indicator for MS or ES. Ranges below 200 were considered an FFB, RIT ranges from 200 to the District Grade Level Mean RIT were an AS, RIT ranges from the District Grade Level Mean RIT and about 15 to 25 points above were a MS, and RIT ranges around 25 points or higher than the District Grade Level Mean RIT were an ES. All ELL students considered by MAP to have valid growth test scores were included in the Data Submission spreadsheet.

The 2015-16 Galileo benchmarking data is for ELL students enrolled in Algebra 1, Geometry, and Algebra 2, from Fall 2015 to the present. These students are given a pre-test, midpoint, and post-test as they move through the class. Students who have taken two or all three tests are included in the data. The scores reflect each student's level as reported on their individual score report. These benchmarks are done on an individual basis because the classes are self-paced and a student can start a class at any time based on their credit needs.

Additionally, since the testing population isn't completely the same at each benchmark, MAP is not as effective at helping us pinpoint individual student needs as they relate to Arizona standards. It is effective, however, at giving us an overview of a student's knowledge of general areas in Math.

In the Galileo 2015-16 benchmarking data, our ELL subgroup, with a sample of only 3 students, showed a baseline of -33% and a mid-point of 0%. This resulted in S1 showing as -33%. Two of the 3 students tested approached and one met the standard.

We will continue to use the benchmarking data to show gaps in the students' knowledge and remediate to strengthen math skills. These students will benefit from Tier 2 RTI utilizing Pathblazer (which can be customized to address learning gaps based on test data) and daily flex groups for increased math instruction. Both Pathblazer and the flex groups will help reinforce the language skills necessary for math, along with the students' interactions with their teachers and classmates on a one-on-one basis.

Subgroup, ELL—Reading

Included is data from Fall, Winter, and Spring for 2014-2015. Also included is data from Fall and Winter for 2015-2016. We have not yet completed Spring MAP testing as we are currently finishing the AzMERIT testing window. Due to the very transient nature of our student population, all ELL students were counted. FAY was not used because we wanted a bigger sample of students to analyze.

The MAP data was analyzed using the Overall Performance Grade Report for grades 9, 10, and 11 using the percentile range shown by each student's scores. For the purposes of entry onto the Data Submission spreadsheet, a percentile range of Lo was an FFB. A percentile range of Avg or Hi Avg was a MS. A percentile range of Hi was an ES. The 12th grade did not receive percentile scores because NWEA did not get enough of a sample for a Norms study, so RIT scores were used to determine where the student fell among the four score ranges on the spreadsheet. The District Grade Level Mean RIT was used as an indicator for MS or ES. Ranges below 200 were considered an FFB, RIT

A comparison of ELL subgroup scores in MAP from 14-15 to 15-16 does not show a higher rate of proficiency in Reading in the latter year. In 2014-15, proficiency showed as 20% for the baseline, 0% for the mid-point, and 0% for the post-test. S1 was -20%, and S2 showed as 0% growth. The sample size is quite small, with only 5 students taking the baseline, 3 students completing the mid-point and 1 student taking the post-test.

In 2015-16, proficiency showed as 0% for the baseline and 0% for the mid-point. S1 shows 0% growth. Only 4 ELL students in the current year were ELL students last year (2014-15) and the sample size is 9 for the baseline and 10 for the mid-point.

Since the testing population isn't the same at each benchmark, it is not as effective at helping us pinpoint individual student needs as they relate to Arizona standards. It is effective, however, at giving us an overview of a student's knowledge of general areas in Reading. We will continue to utilize Tier 2 interventions, such as Pathblazer and Flex Groups, as well as SST's to discuss how to help



	<p>ranges from 200 to the District Grade Level Mean RIT were an AS, RIT ranges from the District Grade Level Mean RIT and about 15 to 25 points above were a MS, and RIT ranges around 25 points or higher than the District Grade Level Mean RIT were an ES. All ELL students considered by MAP to have valid growth test scores were included in the Data Submission spreadsheet.</p> <p>The 2015-16 Galileo benchmarking data is for ELL students enrolled in English 9, 10, and 11, from Fall 2015 to the present. These students are given a pre-test, midpoint, and post-test as they move through the class. Students who have taken two or all three tests are included in the data. The scores reflect each student's level as reported on their individual score report. These benchmarks are done on an individual basis because the classes are self-paced and a student can start a class at any time based on their credit needs.</p>	<p>ELL students remediate reading skills. Teachers will continue to refer to a student's ILLP for guidance about that student's level of proficiency and what interventions are needed in the classroom to help them improve in reading.</p> <p>In the Galileo 2015-16 benchmarking data, our ELL subgroup, with a beginning sample of only 6 students, showed a baseline of 17% and a mid-point of 33%. Only 3 students completed the mid-point test. This resulted in S1 showing growth of 17%. From the mid-point to the post-test, only 2 students have completed the post-test and did not show growth, resulting in S2 showing -33%.</p> <p>We will continue to use the benchmarking data to show gaps in the students' knowledge and remediate to strengthen reading skills. These students will benefit from Tier 2 RTI utilizing Pathblazer (which can be customized to address learning gaps based on test data) and daily flex groups for increased reading instruction. Both Pathblazer and the flex groups will help reinforce the language skills necessary for reading, along with the students' interactions with their teachers and classmates on a one-on-one basis.</p>
<p>Subgroup, FRL—Math</p>	<p>FRL data is virtually the same as our school data. FRL is not a subgroup at Life Skills.</p>	<p>Same as school data</p>
<p>Subgroup, FRL—Reading</p>	<p>FRL data is virtually the same as our school data. FRL is not a subgroup at Life Skills.</p>	<p>Same as school data</p>
<p>Subgroup, students with disabilities—Math</p>	<p>Included is data from Fall, Winter, and Spring for 2014-2015. Also included is data from Fall and Winter for 2015-2016. We have not yet completed Spring MAP testing as we are currently finishing the AzMERIT testing window. Due to the very transient nature of our student population, all SPED students were counted. FAY was not used because we wanted a bigger sample of students to analyze.</p> <p>The MAP data was analyzed using the Overall Performance Grade Report for grades 9, 10, and 11 using the percentile range shown by each student's scores. For the purposes of entry onto the Data Submission spreadsheet, a percentile range of Lo was an FFB. A percentile range of Lo Avg was an AS. A percentile range of Avg or Hi Avg was a MS. A percentile range of Hi was an ES. The 12th grade did not receive</p>	<p>A comparison of SPED subgroup scores in MAP from 14-15 to 15-16 shows a somewhat higher rate of proficiency in Math in the latter year, although both years showed growth. In 2014-15, proficiency showed as 0% for the baseline, 6% for the mid-point, and 9% for the post-test. S1 showed growth at 6%, and S2 showed as 3% growth. In 2015-16, proficiency showed as 6% for the baseline and 14% for the mid-point. S1 shows growth at 8%. We can see that growth occurred both years and that growth is stronger this year, which suggests that Tier 2 interventions, such as Pathblazer and Flex Groups, as well as SST's to discuss how to help particular student may be having a positive impact.</p> <p>However, since the testing population isn't completely the same at each benchmark, MAP</p>



percentile scores because NWEA did not get enough of a sample for a Norms study, so RIT scores were used to determine where the student fell among the four score ranges on the spreadsheet. The District Grade Level Mean RIT was used as an indicator for MS or ES. Ranges below 200 were considered an FFB, RIT ranges from 200 to the District Grade Level Mean RIT were an AS, RIT ranges from the District Grade Level Mean RIT and about 15 to 25 points above were a MS, and RIT ranges around 25 points or higher than the District Grade Level Mean RIT were an ES. All SPED students considered by MAP to have valid growth test scores were included in the Data Submission spreadsheet.

The 2015-16 Galileo benchmarking data is for SPED students enrolled in Algebra 1, Geometry, and Algebra 2, from Fall 2015 to the present. These students are given a pre-test, midpoint, and post-test as they move through the class. Students who have taken two or all three tests are included in the data. The scores reflect each student's level as reported on their individual score report. These benchmarks are done on an individual basis because the classes are self-paced and a student can start a class at any time based on their credit needs.

is not as effective at helping us pinpoint individual student needs as they relate to Arizona standards. It is effective, however, at giving us an overview of a student's knowledge of general areas in Math.

In the Galileo 2015-16 benchmarking data, our SPED subgroup, with a beginning sample of only 8 students, showed a baseline of 0%, a mid-point of 0%, and a post-test of 0%. This resulted in S1 showing growth of 0%. From the mid-point to the post-test, only 2 students have completed the post-test and did not show growth, resulting in S2 showing 0%.

We will continue to use the benchmarking data to show gaps in the students' knowledge and remediate to strengthen math skills. These students will benefit from Tier 2 RTI utilizing Pathblazer (which can be customized to address learning gaps based on test data) and daily flex groups for increased math instruction. Both Pathblazer and the flex groups will help reinforce the math skills necessary to fill in learning gaps, along with the students' interactions with their teachers and classmates on a one-on-one basis.

Teachers meet weekly in a Student Status Team (SST) with the Intervention Specialist to discuss and pinpoint specific needs of our SPED students, particularly in regards to math and reading skills as shown by individual test reports from MAP and Galileo as well as evidence from the classroom and prior grades.

Subgroup, students with disabilities—**Reading**

Included is data from Fall, Winter, and Spring for 2014-2015. Also included is data from Fall and Winter for 2015-2016. We have not yet completed Spring MAP testing as we are currently finishing the AzMERIT testing window. Due to the very transient nature of our student population, all SPED students were counted. FAY was not used because we wanted a bigger sample of students to analyze.

The MAP data was analyzed using the Overall Performance Grade Report for grades 9, 10, and 11 using the percentile range shown by each student's scores. For the purposes of entry onto the Data Submission spreadsheet, a

A comparison of SPED subgroup scores in MAP from 14-15 to 15-16 shows a slightly higher rate of proficiency in Reading in the former year. In 2014-15, proficiency showed as 6% for the baseline, 6% for the mid-point, and 10% for the post-test. S1 showed 0% growth, but S2 showed 4% growth. In 2015-16, proficiency showed as 21% for the baseline and 5% for the mid-point. S1 shows growth at -16%. We need to continue to apply Tier 2 interventions, such as Pathblazer and Flex Groups, as well as SST's to discuss how to help SPED students improve their reading skills.

Since the testing population isn't completely



percentile range of Lo was an FFB. A percentile range of Lo Avg was an AS. A percentile range of Avg or Hi Avg was a MS. A percentile range of Hi was an ES. The 12th grade did not receive percentile scores because NWEA did not get enough of a sample for a Norms study, so RIT scores were used to determine where the student fell among the four score ranges on the spreadsheet. The District Grade Level Mean RIT was used as an indicator for MS or ES. Ranges below 200 were considered an FFB, RIT ranges from 200 to the District Grade Level Mean RIT were an AS, RIT ranges from the District Grade Level Mean RIT and about 15 to 25 points above were a MS, and RIT ranges around 25 points or higher than the District Grade Level Mean RIT were an ES. All SPED students considered by MAP to have valid growth test scores were included in the Data Submission spreadsheet.

The 2015-16 Galileo benchmarking data is for SPED students enrolled in English 9, 10, and 11, from Fall 2015 to the present. These students are given a pre-test, midpoint, and post-test as they move through the class. Students who have taken two or all three tests are included in the data. The scores reflect each student's level as reported on their individual score report. These benchmarks are done on an individual basis because the classes are self-paced and a student can start a class at any time based on their credit needs.

the same at each benchmark, MAP is not as effective at helping us pinpoint individual student needs as they relate to Arizona standards. It is effective, however, at giving us an overview of a student's knowledge of general areas in Reading.

In the Galileo 2015-16 benchmarking data, our SPED subgroup, with a beginning sample of only 12 students, showed a baseline of 33%, a mid-point of 0%, and a post-test of 33%. This resulted in S1 showing -33%. From the mid-point to the post-test, 3 students have completed the post-test and one showed growth, resulting in S2 showing 33%, because 1 out of 3 students earned a score of meets. We will continue to use the benchmarking data to show gaps in the students' knowledge and remediate to strengthen reading skills.

These students will benefit from Tier 2 RTI utilizing Pathblazer (which can be customized to address learning gaps based on test data) and daily flex groups for increased reading instruction. Both Pathblazer and the flex groups will help reinforce the reading skills necessary to fill in learning gaps, along with the students' interactions with their teachers and classmates on a one-on-one basis.

Teachers meet weekly in a Student Status Team (SST) with the Intervention Specialist to discuss and pinpoint specific needs of our SPED students, particularly in regards to math and reading skills as shown by individual test reports from MAP and Galileo as well as evidence from the classroom and prior grades.

Graduation Rate Summary Reports

These reports are from the ADE and were derived by using the formula for Graduation Rate: dividing the number of Graduates (G or W7) in the cohort by the number of students in the cohort.

See Table 1 Below

However, it appears that some graduates may have been counted more than once or shown in a different cohort than our Power School records showed.

Therefore, we are also including Table 2 that represents graduation rate using the same

Graduation Rates showed as NR on the Academic Dashboard for 2012 and 2013, and we don't believe the rates were properly recorded for 2014 either, which resulted in not meeting during these years.

Additionally, there are discrepancies between the state's graduation counts and our count of students who actually graduated. We have included the state's reports on Table 1 to show that we did report in all past years even though the Academic Dashboard indicated otherwise.

However, we have also included Table 2 to indicate how many students actually graduated from our school for the past three years. The

High School Graduation Rate (Schools serving 12th grade only)



formula (dividing the number of graduates (G or W7) in the cohort by the number of students in the cohort). However, Table 2 shows data from our Power School records for FY13, FY14, and FY15 that was reported by our school to the State. We had 7 students in the past three fiscal years that graduated a year early and 6 students that graduated in their 8th year, which we also included on Table 2. The numbers shown in Table 2 represent the number of students that actually graduated from Life Skills High School in the past 3 years.

number of graduates has steadily climbed, and we will continue to use the interventions and methods described in Areas VI and VII to retain students and prepare them for college and career.

See Table 2 below

Persistence Rate Reports

These reports are from the ADE and were derived by using the formula for Persistence Rate: dividing the number of students who re-enroll by Oct. 1 of CY by the number of students eligible to re-enroll based on PY.

The Persistence Rate Reports show a fairly to moderately strong academic persistence rate for FY13 through FY15. For some reason, FY13 showed as NR on our Academic Dashboard, which resulted in not meeting that year even though the State shows that it has this data.

See Table 3 below

Drop-Out Rate Summary Reports

These reports are from the ADE and were derived using the formula for Dropout Rate: Dividing the number of students no longer enrolled at the end of the school year who did not transfer, graduate, or die by the number of students enrolled.

The Drop-Out Rate Summary Reports for the past two fiscal years shows an improvement in the percentage of dropouts. We will continue to use the interventions and methods described in Area VII to retain students in our school or at least make sure they stay enrolled in a suitable school if they must leave Life Skills.

See Table 4 below

Academic Persistence
(Alternative High Schools
Only)

Table 1:

Graduation Rate Summary Report for Life Skills High School per ADE				
Numbers reflect the percent of each cohort that graduated per fiscal year				
FY	4-year	5-year	6-year	7-year
2012	35/94=37%	59/155=38%	61/184=33%	77/188=41%
2013	7/68=10%	35/93=38%	59/153=39%	61/180=34%
2014	4/60=7%	12/71=17%	38/95=40%	61/155=39%
2015	7/63=11%	14/67=21%	21/75=28%	38/95=40%
2016	19/146=13%	16/67=24%	25/74=34%	23/79=29%

Rows highlighted in yellow represent data that was listed as “NR” on the 2012 and 2013 Academic Dashboards. We do not know why these years were “NR” since we reported the data to the State each of those fiscal years. FY 2014 was listed as “Not Met” on the Academic Dashboard, but we are not sure if that is correct.

Table 2:



Graduation Report Based on Power School Records							
FY	Early Grads	4-year	5-year	6-year	7-year	8-year	Total Grads
2013	0	11/60=18%	3/32=9%	0/11=0%	0/8=0%	1/3=33%	15
2014	3	7/65=11%	10/49=20%	9/26=35%	2/8=25%	2/3=67%	33
2015	4	15/123=12%	8/84=10%	13/52=25%	3/25=12%	3/11=27%	46

The fiscal years on Table 2 represent the *actual* fiscal year. This graduation data does not show a one-year lag as the data does on the state Graduation Rate Summary Report.

Table 3:

FY	Academic Persistence
2013	61
2014	79
2015	76

Table 4:

FY	Drop-Out Rate
2014	50.1
2015	28.4

AREA II: CURRICULUM

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

The answers to the following guided questions will provide a detailed explanation of the curriculum processes that are presented in the following graphic organizer.





A. Evaluating Curriculum

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

Answer

Life Skills High School runs a self-paced program using a *blended flex model* (online learning is the backbone of student learning, even if it directs students to offline activities at times). The teacher is on-site, and students learn mostly on the brick-and-mortar campus, except for any homework assignments. The teacher provides face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group or individual projects, and individual tutoring). This means that students in a particular class may all be at different points in the class and at differing levels at any given time. Our curriculum, therefore, is evaluated not only in terms of how well it aligns with state standards, but for how effective it is in



meeting the needs of our students who are at differing levels of proficiency.

Curriculum review is annual and ongoing and is addressed by our leadership team and our teacher teams. Our leadership team consists of the School Administrator, Assistant Administrator, Intervention Specialist, Math Department Chair and English Department Chair. The Department Chairs hold meetings with teachers in their departments as well as with the science and social studies teachers, who will typically be a part of the English team due to the ACCRS ELA standards that apply to their courses. However, they will also meet with the math team to discuss best practices incorporating math into their curricula as well.

Our curriculum consists of curriculum maps for each course, accompanied by a standards alignment document. Within each course is a course checklist, which is a scope and sequence of the course. This checklist includes units and lessons within each unit.

Life Skills teacher teams review the curriculum before the start of the year with a standards alignment document based on ACCRS for all subject area courses. This document consists of the standards that are applicable to the course being reviewed, a description of each standard, and a checklist that shows in which unit each standard is addressed. Teachers determine how completely and effectively the present curriculum addresses the standards and evaluate how well it serves the needs of our student population (i.e., ability to differentiate, modify, prepare students for standardized testing). Content in the course that is not part of the standards may be removed unless it provides scaffolding for students to enable them to reach the level of standards required in each course. If the alignment document shows that any standards are missing in a course, the teacher will add lessons to cover the gap. Curriculum maps are revised to reflect the curriculum that will be utilized during the year. Standards alignment documents and curriculum maps must first be looked at in teacher teams, who will check for alignment and coverage of standards in each course. These documents are then forwarded to the leadership team for final approval. Leadership looks for thorough standards coverage, and alignment with curriculum before giving final approval.

Throughout the year, teacher teams continue to review each course and modify, revise, supplement, or replace units/lessons/assessments as needed to ensure full coverage of standards and student engagement and mastery. Galileo and MAP benchmark scores are used to evaluate how well our curriculum is helping students in math and reading. We look for evidence of growth or lack of growth and check our curriculum against the gaps that show in student scores. Teacher teams review the data and make adjustments to maps and lessons as needed. Standards alignment documents, curriculum maps, and course checklists must reflect any changes made to courses during the year. These must be approved by the leadership team.

Our teacher teams have started to utilize the Educators Evaluating Quality Instructional Products (EQUIP) rubric to help us ensure that curricular materials, units, and lessons reflect the four dimensions (alignment, key shifts, instructional supports, and assessment). Going forward into the next school year, we feel that using this rubric *before* presenting curricula to our students will reduce the amount of revisions and modifications that will need to be made throughout the year.

Documentation

- Standards alignment documents (new & revised) signed off
- Curriculum Maps (new & revised) signed off
- Course checklists (new & revised) signed off
- AzMERIT score reports
- Galileo benchmark test results
- Meeting agendas/notes
- EQUIP Rubric template

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

Since Life Skills draws a typically transient student population, individuals are often at-risk for gaps regardless of the completeness of our curricula. In November of the current school year, we started utilizing individual benchmarking through the administration of Galileo pre, mid, and post testing for students in English 9-11 and Algebra I and II and Geometry. Individual benchmarking allows us to analyze test data for each student. This information is helping us determine gaps for individual students in English and math and adjust our curriculum to best meet their particular needs as they move through a course.

Standards alignment documents and curriculum maps for each course help ensure that all standards are being covered in each class. Students' progress through the curriculum is tracked through individual student progress cards and class checklists, as well as formative and summative assessment results.

An evaluation of curriculum effectiveness by the teacher teams is ongoing throughout the school year and includes:

- evaluating class performance and completion data from the Student Progress Tracker (weekly)
- evaluating progress checks by the homeroom teachers and their students (weekly)
- discussing the frequency and necessity of modification/revision to lessons and units within each course by the teacher (monthly during teacher team meetings)
- addressing student feedback (informal and from student surveys twice per year)
- analyzing individual student performance on:
 - Galileo benchmark testing (ongoing) and comparing MAP scores (three times per year) over time of consistently enrolled students
 - studying AzMERIT scores in ELA and math (after each testing window), looking for trends that can help us improve instruction

By looking at the listed factors, the teacher teams look at ways to use other resources in their courses (i.e., Khan Academy, Readworks, teacher-created, etc.) to supplement or replace ineffective lessons, units, and/or assessments either holistically or individually for students. This determination is made if:

- a student is/students are - taking more than 4 to 6 weeks to complete a class, and/or
- if modifications must be made for 50% or more of students in a class in order for them to pass a lesson, unit, or end-of-course assessment with 80% or better, and/or
- if a student does not/students do not - show growth trends over multiple testing periods in Galileo, MAP, and/or AzMERIT

Formative and summative assessments are used to evaluate the extent to which students meet curricular and Arizona state standards as well as the effectiveness of our teachers to support and instruct students to meet those standards.

Building on the evaluation process, curriculum effectiveness is measured specifically in three ways:

- First, student results on their work completed *within* each course (i.e. assignments, quizzes, tests, and progress) are monitored by each teacher and the leadership team in regards to whether these prepare students to pass end-of-course assessments aligned to the appropriate standards with at least 80% mastery.
- Second, teachers provide standards-aligned assessments (tests, projects) within each class to demonstrate proficiency.
- Third, student achievement and growth data are analyzed to determine if the curriculum meets the needs of all students.
 - NWEA MAP (where we look at trends in ELA and math scores), Galileo benchmarking in English 9-11 and Algebra I and II and Geometry is a fourth point of data (students typically take a pretest, mid-test, and posttest in each class), and the results from AzMERIT are all utilized.

When AzMERIT scores are made available after the fall or spring testing sessions, the teachers and the leadership team evaluate the results to determine how effectively the curriculum enables students to meet the standards. Teachers looked at individual scores for students in English and math, which helped them target areas of concern for those students and adjust pacing and instruction for them if necessary. Additionally, individual Galileo benchmark testing results (pre, mid, and post) throughout the year in English and math help teachers evaluate how effectively the curriculum enables individual students (as well as *all* students-by looking at trends) to meet the standards. Teachers also assess standards mastery as a student moves



through each unit in order to determine the course of action needed for each student, i.e., provide additional support, provide enrichment, etc.

Documentation

- Standard alignment documents
- Curriculum maps
- Progress cards
- Course checklists
- Formative & summative assessment results
- Additional curriculum resources
- Student progress tracker
- Student surveys
- Homeroom teacher notes
- Galileo benchmark score reports
- MAP test score reports
- AzMERIT score reports
- Student surveys

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

Answer

Life Skills teacher teams use a standards-alignment document for each course in our curriculum to identify curricular gaps. Prior to the start of the school year, each course’s standards alignment document is reviewed by the core content teacher and the teacher teams responsible for the course(s) to confirm that all standards are adequately covered. This document consists of the standards that are applicable to the course being reviewed, a description of each standard, and a checklist that shows in which unit each standard is addressed. This checklist acts as a tally to evidence the number of times each grade level ACCRS standard is covered in all courses in English, math, social studies, and science.

If the alignment document shows that any standards are missing in a course, the teacher will add lessons/units to cover the gap. If our main curriculum providers (Global Personalized Academics – formerly Blended Schools Network, and Zia Learning) do not provide enough material to fill gaps, the teacher can utilize additional resources (teacher-created, Kahn Academy, Readworks, resources from Achieve the Core, etc.) in order to ensure coverage of all standards in the class.

The school administrator must approve all standards alignment documents to ensure that courses cover all standards and that there are no curricular gaps.

We have received training on best practices for using Galileo test banks to individualize assessments for students throughout a class in order to more effectively deliver instruction and monitor progress and growth. Additionally, holistically analyzing data from Galileo benchmarking helps teachers identify the areas of curriculum that need to be enhanced, revised, or modified in general to best serve the needs of our students. Individual, class, and multi-test reports of various kinds accessible on Galileo provide teachers with information about specific student learning gaps, individual growth, and school-wide trends. These reports are viewed and discussed at meetings of the leadership team, teacher teams, and regular faculty meetings. These activities contribute to the ongoing evaluation and revision of our curricula throughout the year.

Documentation

- Standards alignment documents
- Curriculum maps



- Additional curriculum resources
- Course checklists
- Galileo training agendas
- Galileo benchmark score reports
- Meeting agendas/minutes

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

Our core curriculum is continuously evaluated by our instructional staff, school leadership, and the Chief Academic Officer of Life Skills. A review of all courses and assessments is conducted prior to the start of each school year and is ongoing throughout the year. We consider how long it takes students to complete courses, how thoroughly the courses cover all applicable standards and DOK levels, how engaging the courses are, and how well the courses prepare students for state assessments. In the spring of the school year, the leadership team and Chief Academic Officer determine whether or not the present curriculum should be kept as-is, supplemented, or a new one adopted.

Life Skills High School used Edgenuity as our main curriculum provider during the 2013-14 and 2014-15 school years. While Edgenuity had accessible reporting capability and basically aligned to ACCRS, students were generally not showing adequate individual growth in ELA and math on NWEA MAP testing. While some improvement was seen in AIMS math and reading, we attributed that more to a function of the flex group program we instituted than a function of the Edgenuity curriculum. Observation by school leadership, along with informal interviews with students and teachers reflected a lack of student engagement and comprehension of lessons due to the fact that content material was delivered through a video lecture/quiz/test format with little opportunity for active engagement, differentiation, or the chance to use additional resources.

When Life Skills requested that Edgenuity providers allow us to pull learning objects from courses for use within a Learning Management System (LMS) such as Blackboard, the curriculum vendor was not willing to do that. The reason for our request was so that teachers could bring additional resources into their classes that would better align the curriculum to the standards, fill in curricular gaps, and allow for increased student engagement and growth in individual courses and on standardized testing.

Further, with the adoption of AzMERIT testing in the fall of 2014, we felt that the Edgenuity format would not prepare students in all four Depth of Knowledge (DOK) levels. The AzMERIT test results from Spring 2015 was an additional indication to the Leadership Team that Edgenuity was not adequately covering the content and skills needed for success on the end-of-course tests and that other avenues regarding curriculum needed to be explored.

Looking forward to the 2015-2016 school year, the leadership team and the Chief Academic Officer of Life Skills begin collaborating in the Spring of 2015, to vet potential curricular materials and evaluate how they would better serve our specific needs. School leadership and the Chief Academic Officer then secured training (in-person and/or webinars), to supervise the implementation and ensure that the new curriculum was/is incorporated with fidelity and success.

Documentation

- MAP score reports
- AIMS score reports
- AzMERIT score reports
- Training schedules

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?



<p>Answer</p>
<p>The Life Skills Center of Arizona is a 9-12 Charter High School that has its daily operations managed by a Charter School Management Organization that works with schools in multiple sites. The curriculum that is used at LSC Arizona was selected after careful review of AZ graduation requirements and state content standards. Our current curriculum was selected after an intensive review conducted by the Chief Academic Officer (CAO) and our Executive Director of 9-12 School Improvement (EDSI). This curriculum was selected after comparing a variety of electronic curriculums including Apex, Edgenuity, and Blended Schools Network. Since no single out of the box curriculum was determined to be a perfect fit, the CAO determined that the best course of action would be to utilize a variety of resources including staff developed materials, out of the box curriculum (Edgenuity/BSN/APEX), and Subject matter expert-created curriculum developed by a third party vendor (Zia Learning) for use in Our School’s Learning Management System.</p> <p>The selection process used by the CAO and EDSI included the consideration of state standards required, the purpose that the curriculum is intended to meet, the needs of the students being served by the curriculum, the metrics that will be used to understand student progress, and how the teacher will be able to support and augment the learning of the student. The curriculum evaluation and review process looks to the program goals and priorities to create program policies and procedures aligned with district goals and build stakeholder buy-in and confidence. Because the curriculum resources are intended for the dropout recovery student, the curriculum selected was designed to support the determination of current student knowledge and support the student’s ability to complete the essential content needed to receive the credits needed toward graduation.</p> <p>Since Life Skills High School offers a self-paced, credit-recovery program with a flexible schedule for at-risk students, ages 16-21, we look for curricular materials that lend themselves for use in a blended learning flex model.</p> <ul style="list-style-type: none"> • Our student population benefits from a curriculum that can be accessed not only at school, but from other venues (such as work, home, or the library) to encourage more rapid credit recovery. Additionally, it should be accessible by computer, Chromebook, tablet, or even a smartphone. • The curriculum needs to effectively align to the standards • The curriculum should engage the student through a variety of digital resources such as video clips, slide shows, online reading, discussion boards, etc. <p>Other criteria include:</p> <ul style="list-style-type: none"> • Cost-effective • Compatible with the school’s technological capability • Research-based • The ability to incorporate teacher-created resources • The option to utilize Open Educational Resources (OERs) • The ability to differentiate lessons and assessments for subgroups and for all students • Flexible learning objects within units and classes in order to create custom lessons and units • Aligned to state assessments • Inclusion of courses for post-secondary readiness • Availability of training and ongoing support from the vendor
<p>Documentation</p>
<ul style="list-style-type: none"> • Course structures aligned to ACCRS • Research-based documentation by curriculum vendor • Course list • List of vendor features and services • Training agenda to familiarize staff with how to use the features of the adopted providers

C. Revising Curriculum



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

Answer

The school considers assessment data as the basis for curriculum revision. Assessment data is analyzed various times throughout the school year (as assessments are given and scored) by both the leadership team and teacher teams to determine areas of concern. Any significant curriculum revision beyond minor changes made throughout the year, would begin in the spring and continue into the summer before the start of the new school year.

The criteria for the need to revise curriculum include:

- Use of assessment tools (AzMERIT, Galileo, NWEA MAP) to identify patterns and trends and their possible causes-if students show a lack of growth on Galileo benchmarking, or if students who take two or three MAP benchmarks show a lack of growth, or if AzMERIT scores are low-there could be a need to revise curriculum
- AzMERIT and Galileo score results to determine areas for possible revision if gaps are apparent in student test scores
- Alignment to ACCRS

Since we have started using individual Galileo benchmarking in English 9-11 and Algebra I and II and Geometry, teachers are able to specifically pinpoint areas that may require revision in the entire course (through data trends). This happens on an ongoing basis as students move through these classes and take the pre, mid, and post-tests.

If assessment results or any other criteria mentioned above indicate curriculum revision is necessary, the leadership team and the Chief Academic Officer of Life Skills begin collaborating to vet potential curricular materials and evaluate how they would better serve our specific needs. Going forward, we will formalize the process for revision using the EQUIP rubric for instructional materials to help focus the process. School leadership and the Chief Academic Officer will then secure training (in-person and/or webinars), and supervise the implementation to ensure that the revised curriculum is incorporated with fidelity and success.

If needed curriculum revisions do not require the use of a new provider and/or purchased curricular materials, any revisions made in-house can happen on an as-needed basis as long as:

- The revisions align to ACCRS
- Curriculum maps and Standards Alignment Documents are revised
- Course checklists are revised
- Revisions have been approved by School Leadership

Documentation

- Standards alignment documents
- NWEA MAP score reports
- Galileo benchmark score reports
- AzMERIT score reports
- EQUIP rubric
- Meeting notes
- Revised documents

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

Answer



Curriculum is reviewed annually before the start of the school year by the school leadership team and the teacher teams. Time is given to teacher teams in the spring near the end of the school year as well as up to two weeks before the start of the new school year to work on curriculum revision.

The following criteria guide their curriculum work:

- Review ACCRS and Depth of Knowledge Matrix and make effective changes to curriculum maps and standards alignment documents
- Review Galileo benchmark blueprints and AzMERIT blueprints and make effective changes to curriculum maps and formative and summative assessments
- Analyze all major assessments (AzMERIT, NWEA MAP, Galileo benchmarks) and determine how to revise curriculum maps to address areas of concern and select appropriate curricular resources

Curriculum maps and standards alignment documents must be updated by each teacher to reflect any revisions made. All revisions to the core curriculum must be approved by the school administrator.

Once curriculum is revised, the leadership team and teacher teams work collaboratively to determine the best way to incorporate and realize curriculum changes. This would include exploring new, site-specific instructional tools and programs for intervention, enrichment, and curriculum delivery that best serve the needs of our students.

We have recognized the need to use a more effective tool for ongoing curriculum revision, so our teacher teams have been utilizing the EQUIP Rubric and taking a closer look at our curriculum in terms of the four dimensions: alignment, key shifts, instructional supports, and assessment. Going forward into the next school year, we will utilize this rubric as we revise the curriculum, which will reduce the amount of revisions and modifications that will need to be made throughout the year to our courses as a whole.

Documentation

- NWEA MAP score reports
- Galileo benchmark score reports
- Curriculum maps
- AzMERIT score reports
- Meeting agendas and notes
- EQUIP rubric

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 leader meets with the leadership team prior to the beginning of the year and develops an instructional plan outlining course offerings and teaching assignments.

Courses must be aligned to the appropriate adopted curriculum maps. This ensures that there is consistency in standards coverage and rigor for all courses, regardless of the teacher. The leadership team makes sure that the course checklists align to the standards and the curriculum maps. Daily classroom walkthroughs by administration, both formal and informal, validate that written plans are being executed with fidelity in the courses. Communication of these expectations is reinforced through an annual formal evaluation process in which teachers are held accountable for adhering to curriculum maps, submitting and using aligned course checklists (with units and lessons outlined), providing differentiated learning opportunities, using tools such as Galileo, engaging in the analysis of assessment data, and participating in collaborative revisions to improve instruction.

Instructional staff and leadership meet every Friday which affords an opportunity for consistent communication regarding curriculum implementation, both in the large group and in teacher teams. The use of the Equip rubric has been, and will continue to be, a valuable resource for ensuring that the implementation of key shifts, instructional supports and aligned



assessment are taking place in all classes.
Documentation
<ul style="list-style-type: none"> • Course offerings and teacher assignments • Curriculum maps • Course checklists • Teacher evaluations • Walk-through form/feedback • Equip rubric

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
<p>At the start of the year (and throughout the year), the school administrator communicates directly with the faculty that all classes must have a curriculum map that follows ACCRS, along with a completed standards alignment document. This document consists of the standards that are applicable to each course, a description of each standard, and a checklist that shows in which unit each standard is addressed. This alignment checklist acts as a tally to evidence the number of times each grade level ACCRS standard is covered – not only in a particular course – but throughout the scope and sequence of all courses in English, math, social studies, and science. Using these tallies in conjunction with student testing data, teacher teams will be able to make modifications to curriculum maps at the end of each year to address any gaps.</p> <p>Benchmark Galileo testing in English 9, 10, 11 and Algebra I and II, and Geometry create testing blueprints for all teachers that clearly articulate what standards are being assessed in each of those courses. These blueprints clearly communicate the standards expectations for each course and complement the curriculum maps.</p> <p>Every class must have a course checklist, which acts as a standards-aligned scope and sequence and complements the curriculum map. The school administrator and members of the leadership team review the course checklists to ensure the lessons and units are not only aligned to the standards, but that they provide necessary elements of student engagement and rigor, and that assessments align to the standards. The curriculum map, alignment document, and course checklist must be approved by the school administrator before they can be used.</p> <p>The school administrator and/or members of the leadership team conduct regular classroom walkthroughs and provide feedback (written or informal) to ensure that the self-paced instruction of students matches their course checklists. Teacher submissions and use of aligned curriculum maps and course checklists are indicators on every teacher’s formal evaluation.</p> <p>Teachers are held accountable for consistent use of these tools as part of their formal evaluations. The evaluation tool and articulated evaluation rubric is presented to teachers at the beginning of the year and again midway through the year. To ensure a clear understanding of expectations. Teachers have opportunities during Friday whole group and teacher team meetings to discuss and provide feedback on lessons and units in the course checklists, alignment, and pacing.</p> <p>Teacher teams have begun to utilize the Educators Evaluating Quality Instructional Products (EQUIP) rubric to help us ensure that curricular materials, units, and lessons reflect the four dimensions (alignment, key shifts, instructional supports, and assessment). As we are introducing the EQUIP rubric this year, we are practicing using it in teacher teams to evaluate existing units and lessons. Going forward, we recognize the value of using it before making decisions on digital curriculum providers, materials, and curriculum within the school.</p>
Documentation
<ul style="list-style-type: none"> • Meeting agendas/notes • Curriculum maps • Standards alignment documents



- Course checklists
- Walk-through form/feedback
- Teacher evaluation rubric
- EQUIP rubric template

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

Curriculum maps are designed so that each core course will cover ACCRS when both parts have been completed (for instance, English 9A and 9B or Algebra 1A and 1B). Standards alignment documents have been created along with curriculum maps for each course. The course standard tallies that are part of the alignment document show how often and when particular standards are covered within a single course. When the entire course sequence is viewed by teacher teams, they can readily see that all standards are taught and how much each standard is emphasized during the instructional sequence. This review is done at the beginning of the year and is re-visited during our Friday teacher team meetings when these tallies are looked at in tandem with the analysis of student achievement data. This allows teachers to determine if a standard needs to be more frequently emphasized, or if the quantity of coverage is appropriate, or if entirely new ways of helping students master the standard need to be incorporated.

Students are considered to have mastered the content of a standards-aligned course if they successfully pass the class with a summative assessment that meets the standards taught in the course with a grade of at least 80%. Since our students' grade level may not reflect the courses they actually need to pass in order to fulfill their credits needed for graduation, they must show mastery with a minimum of 80% in the summative assessment of whatever course they need to take.

Every week, the leadership team does classroom walkthroughs and reviews all course checklists to ensure that the lessons and units are aligned to the curriculum map. If they are not, administration provides that feedback to the teacher and works with them to reconcile a checklist's alignment to its corresponding map. This can happen on an as-needed basis. However, if lack of alignment is shown in more than a few areas, the administration will keep a formal log of revised course checklist submission and feedback, along with a long-term plan to rectify the problem. This has not happened so far this school year.

Documentation

- Standards alignment documents/Tallies
- Curriculum maps
- Course checklists
- Meeting agendas/notes
- Walkthrough form/feedback

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

At the beginning of the year, school leadership provides oversight ensuring alignment of curriculum to ACCRS by requiring curriculum maps in all courses and reviewing the standards alignment documents and course checklists for each course. The course checklist, which contains units and lessons, must contain standards that align to the curriculum map for the course. The standards tallies provided by the standards alignment documents show the number of times each grade level CCRS is covered by a complete course curriculum map (i.e., English 9A and 9B or Algebra 1A and 1B), thereby insuring that within a course sequence all standards are presented.



Lessons, assignments, and assessments are regularly reviewed during our Friday meetings by content teachers, teacher teams, and school leadership to ensure that the level of depth and rigor in the standards is reflected in those items. Teacher teams (under the leadership of our English Department Chair or Math Department Chair) have begun to utilize the EQUIP rubric in order to review the units and lessons in regards to the four dimensions (if Dimension 1: Alignment isn't correct, further review of the item ceases until Dimension 1 is corrected). If courses need revision, they are revised through teacher-created items (assignments, projects, assessment questions) and/or through the use of additional resources, such as Kahn Academy, Readworks, Read, Write, Think, etc.

Teacher teams work collaboratively during our Friday meetings to design and share resources, lessons, projects, activity ideas, websites, etc. that contain standards-based content and integrate these into our existing curriculum to enhance and enrich the teaching of ACCRS to our students.

Documentation

- Standards alignment checklists
- Curriculum maps
- EQUIP Rubric
- Teacher-created assignments, projects, assessments
- Assignments, projects, assessments, etc. from digital resources such as Kahn Academy, Readworks, etc.
- Teacher team meeting notes

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

At the beginning of the year, school leadership provides oversight ensuring alignment of adopted or revised curriculum to ACCRS by requiring curriculum maps in all courses and reviewing the standards alignment documents and course checklists for each course. The course checklist, which contains units and lessons, must contain standards that align to the curriculum map for the course. The standards tallies provided by the standards alignment documents show the number of times each grade level CCRS is covered by a complete course curriculum map (i.e., English 9A and 9B or Algebra 1A and 1B), thereby insuring that within a course sequence all standards are presented.

Lessons, assignments, and assessments in the newly adopted or revised curriculum are regularly reviewed during our Friday meetings by content teachers, teacher teams, and school leadership to ensure that the level of depth and rigor in the standards is reflected in those items. Teacher teams (under the leadership of our English Department Chair or Math Department Chair) have begun to utilize the EQUIP rubric in order to review the units and lessons in regards to the four dimensions (if Dimension 1: Alignment isn't correct, further review of the item ceases until Dimension 1 is corrected). If courses need revision, they are revised through teacher-created items (assignments, projects, assessment questions) and/or through the use of additional resources, such as Kahn Academy, Readworks, Read, Write, Think, etc.

As our students complete individualized Galileo benchmark tests (in English 9-11, Algebra I and II, and Geometry) the teacher teams and leadership team use the data to evaluate student achievement and growth. Using analysis of this data, the teacher makes necessary adjustments to pacing and instruction going forward. Adjustments can be made at any time if the data indicates a need. Since students' movement through the curriculum is self-paced, we gather Galileo benchmarking data throughout the year. Any adjustments made must be reflected in the curriculum map and standards alignment document.

At the end of the year, the teacher teams, the leadership team, and the Chief Academic Officer of Life Skills will evaluate state testing growth and achievement results (from Galileo and AzMERIT) to evaluate the effectiveness of the curriculum. If they deem it necessary, they may initiate the curriculum adoption cycle.

Documentation



- Standards alignment checklists
- Curriculum maps
- EQUIP Rubric
- Teacher-created assignments, projects, assessments
- Assignments, projects, assessments, etc. from digital resources such as Kahn Academy, Readworks, etc.
- Test score reports (AzMERIT, Galileo)
- Committee meeting agendas/notes

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
Alternative schools: Non-proficient students	<input checked="" type="checkbox"/>	<p>Life Skills High School serves an overall population that is composed of 95%+ who qualify as non-proficient. Since classes are self-paced, each course has a course checklist that the student must follow in order to complete lessons and units. Along with that, the student has a progress card with an abbreviated list of lessons and units and a place to write goals (i.e., daily and weekly goals). Teachers work individually with their students every day and monitor their progress. They can make modifications/differentiate for students in order to meet their needs more effectively if they are falling behind and/or have difficulties with lessons or assessments. Homeroom teachers also check their student’s progress each day when they sign out. If students aren’t progressing through classes in a timely manner, they will alert school leadership and/or call or email parents/guardians.</p> <p>The Assistant Administrator maintains a Student Progress Tracker to keep track of how many classes a student completes and how long it takes the student to complete them. If students are taking more than 4 to 6 weeks to complete a class, teachers and the Intervention Specialist find alternative resources and methods to help students be successful in their classes.</p> <p>Leadership does walkthroughs every day to monitor classes and check students’ progress. Students have a flexible schedule which gives them the opportunity to remain at school longer than five hours Monday through Thursday in order to receive additional support from</p>	<ul style="list-style-type: none"> • Course checklist • Progress card • Examples of modifications or differentiations • Homeroom teacher contact logs • Student Progress Tracker • Historical grades • Walkthrough forms • Pathblazer reports • Flex group rosters



Demonstration of Sufficient Progress Report

		<p>teachers.</p> <p>Life Skills has an Intervention Specialist who runs a learning lab throughout the day. Students whose skills are deficient in math and reading (as shown by NWEA MAP scores, Galileo scores, historical grades in Power School, formative and summative class assessments, etc.) can be recommended to receive additional math and reading support through flex group classes that take place each day. Additionally, non-proficient students can utilize a supplemental curriculum called Pathblazer by Compass learning that determines students' reading and math levels and then delivers interactive lessons to students to improve their skills. This program keeps a running report on student progress that is shared with classroom teachers.</p>	
ELL students	<input type="checkbox"/>	<p>We identify ELLs through the PHLOTE and the AZELLA Test History report (SDELL70). Students who score below proficient are identified and provided additional support in all classes through the use of an ILLP with ELD standards that are integrated into the classes the student is taking.</p> <p>Students who opt out of ELL but still need services are given individual help, alternate assignments and additional resources by their teachers.</p> <p>Each lab has highly qualified teachers with SEI endorsements who can provide individual help, alternate assignments and additional resources to help students master standards. Courses are self-paced, allowing students to take extended time to master the concepts. Teachers help students make daily goals for completing class work in order to keep students on track to meet their target date for class completion. Students who fall behind are referred to administration for counseling, goal-setting, or whatever is necessary to help the student succeed. Students can elect to stay extra hours each school day to receive tutoring/extra help from teachers.</p> <p>Additionally, ELL students are provided additional support through the use of Pathblazer by Compass Learning to remediate skills in reading on a daily basis. Pathblazer pretesting determines a student's level and areas of need and generates a series of online lessons to remediate these identified areas. The Intervention Specialist monitors each student's progress and works with content area teachers to communicate progress.</p> <p>The Intervention Specialist also provides additional direct instruction, along with small group and independent practice in the areas of math and reading during regularly scheduled daily sessions.</p>	<ul style="list-style-type: none"> • AZELLA Student Report • Parental Notification and Consent Form for Placement in an English Language Learner Program Student ILLPs • Pathblazer roster/reports • Direct-instruction weekly schedule • Student Status Team (SST) notes • Course checklists • Progress cards
Students eligible for FRL	<input checked="" type="checkbox"/>	<p>Life Skills High School serves an overall population that is composed of 77%+ who qualify as FRL. The majority of</p>	<ul style="list-style-type: none"> • Course checklist • Progress card



Demonstration of Sufficient Progress Report

		<p>these students also qualify as non-proficient. Since classes are self-paced, each course has a course checklist that the student must follow in order to complete lessons and units. Along with that, the student has a progress card with an abbreviated list of lessons and units and a place to write goals (i.e., daily and weekly goals). Teachers work individually with their students every day and monitor their progress. They can make modifications/differentiate for students in order to meet their needs more effectively if they are falling behind and/or have difficulties with lessons or assessments. Homeroom teachers also check their student’s progress each day when they sign out. If students aren’t progressing through classes in a timely manner, they will alert school leadership and/or call or email parents/guardians.</p> <p>The Assistant Administrator maintains a Student Progress Tracker to keep track of how many classes a student completes and how long it takes the student to complete them. If students are taking more than 4 to 6 weeks to complete a class, teachers and the Intervention Specialist find alternative resources and methods to help students be successful in their classes.</p> <p>Leadership does walkthroughs every day to monitor classes and check students’ progress. Students have a flexible schedule which gives them the opportunity to remain at school longer than five hours Monday through Thursday in order to receive additional support from teachers.</p> <p>Life Skills has an Intervention Specialist who runs a learning lab throughout the day. Students whose skills are deficient in math and reading (as shown by NWEA MAP scores, Galileo scores, historical grades in Power School, formative and summative class assessments, etc.) can be recommended to receive additional math and reading support through flex group classes that take place each day. Additionally, non-proficient students can utilize a supplemental curriculum called Pathblazer by Compass learning that determines students’ reading and math levels and then delivers interactive lessons to students to improve their skills. This program keeps a running report on student progress that is shared with classroom teachers.</p>	<ul style="list-style-type: none"> • Examples of modifications or differentiations • Homeroom teacher contact logs • Student Progress Tracker • Historical grades • Walkthrough forms • Pathblazer reports • Flex group rosters
<p>Students with disabilities</p>	<p><input type="checkbox"/></p>	<p>Our school’s Intervention Specialist works to ensure that all necessary modifications and accommodations are met as outlined by each student’s IEP or 504 Plan. All students with disabilities participate in the mainstream educational classroom as the least restrictive educational environment.</p> <p>We offer courses in English, math, science and social studies that provide similar content to a regular course, but with added support and interventions.</p>	<ul style="list-style-type: none"> • IEP/504 documentation • Pathblazer roster/reports • Pathblazer weekly schedule • Direct-instruction weekly schedule • Student Status Team (SST) notes • SPED Tracker • Course checklists



	<p>The ability to scaffold is important, so content from similar classes at the middle school level or high school level can be added to the student’s existing course to provide more opportunities and ways to master a concept. Lesson content can be remediated by inserting a lower level Supplemental Learning Activity in-between assessment attempts in a class in an attempt to build prior knowledge.</p> <p>Each lab has highly qualified teachers who will provide individual help, alternate assignments and additional resources to help students master the standards. Students can elect to stay extra hours each school day to receive extra help or tutoring from teachers.</p> <p>Courses are self-paced allowing students to take extended time to master the concepts. Teachers help students make daily goals for completing class work in order to keep students on track to meet their target date (for class completion). Students who fall behind are referred to the Intervention Specialist or administration for counseling, goal-setting, or whatever is necessary to help the student succeed.</p> <p>Additionally, students with disabilities are provided additional support through the use of Pathblazer by Compass Learning to remediate skills in the areas of reading and math on a daily basis. Pathblazer pretesting determines a student’s level and areas of need and generates a series of online lessons to remediate these identified areas. The Intervention Specialist monitors each student’s progress and works with content area teachers to communicate progress.</p> <p>The Intervention Specialist also provides additional direct instruction, along with small group and independent practice in the areas of math and reading during regularly scheduled daily sessions that meet or exceed the requirements outlined in each student’s IEP.</p> <p>SPED tracker is maintained and updated by the Intervention Specialist. It provides information about each student’s disability and the status of their IEP, and is used by teachers so they can provide appropriate accommodations and modifications.</p>	<ul style="list-style-type: none"> • Progress cards
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AREA III: ASSESSMENT

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

A. Developing the Assessment System



Demonstration of Sufficient Progress Report

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?
NWEA MAP	9,10,11,12	benchmark	Math: *Operations and Algebraic Thinking *The Real and Complex Number Systems *Geometry *Statistics and Probability Reading: *Literature *Informational Text *Vocabulary Acquisition and Use	Individual and School RIT scores for math, reading and language usage, Lexile range, Percentile range	Upon entry into the school During 3 benchmark testing periods (fall, winter, spring)
AZELLA	9,10,11,12	English language proficiency	Domains of: *Reading *Writing *Listening *Speaking *Language (Conventions/Vocabulary) *Oral (Listening/Speaking) *Comprehension (Reading/Listening)	Proficiency levels	Placement once per year and re-assessment in the spring of each school year
Galileo	9,10,11,12	benchmark	Mastery of AZCCRS in English 9,10,11 and Algebra I and II and Geometry	Proficiency levels in English 9,10,11, Algebra I and II, and Geometry	Individually, at the beginning, middle and end of the entire course
AzMERIT	9,10,11,12	summative	ACCRS	Growth & achievement	During each EOC testing window
Pathblazer	9,10,11,12	Adaptive screener for English and math	Functional performance levels for English and math	Pinpoints specific skill and content gaps in English and math	Diagnostic upon entry into program, post-test upon completion of the prescriptive learning path per student



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

Answer

As with all our processes, we begin looking at the data. We look to see how well the assessment tools are assessing our student growth and if that matches what the staff is seeing in the classroom. Then another review of the assessment materials looks at the alignment to ACCRS, the ability of the tool to reliably evaluate short and long term growth of each student, and its capacity to provide reliable data for gap intervention and/or acceleration.

The MAP assessment was selected by the Chief Academic Officer and a team of education specialists at the corporate level because it provides a personalized assessment by adapting to each student’s learning level as the student answers each test item. This provides a measurement for each student’s achievement as well as growth over time. Additionally, the MAP assessment is aligned with ACCRS. The assessment is adaptive and will pinpoint the RIT scores and Lexile levels for each student as well as help in goal-setting for student growth. MAP is relatively easy to administer and is cost-effective. Incoming students can be assessed quickly, giving the teachers an idea of their areas of strength and weakness in ELA and math. School-wide benchmarking periods can be easily set throughout the year to allow for term-to-term comparisons of student growth. MAP has various reporting capabilities including: District Summary (summarizing RIT scores for current and all historical terms), Student Progress (showing a student’s overall progress from all terms), Student Goal Setting Worksheet (showing a student’s test history and growth projections for a specific period of time).

With the change from AIMS to AzMERIT, it became apparent to Life Skills leadership that MAP testing alone was not adequate in providing enough pertinent data to inform instruction for the purpose of preparing and predicting student performance on AzMERIT end-of-course tests. We needed to find an assessment that was aligned to AzMERIT, which MAP is not. Galileo tests from Assessment Technology Incorporated are comprehensive, standards-based and research supported. Assessments within the system are valid, reliable, and aligned to ACCRS. Galileo tests for English 9, 10, and 11 and Algebra I and II, and Geometry are currently the only benchmark tests completely aligned to AzMERIT. Therefore, we deemed it imperative that Life Skills procure Galileo assessments through Assessment Technology Incorporated as soon as possible during the 2015-16 school year. This solution proved to be cost-effective and relatively easy to put into regular practice. Galileo allows us to individually benchmark students as they begin, move through, and complete courses that will have an EOC in AzMERIT. Also, the accessibility of online professional development through ATI and on-site professional development (provided through the Arizona Charter Association) has aided our teachers and staff to fully utilize the features imbedded in the Galileo website for assessment creation (by teachers for their students), for creating various types reports, and for offering improved data-driven instruction.

Pathblazer by Compass Learning was selected by the Chief Academic Officer and a team of education specialists at the corporate level because it can quickly identify proficiency level, pinpoint skill and content gaps, and differentiate our intervention strategies to help our struggling students (mainly SPED and ELL). It will automatically generate learning paths in ELA and math and scaffold to higher levels. It provides real time reports that can be used to track student growth and determine the content of direct instruction in ELA and math that is provided by our Intervention Specialist. The content is high-interest, engaging, and non-repetitive, and it provides several useful reports within its system.

These assessment tools tie in well with the assessments required by the state: AzMERIT and AZELLA. The testing blueprints and formatting coalesce as a standards-based testing system that is designed to monitor and promote student achievement and growth. These assessments tools are evaluated by the Chief Academic officer and school leaders within Life Skills each summer in order to determine if they remain adequate for our needs going forward.

Documentation

- NWEA MAP information
- Galileo information
- Pathblazer information



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

Our assessment system is aligned to the curriculum based on its correlation to ACCRS. Our pre-planned curriculum maps are standards-aligned and our units and lessons within each course reflect the curriculum maps.

THE MAP assessment is aligned to ACCRS in math and ELA and allows us to track student growth over time in RIT score, Lexile level, and percentile range. This information provides teachers information about the overall needs of our student body by looking at trends, as well as individual student information.

Galileo has aligned its assessments to AzMERIT, following ACCRS. Teacher teams work to ensure that standards for their courses are aligned to the pre, mid, and post-tests in our individual Galileo benchmarking program. They look for standards coverage along with the proper degree of rigor as compared to the AzMERIT, of which Galileo is aligned. The teacher teams have worked throughout the year to continue to refine their courses to meet the new expectations. The teams compare blueprints for the Galileo benchmark tests in order to evaluate the standards coverage within each exam. Teachers have continued to revise their curriculum maps to reflect these blueprints.

PATHBLAZER provides a vehicle by which students can accelerate to grade-level proficiency through personalized instruction that reinforces existing knowledge and skills as they spiral upward to higher levels. The items are common-core based and help address gaps in student learning, allowing for scaffolding to grade-level proficiency.

The analysis of data evaluated after the assessments are scored allows teachers and leadership to determine the effectiveness of instruction and curriculum. Teacher teams can target achievement gaps and modify/revise curriculum maps for the upcoming school year, targeting areas where students tested low. If individual students are not making adequate growth, as their assessment results indicate, the staff can use that data to determine what instruction and interventions are needed for these students throughout the year.

Documentation

- Curriculum maps
- Course checklists
- MAP score reports
- Galileo blueprints
- Galileo score reports
- Pathblazer individual progress reports

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

Answer

The assessment system is aligned to the instructional methodology based on the correlation of state standards and ACCRS. Our curriculum maps and course checklists are standards-aligned to reflect the standards-based assessments provided by AIMS, Galileo, AZELLA, and AzMERIT. In addition, MAP scores provide an overview of each student’s level in ELA and math, which



helps teachers anticipate the need to differentiate instruction and gauge future trends in each student’s overall performance. Pathblazer is used as a tool for RTI to fill in gaps in students’ levels in ELA and math.

Teacher teams work to ensure that standards for their courses are aligned to the pre, mid, and post-tests in our individual Galileo benchmarking program. They look for standards coverage along with the proper degree of rigor as compared to the AzMERIT, of which Galileo is aligned. The teacher teams have worked throughout the year to continue to refine their classes to meet the new expectations. The teams compare blueprints for the Galileo benchmark tests in order to evaluate the standards coverage within each exam. Teachers will incorporate lessons, assignments, and assessments into their classes to reflect these blueprints and provide practice for students. The EQUIP Rubric aids teachers in continuing to evaluate instructional methodology in their courses as it relates to preparation for CCRS-aligned assessments.

Daily classroom walkthroughs (formal and informal) and twice-yearly formal teacher evaluations address expectations for standards-based lessons and formative and summative assessments (quizzes, tests, checks for understanding, unit projects, etc.) and re-teaching/enrichment activities based on their data.

Documentation

- Curriculum maps
- Galileo blueprints
- Galileo score reports
- MAP score reports
- Pathblazer individual progress reports
- Examples of CCRS-aligned assessments, assignments, activities
- EQUIP rubrics
- Walkthrough form/feedback

B. Adapted to Meet the Needs of Subgroups

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

Subgroup Assessment Table

Subgroup	Exempt	How does the assessment system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	List documents that serve as evidence of implementation of this process.
Non-proficient students	<input checked="" type="checkbox"/>	All assessments mentioned above provide reliable and authentic data on non-proficient students. Over 95% of students served at Life Skills HS are academically deficient, so these assessment results help us provide differentiation/scaffolding, and remediation to students that need it.	<ul style="list-style-type: none"> • Galileo score reports • MAP score reports • Pathblazer individual progress reports
ELL students	<input type="checkbox"/>	MAP testing provides proficiency data for all students regardless of subgroups, including ELL students. ELL students participate in all testing that mainstream students experience. The AZELLA test is administered to students upon enrollment whose PHLOTE forms indicate they may be in need of English Language Acquisition services. Students who are not classified as “Proficient” on the AZELLA	<ul style="list-style-type: none"> • ELL Census report • NWEA-MAP testing results • AZELLA results • ILLPs • Pathblazer schedule • Flex group schedule



		<p>receive a quarterly language goal via an ILLP, which is shared with each of their mainstream teachers and reviewed every 10 weeks.</p> <p>The Intervention Specialist assigns ELL students into Pathblazer for remediation in ELA. This program will give each student a screener in ELA that determines their functional performance levels and pinpoints specific skill and content gaps in ELA. Once the level is determined, students are given a pre-test at the identified level derived from the adaptive screener. The pretest will determine a prescriptive path for students to move through and complete a series of lessons. Upon completion of each path, a post-test is administered to determine growth.</p> <p>Additionally, these students receive supplemental direct instruction and/or tutoring in ELA each day from the Intervention Specialist and/or classroom teachers based on the needs that were identified through their ILLPs, MAP, and/or Pathblazer results.</p> <p>At the end of the year, ELLs are administered the AZELLA again, and the school uses the results to measure the effectiveness of its intervention programming for ELL students.</p>	
<p>Students eligible for FRL</p>	<p><input checked="" type="checkbox"/></p>	<p>All assessments mentioned above provide reliable and authentic data on FRL students. Over 78% of students served at Life Skills HS are FRL, so these assessment results help us provide differentiation/scaffolding, and remediation to students that need it.</p>	<ul style="list-style-type: none"> • Galileo score reports • MAP score reports • Pathblazer individual progress reports
<p>Students with disabilities</p>	<p><input type="checkbox"/></p>	<p>MAP testing provides proficiency data for all students regardless of subgroups, including students with disabilities students. SPED students participate in all testing that mainstream students experience.</p> <p>Students with disabilities have modifications and accommodations made for them as outlined in their IEPs and/or 504 Plans and are able to receive additional intervention every day to assist with academic goals, retention of curriculum, enrichment and/or identified learning gaps.</p> <p>The Intervention Specialist assigns SPED students into Pathblazer for remediation in ELA and math. This program will give each student a screener in ELA and/or math that determines their functional performance levels and pinpoints specific skill and content gaps in ELA and math. Once the level is determined, students are given a pre-test at the identified level derived from the adaptive screener. The pretest will determine a prescriptive path for students to move through and complete a series of lessons. Upon completion of each path, a post-test is</p>	<ul style="list-style-type: none"> • SPED Census report • NWEA-MAP score reports • IEPs/504 Plans • Pathblazer schedule • Flex Group schedule



	<p>administered to determine growth.</p> <p>Additionally, these students receive supplemental direct instruction and/or tutoring in ELA and math each day from the Intervention Specialist and/or classroom teachers based on the needs that were identified through their IEPs, MAP, and/or Pathblazer results.</p>	
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C. Analyzing Assessment Data

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

Answer

The ongoing process to collect assessment data includes:

- New enrollees as well as re-enrolling students are immediately given the NWEA-MAP test upon entry into school
- Fall, winter and spring testing administrations of the NWEA MAP assessments for all students
- Students who have been identified as second language learners on the Home Language Survey take the AZELLA placement test, and the students’ proficiency scores determine the need for an Individual Language Learner Plan (ILLP). Students who have been placed into an English language learner program will also take the AZELLA reassessment in the spring. Students who have scored proficient on the AZELLA are then monitored for two years to help ensure success in the classroom.
- Galileo individual benchmarking (pre, mid, and post-testing) for all students in English 9, 10, 11, Algebra, Algebra 2, and Geometry. Students start these courses at different times, so testing times vary.
- AzMERIT is given to all students scheduled in 9th, 10th, and 11th grade ELA classes and all Algebra 1, Geometry, and Algebra 2 courses (when they are completing the second half of the course) during either the fall or spring testing window.
- The Intervention Specialist assigns SPED/ELL (or other students who may benefit from remediation) into Pathblazer for remediation in ELA and math. This program will give each student an initial screener in ELA and/or math that determines their functional performance levels and pinpoints specific skill and content gaps in ELA and math. Once the level is determined, students are given a pre-test at the identified level derived from the adaptive screener. The pretest will determine a prescriptive path for students to move through and complete a series of lessons. Upon completion of each path, a post-test is administered to determine growth.

Analysis is ongoing and embedded throughout our assessment system. After the different intervals an assessment is administered, available data is generated and reports are provided to show student achievement and teacher/program effectiveness. Teachers and administration meet to analyze the data, evaluate current practices and instruction, determine interventions or enrichment needs, and the necessity of revising lessons and curriculum maps in our courses.

- NWEA-MAP data reports are analyzed for baseline math and reading levels and for growth
 - AZELLA data is analyzed for program placement, reclassification, and monitored by our ELL consultant to inform the content of ILLPs
 - Galileo data/reports are analyzed for individual student gaps in learning, individual growth, and class and school-wide scores and growth trends
 - AzMERIT data are analyzed for individual student proficiency levels in the various areas of English and math, comparison to scores state-wide, holistic trends concerning gaps in learning in each EOC test and how that may impact curriculum
 - Pathblazer data are analyzed for skill and content gaps in ELA and math, progress monitoring, and to determine growth.

Teachers use NWEA-MAP, AzMERIT, AZELLA and Galileo results to provide targeted whole-group, small group, and individual re-teaching that moves students toward standards mastery. An analysis of individual progress reports and diagnostic results from



<p>Pathblazer are used by the Intervention Specialist to determine daily direct instruction in ELA and math and by teachers for purposes of differentiation. All of this data is analyzed during leadership meetings, whole staff meetings, teacher team meetings, and teacher evaluation meetings throughout the year.</p> <p>Holistically, the data provided from all assessments drives our instructional planning, instructional delivery, instructional program modifications, differentiation for individual students, and ongoing student assessment in real time.</p>
<p>Documentation</p> <ul style="list-style-type: none"> • NWEA-MAP score reports • AZELLA score reports • AzMERIT score reports • Galileo benchmark score reports • Pathblazer individual progress reports • Meeting agendas/notes

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?

<p>Answer</p> <p>The process is ongoing and begins with the continued analysis of data collected. This data includes all tests/assessments, teach and student feedback and student day-to-day work throughout the year. This allows teachers and leadership to determine the effectiveness of the curriculum. Then, this data is used to revise curriculum maps for the remainder of the school year, as well as for the upcoming school year, ensuring that curriculum is enhanced for areas that test low. Based on student needs as identified by assessment data, the school course list is revised each spring for the following school year, with curriculum maps being created in preparation for the new school year.</p> <p>However, individual courses can be revised on an as-needed basis – both universally (if trends are identified) or for individual students. This is necessary because Life Skills HS accepts new students throughout the year. The program is self-paced and virtually all of our students are non-proficient. Therefore, Galileo benchmarking (for English 9-11, Algebra 1 & 2, and Geometry) is done individually as each student moves through a course and MAP scores are obtained when a student enters the school and/or during three benchmarking periods. This necessitates that we remain flexible and responsive throughout the year to our students’ needs regarding adjustments in curriculum.</p>
<p>Documentation</p> <ul style="list-style-type: none"> • Galileo score reports • MAP score reports • Evidence of curriculum adjustments

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?

<p>Answer</p> <p>The ongoing analysis of data evaluated after assessments are given throughout the year allows teachers and leadership to determine the effectiveness of instruction and instructional strategies. Since our courses follow a blended flex model, teachers can differentiate for individual students based on their needs as shown through assessment data on standardized assessments and teacher-created formative and summative assessments. Differentiation can be done through re-teaching, alternate</p>



assignments and assessments, etc. Because students are self-paced, changes in instructional strategies and activities happen in real time within courses.

Teachers can recommend students receive Tier 2 RTI using the Pathblazer program to identify and pinpoint specific gaps in ELA and/or math. Their recommendation can be based on test scores (such as AZELLA, MAP or Galileo) or the results of formative and summative assessments in the classroom. The prescriptive path per student is used as an additional scaffolding resource.

Documentation

- Galileo score reports
- MAP score reports
- Pathblazer individual progress reports
- Evidence of instructional adjustments

AREA IV: MONITORING INSTRUCTION

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

A. Monitoring Instruction

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

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

Answer

All instruction is based on grade-level standards as outlined by the ACCRS and Arizona English Language Learner Standards. Courses have standards-aligned curriculum maps for teachers to use as a guide to plan instruction and implement the resources to make learning meaningful to students. Teachers are provided with professional development throughout the year by internal and external sources to ensure that instruction is aligned to grade-level rigor and standards. During Friday teacher team meetings, teachers review units and lessons against the EQUIP rubric to look for fidelity in all four dimensions (alignment to standards, key shifts, instructional supports, and assessment). The Intervention Specialist participates in the analysis of courses using EQUIP and provides guidance when needed in order that all courses meet the needs of students in all four subgroups.

Teachers are provided with coaching sessions when needed or requested (with department heads or the administrator), feedback on walk-throughs, and professional development to ensure fidelity of instruction to the curriculum as determined by ACCRS. Teacher evaluations are completed twice yearly with follow-up and monitoring throughout the school. Leadership monitors instruction in the classrooms through daily formal or informal classroom walkthroughs to ensure that instruction is effective and aligned to the curriculum maps and course checklists.

Each Friday, teacher teams have an opportunity to meet and discuss and review curriculum with the department heads in English and Math. Ideas and resources are presented and exchanged for the purpose of continuous improvement of instruction. Weekly Student Status Team meetings (SSTs) are held by the Intervention Specialist on Fridays with teachers to discuss the effectiveness of instruction for SPED, ELL, and other students who have not been identified, but may need to be tested or receive extra support. A discussion of what strategies, accommodations, modifications, and materials may effective or not effective in helping a particular student succeed, are shared and recorded. A plan of action is written and shared by the Intervention Specialist, and a plan to follow-up is scheduled in four to six weeks.

Information is collected and analyzed for students in all four subgroups, including: Galileo benchmark scores, AzMERIT scores, formative and summative assessment performance, rate of class progress, Pathblazer individual progress reports (if applicable), IEP or 504 Plans (if applicable), ILLPs (if applicable). All of this information assists teachers in identifying that the needs of students in all four subgroups are being met. The coaching sessions, feedback on walkthroughs, SSTs, data collected, Friday



meeting discussions, and professional development seek to continually address and adjust for any gaps in the meeting of these groups' needs.
Documentation
<ul style="list-style-type: none"> • Coaching documentation • Walkthrough form/feedback • Professional development calendar • Curriculum maps • EQUIP rubric • SST meeting notes • Meeting agendas/notes • Galileo score reports • AzMERIT score reports • Pathblazer individual progress reports • ILLPs • IEPs/504 plans

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

Answer
<p>Instructional monitoring is implemented, analyzed, and adjusted as it relates to the teachers' responsibility to plan, implement, and revise instruction in order to increase the effectiveness of standards-based learning. Students are assessed on a regular basis to ensure growth on grade-level ACCRS, and teacher effectiveness is analyzed against class and student data. The leadership team looks at the relationship between effectiveness of instruction as measured by the Life Skills Teacher Evaluation Tool (particularly in the domains of Planning & Preparation and Instruction) and student achievement on standardized and benchmarking assessments.</p> <p>The leadership team, and ultimately the entire faculty, meet periodically (when there is significant data to consider) to discuss the instructional implications of assessment data as well as other data (i.e., attendance, rate of class completion, etc.). The meeting discussions are then used by individual teachers and teacher teams, with the assistance of the leadership team, to create or refine instructional goals that involve the adjustment of instruction to meet the needs of students and reach mastery of the standards with at least an 80% passing score on summative class assessments that are aligned to the standards.</p> <p>Frequent walkthroughs by the Leadership Team further ensure that instruction is appropriate to the standards and leading to mastery. Walkthrough feedback is shared and discussed weekly with teachers, and instructional goals can be adjusted when necessary by the teacher in tandem with a member of the Leadership Team when deemed necessary.</p>
Documentation
<ul style="list-style-type: none"> • Life Skills teacher evaluation tool • Meeting agendas/notes • Walkthrough form/feedback • Instructional goal examples

B. Evaluating Instructional Practices

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

Answer



Classroom observations occur every week in the form of walkthroughs by members of the Leadership Team. The walkthrough form is appropriate for a blended learning environment and is adopted from the TNTP Core Teaching Rubric, which describes excellent instruction aligned to the Common Core that can easily be observed in a blended classroom. It focuses on four performance areas: student engagement, essential content, academic ownership, and demonstration of learning, and provides the opportunity to focus on a specific areas or aspects upon observation of trends.

Teachers and the Intervention Specialist are formally evaluated twice a year by the school administrator in fall and spring using the Life Skills High School teacher evaluation tool that is aligned to Danielson and Interstate Teacher Assessment and Support Consortium (InTASC) standards. Although there are fixed evaluation periods during a year, student achievement and teacher performance data is being constantly collected and analyzed to inform the evaluations and provide evidence. During the evaluation process, leaders and teachers use the evaluation rubric as an instructional guide to ensure consistent, effective evaluations of instructional practice.

Teachers are observed and guided (through an initial self-evaluation as well as through student survey results collected twice per year) in the creation and implementation of goals to refine and reinforce instructional practice and overall teacher effectiveness. These goals are supported throughout the year through instructional coaching by the school administrator and professional development (from external and internal sources) to increase overall teacher effectiveness.

Documentation

- Teacher self-evaluations and goals
- Student survey results
- Life Skills High School Evaluation Tool/Rubric
- Walkthrough form/feedback
- Professional development calendar

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

Answer

The Life Skills Teacher Evaluation Tool Rubric is used to measure the quality of instruction, and the variety of student assessments outlined in the Assessment Section are used to measure the effectiveness of instruction. Multiple measures allow for teachers to be provided with professional goals and support to increase instruction that will directly impact student achievement. The evaluation itself evidences and measures five to six aspects within each of the four domains of: Planning and Preparation, The Classroom Environment, Instruction, and Professionalism. Each subsection within each domain has a rating scale of 1 (Unsatisfactory), 2 (Basic), 3 (Proficient), and 4 (Distinguished).

Evaluation data is reviewed by the school administrator and each teacher during each evaluation window in the Fall and Spring. During each evaluation period, teachers must present artifacts within each domain to specifically show their best practices. These artifacts are reviewed by the Administrator as a part of the formal evaluation. Teachers set goals after each evaluation as a product of their reflection on data from assessments, self, teacher, parent, and student surveys, and overall progress in courses they teach. Leadership uses this information, along with regular weekly classroom walkthroughs, to identify the quality of instruction.

In the Spring, after both formal evaluations have been completed, the ratings given culminate in a Teaching Performance Profile and Rating of Ineffective, Developing, Effective, or Highly Effective. Teachers that rate Ineffective will not be retained. Teachers with a rating of Basic may be retained under a specific improvement plan with a timeline for improvement. So far, we have not had Basic or Ineffective teachers at Life Skills.

Documentation

- Teacher self-evaluations and goals
- Examples of artifacts
- Student survey results
- Life Skills High School Evaluation Tool/Rubric
- Walkthrough form/feedback



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

Answer

Teachers complete a self-evaluation twice a year in the fall and spring in which they reflect on strengths, weaknesses, and needs. Student surveys and peer surveys, conducted twice per year in the fall and spring, also provide information about strengths, weaknesses and needs.

Classroom observations occur every week in the form of walkthroughs by members of the Leadership Team. The walkthrough form is appropriate for a blended learning environment and is adopted from the TNTP Core Teaching Rubric, which describes excellent instruction aligned to the Common Core. It focuses on four performance areas: student engagement, essential content, academic ownership, and demonstration of learning. During each walkthrough, each area is rated on a scale of 1 to 4 as follows: 1 = Less than half, 2 = About half, 3 = Over half, and 4 = All. This is because each item depends on observation as the evaluator moves through the class. This method provides the opportunity to focus on a specific areas or aspects upon observation of trends for each teacher. These focus areas can last for varying periods of time as trends continue to be analyzed throughout the year as collected data is observed. Since the walkthrough data is collected through Google Forms, the results automatically go to an Excel document and can be easily translated into a visual representation, such as a graph. If one or more areas shows a consistent rating of 2 or less, that area will be earmarked for focus. If areas consistently show ratings of 3 or 4, the Leadership team will ensure that those ratings stay consistent. The teacher can decide what area to focus on unless a particular receive consistently lower ratings. The results of the walkthroughs are taken into account for the formal evaluation. This data is analyzed for consistent areas of strength in each area as well as improvement in the areas that are rated lower by the observer and addressed in teacher goals.

The formal evaluation process identifies individual strengths, weaknesses and needs by providing measurable data and constructive feedback in each of four domains:

- Planning & Preparation
- Classroom Environment
- Instruction
- Professionalism

As part of the formal evaluation process in the fall and spring, teachers and the school administrator collaborate to establish goals for improvement. The goals correspond to a specific instructional area of the evaluation (with a lower evaluation score-if applicable). These goals are then noted on the first evaluation and the support strategies are identified to support the teacher in achieving the stated goals. Until a goal is met, it remains a project between the teacher and leader. Once a goal is met, it is documented as retired and the teacher and leader work together using newer data and feedback to identify new instructional goals. This process is continuously repeated as all teachers constantly strive to improve.

Documentation

- Teacher evaluations with ratings, comments, and stated goals
- Teacher self-evaluations and individual goals
- Walkthrough form/feedback
- Student surveys
- Peer surveys



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.
Non-proficient students	<input checked="" type="checkbox"/>	<p>Life Skills High School serves an overall population that is composed of 95%+ who qualify as non-proficient. To evaluate the instruction targeted to address the needs of these students, Life Skills High School tracks the implementation of academic intervention through RTI supports (see diagram below this section). In addition to standards-based classroom learning, <i>all</i> students receive Tier 1 supports including: frequent progress monitoring, differentiated instruction, and one-on-one help/tutoring.</p> <p>Teachers make modifications/differentiate for non-proficient students in order to meet their needs more effectively if they are falling behind and/or have difficulties with lessons or assessments. Dimension 3 of the EQUIP rubric addresses instructional supports. Starting this year and going forward, teachers will be more targeted in their lesson and unit development in regards to this dimension in order to be more proactive than reactive in providing modifications/differentiating for students.</p> <p>The Assistant Administrator maintains a Student Progress Tracker to keep track of how many classes a student completes and how long it takes the student to complete them. If students are taking more than 4 to 6 weeks to complete a class, teachers and the Intervention Specialist find alternative resources and methods to help students be successful in their classes.</p> <p>Leadership does walkthroughs every day to monitor classes and check students’ progress. Life Skills has an Intervention Specialist who runs a learning lab throughout the day for Tier 2 support. Students whose skills are deficient in math and reading (as shown by NWEA MAP scores, Galileo scores, historical grades in Power School, etc.) can be recommended by teachers or administration to receive additional math and reading support</p>	<ul style="list-style-type: none"> • EQUIP rubric • Student Progress Tracker • Walkthrough form/feedback • Historical grades • NWEA MAP score reports • Galileo score reports • Student Status Team meeting notes • Flex group rosters • Pathblazer individual progress reports • Professional Development Calendar <p style="color: red; text-align: center;">Documents will not be attached, as this is not a subgroup at Life Skills. However, we have chosen not to leave this area blank.</p>



		<p>through flex group classes that take place each day. Additionally, non-proficient students can utilize a supplemental curriculum called Pathblazer by Compass learning that determines students' reading and math levels and then delivers interactive lessons to students to improve their skills. This program keeps a running report on student progress that is shared with classroom teachers.</p> <p>If the instructional plan for this subgroup is insufficient for adequate growth and achievement support, additional instructional coaching and support are provided for individual teachers or the staff as a whole and added to the Professional Development Calendar to address those needs.</p>	
<p>ELL Students</p>	<p><input type="checkbox"/></p>	<p>To evaluate the instruction targeted to address the needs of ELL students, Life Skills High School tracks the implementation of academic intervention through RTI supports (see diagram below this section). In addition to standards-based classroom learning, <i>all</i> students receive Tier 1 supports including: frequent progress monitoring, differentiated instruction, and one-on-one help/tutoring.</p> <p>Teachers make modifications/differentiate for ELL students in order to meet their needs more effectively if they are falling behind and/or have difficulties with lessons or assessments. Dimension 3 of the EQUIP rubric addresses instructional supports. Starting this year and going forward, teachers will be more targeted in their lesson and unit development in regards to this dimension in order to be more proactive than reactive in providing modifications/differentiating for students.</p> <p>The Assistant Administrator maintains a Student Progress Tracker to keep track of how many classes a student completes and how long it takes the student to complete them. If students are taking more than 4 to 6 weeks to complete a class, teachers and the Intervention Specialist find alternative resources and methods to help students be successful in their classes.</p> <p>Leadership does walkthroughs every day to monitor classes and check students' progress. Life Skills has an Intervention Specialist who runs a learning lab throughout the day for Tier 2 support. Students whose skills are deficient in math and reading (as shown by NWEA MAP scores, Galileo scores, historical grades in Power School, formative and summative class assessments, etc.) can be recommended by teachers or administration to</p>	<ul style="list-style-type: none"> • EQUIP rubric • Student Progress Tracker • Walkthrough form/feedback • Historical grades • NWEA MAP score reports • Galileo score reports • AZELLA score reports • Student Status Team meeting notes • Flex group rosters • Pathblazer individual progress reports • Professional Development Calendar



		<p>receive additional math and reading support through flex group classes that take place each day. Additionally, ELL students can utilize a supplemental curriculum called Pathblazer by Compass learning that determines students' reading and math levels and then delivers interactive lessons to students to improve their skills. This program keeps a running report on student progress that is shared with classroom teachers.</p> <p>Leadership monitors the test scores of ELL students who take the AZELLA test more than once to look for evidence of growth in all areas or lack thereof.</p> <p>If the instructional plan for this subgroup is insufficient for adequate growth and achievement support, additional instructional coaching and support are provided for individual teachers or the staff as a whole and added to the Professional Development Calendar to address those needs.</p>	
<p>Students eligible for FRL</p>	<p><input checked="" type="checkbox"/></p>	<p>Life Skills High School serves an overall population that is composed of 75%+ who qualify as FRL. To evaluate the instruction targeted to address the needs of these students, Life Skills High School tracks the implementation of academic intervention through RTI supports (see diagram below this section). In addition to standards-based classroom learning, <i>all</i> students receive Tier 1 supports including: frequent progress monitoring, differentiated instruction, and one-on-one help/tutoring.</p> <p>Teachers make modifications/differentiate for FRL students in order to meet their needs more effectively if they are falling behind and/or have difficulties with lessons or assessments. Dimension 3 of the EQUIP rubric addresses instructional supports. Starting this year and going forward, teachers will be more targeted in their lesson and unit development in regards to this dimension in order to be more proactive than reactive in providing modifications/differentiating for students.</p> <p>The Assistant Administrator maintains a Student Progress Tracker to keep track of how many classes a student completes and how long it takes the student to complete them. If students are taking more than 4 to 6 weeks to complete a class, teachers and the Intervention Specialist find alternative resources and methods to help students be successful in their classes.</p> <p>Leadership does walkthroughs every day to monitor classes and check students' progress. Life Skills has an Intervention Specialist who runs a learning lab</p>	<ul style="list-style-type: none"> • EQUIP rubric • Student Progress Tracker • Walkthrough form/feedback • Historical grades • NWEA MAP score reports • Galileo score reports • Student Status Team meeting notes • Flex group rosters • Pathblazer individual progress reports • Professional Development Calendar <p style="color: red;">Documents will not be attached, as this is not a subgroup at Life Skills. However, we have chosen not to leave this area blank.</p>



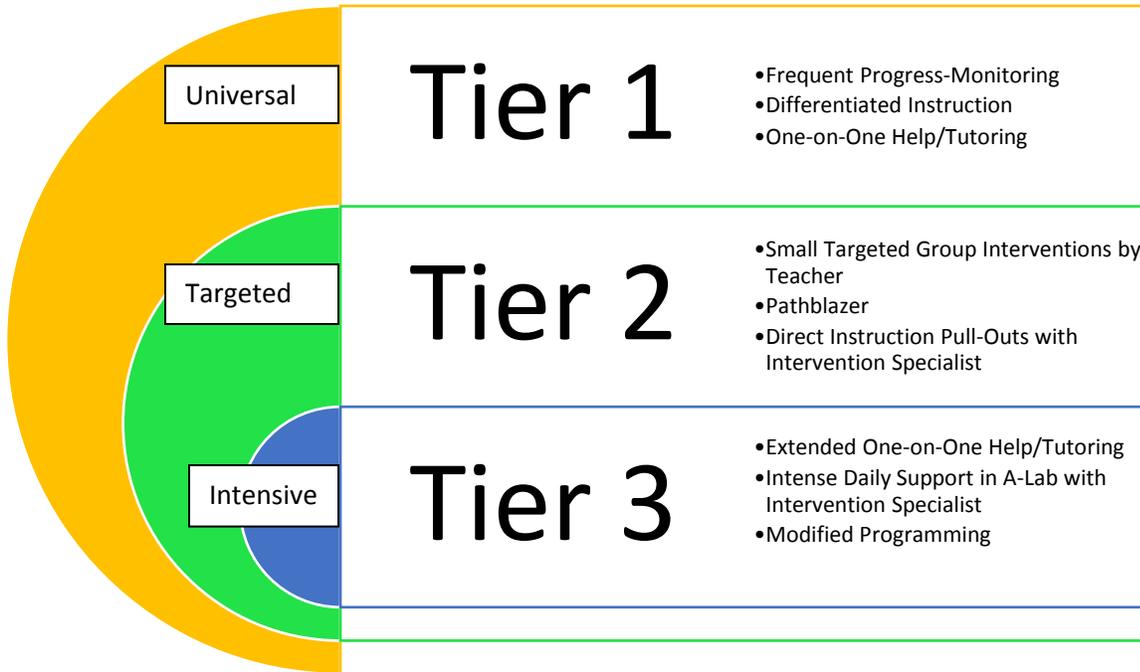
		<p>throughout the day for Tier 2 support. Students whose skills are deficient in math and reading (as shown by NWEA MAP scores, Galileo scores, historical grades in Power School, formative and summative class assessments, etc.) can be recommended by teachers or administration to receive additional math and reading support through flex group classes that take place each day. Additionally, FRL students can utilize a supplemental curriculum called Pathblazer by Compass learning that determines students' reading and math levels and then delivers interactive lessons to students to improve their skills. This program keeps a running report on student progress that is shared with classroom teachers.</p> <p>If the instructional plan for this subgroup is insufficient for adequate growth and achievement support, additional instructional coaching and support are provided for individual teachers or the staff as a whole and added to the Professional Development Calendar to address those needs.</p>	
<p>Students with disabilities</p>	<p><input type="checkbox"/></p>	<p>To evaluate the instruction targeted to address the needs of students with disabilities, Life Skills High School tracks the implementation of academic intervention through RTI supports (see diagram below this section). In addition to standards-based classroom learning, <i>all</i> students receive Tier 1 supports including: frequent progress monitoring, differentiated instruction, and one-on-one help/tutoring.</p> <p>Teachers make modifications/differentiate for students with disabilities in order to meet their needs more effectively if they are falling behind and/or have difficulties with lessons or assessments. Dimension 3 of the EQUIP rubric addresses instructional supports. Starting this year and going forward, teachers will be more targeted in their lesson and unit development in regards to this dimension in order to be more proactive than reactive in providing modifications/differentiating for students.</p> <p>The Assistant Administrator maintains a Student Progress Tracker to keep track of how many classes a student completes and how long it takes the student to complete them. If students are taking more than 4 to 6 weeks to complete a class, teachers and the Intervention Specialist find alternative resources and methods to help students be successful in their classes.</p> <p>Leadership does walkthroughs every day to monitor classes and check students' progress. Life Skills has</p>	<ul style="list-style-type: none"> • EQUIP rubric • Student Progress Tracker • Walkthrough form/feedback • Historical grades • NWEA MAP score reports • Galileo score reports • Student Status Team meeting notes • Flex group rosters • Pathblazer individual progress reports • Professional Development Calendar • SPED Census/related documents • Individual tutoring schedule



		<p>an Intervention Specialist who runs a learning lab throughout the day for Tier 2 support. Students who have specific learning disabilities in math and reading receive daily additional math and reading support through flex group classes that take place each day. Additionally, these students utilize a supplemental curriculum daily called Pathblazer by Compass learning that determines students' reading and math levels and then delivers interactive lessons to students to improve their skills. This program keeps a running report on student progress that is shared with classroom teachers.</p> <p>Weekly Student Status Team meetings (with follow-ups for each student), consisting of the Intervention Specialist, the school administrator, and teachers, are used to communicate the individual goals as outlined in IEP or 504 plans and to discuss ways to help students be successful in their classes.</p> <p>Students requiring Tier 3 support are identified by the student's records and their performance on standardized tests and classroom assessments. They will receive increased one-on-one instructional time in the Intervention Lab with our Intervention Specialist in order to address their needs through supplemental instruction.</p> <p>If the instructional plan for this subgroup is insufficient for adequate growth and achievement support, additional instructional coaching and support are provided for individual teachers or the staff as a whole and added to the Professional Development Calendar to address those needs.</p>	
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LIFESKILLS HIGH SCHOOL Response to Intervention





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

Life Skills High School is a small campus with only eight teachers, so teacher performance analysis happens on an individual basis. Evaluation data from the Life Skills Teacher Evaluation Tool is reviewed at the end of each evaluation window in the Fall and Spring. The evaluation itself evidences and measures five to six aspects within each of the four domains of: Planning and Preparation, The Classroom Environment, Instruction, and Professionalism. Each subsection within each domain has a rating scale of 1 (Unsatisfactory), 2 (Basic), 3 (Proficient), and 4 (Distinguished).

Teacher goal setting and goal accomplishments are tracked by administration through to the next evaluation window. Leadership uses this information, along with student performance data from NWEA MAP, Galileo benchmarking, and AzMERIT to drive both personalized and school-wide professional development efforts, in conjunction with overall student achievement data, student/teacher/parent survey data, and classroom walkthrough data that provides a daily snapshot of classroom instruction.

Analysis of data has led the leadership team to conclude that all teachers need additional support in creating more effective lessons and units that will increase rigor and provide targeted intervention and enrichment activities for all students. We are currently working with the EQUIP rubric to aid in this endeavor. Additionally, all teachers need to create more targeted assessments to measure and aid in student growth. We are currently receiving training on the use of Galileo to create classroom assessments using item test banks. This relates to an increased emphasis on data-driven instruction for our students.

In response to the analyzed needs of our instructional staff, professional development has been expanded to every Friday this year instead of every other Friday. Teachers are being sent to pertinent external professional development that emphasizes integration and effective instruction using ACCRS. Curriculum providers and digital tools, such as Blackboard and GPA (formerly Blended Learning), and ZIA Learning are being made available to teachers, along with training in their effective use to improve curriculum, lesson delivery and assessments to better reflect ACCRS and prepare students for AzMERIT EOC tests.



<p>Documentation</p> <ul style="list-style-type: none"> • Achievement data • Survey data • Classroom walkthrough form/feedback • Life Skills Teacher evaluation tool • Teacher goals • EQUIP rubric • Professional development calendar • Meeting agendas • Blackboard and Blended Learning resources

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?

<p>Answer</p> <p>Feedback from walkthroughs is in the form of graphs and short narratives, which can be easily viewed by the teacher and discussed with Leadership. Areas of focus are culled from numerical results in each of the four domains covered by the Walkthrough Form. The focus areas are dynamic in nature due to the frequency of walkthroughs. Data from the walkthroughs (with no names) is shared at faculty meetings so that the team can discuss what the data is showing them and make suggestions for focus and/or improvement in any of the four domains.</p> <p>Feedback during the formal evaluation sessions is in writing. As long as the teacher’s performance is proficient, the teachers work with administration, colleagues and students to grow and improve. Each teacher is provided with a variety of instructional support tools including instructional coaching, team teaching with a lab partner, co-planning in teacher teams, and professional development within and outside the school. If a teacher has an area of the evaluation that is basic or unsatisfactory, the leader engages the teacher in a formal, written corrective action process (so far NA) that provides support and documents improvements to satisfactory levels.</p> <p>More frequent feedback on strengths, weaknesses and learning needs based on the evaluation of instructional practices is provided by:</p> <ul style="list-style-type: none"> • Individual conferencing with teachers several times per year (the small size of the instructional staff allows for frequent direct meetings, which means that evaluative and corrective practices and monitoring of goals are ongoing) • Having dialogues about pertinent data and its implications with individual teachers and entire faculty during Friday meetings • Viewing and discussion of student survey results with administration and teachers • Development of improvement plans when necessary (so far NA)
<p>Documentation</p> <ul style="list-style-type: none"> • Walkthrough form/feedback • Life Skills High School Teacher Evaluation tool with ratings, comments, and stated goals • Teacher self-evaluations with individual goals stated • Committee, professional development, and faculty meeting agendas and activities

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 Life Skills High School leadership team decides (starting in August) what professional development topics will be covered throughout the following school year by reviewing achievement data, survey results, and other measures as listed below in order to determine campus-wide professional development needs (see Professional Development Outline below this section):

- Results of formal teacher evaluations that may pinpoint areas of need, focus, or concern
- Walkthrough data that may pinpoint areas of need, focus, or concern
- Results of student, peer and parent surveys
- Results of the SAI Survey from the Standards for Professional Learning taken and ranked by all teachers
- Power School data (attendance, number of courses completed, grades, graduation rate)
- Testing data (Galileo benchmarking, AZELLA, AzMERIT, NWEA MAP)
- The adoption of any new digital curriculum, resources, or technology that would require training
- Changes to state standards, accountability measures, etc.
- Annual SPED training (Child Find, FERPA, ELL, discipline)

Even though the bulk of planning for professional development takes place before the new school year begins, the plan can be revised and enhanced to cover new topics or topics in more or less detail if the need arises during the year (due to testing data, observed trends in surveys or walkthroughs, etc.).

Professional development topics are delivered to staff throughout the year in a variety of ways, including: individually-tailored, job-embedded coaching, small group sessions (i.e., department head and teacher, or school administrator and department heads, etc.), teacher teams, site-based trainings from an internal provider (a department head, a teacher sharing from a conference, etc.), site-based trainings from an external provider, webinars, and external conference opportunities to meet each teacher’s goals and/or the needs of the school. Teacher teams meet *at least* once per month to analyze data for areas of improvement, work on the EQUIP rubric, and/or discuss and share ways to improve, use, and implement targeted instructional strategies and various resources. Job-embedded coaching is aligned to a teacher’s professional goals and/or aligned to the Life Skills Teacher Evaluation Tool. Site professional development sessions align to standards accountability and the domains in the evaluation tool.

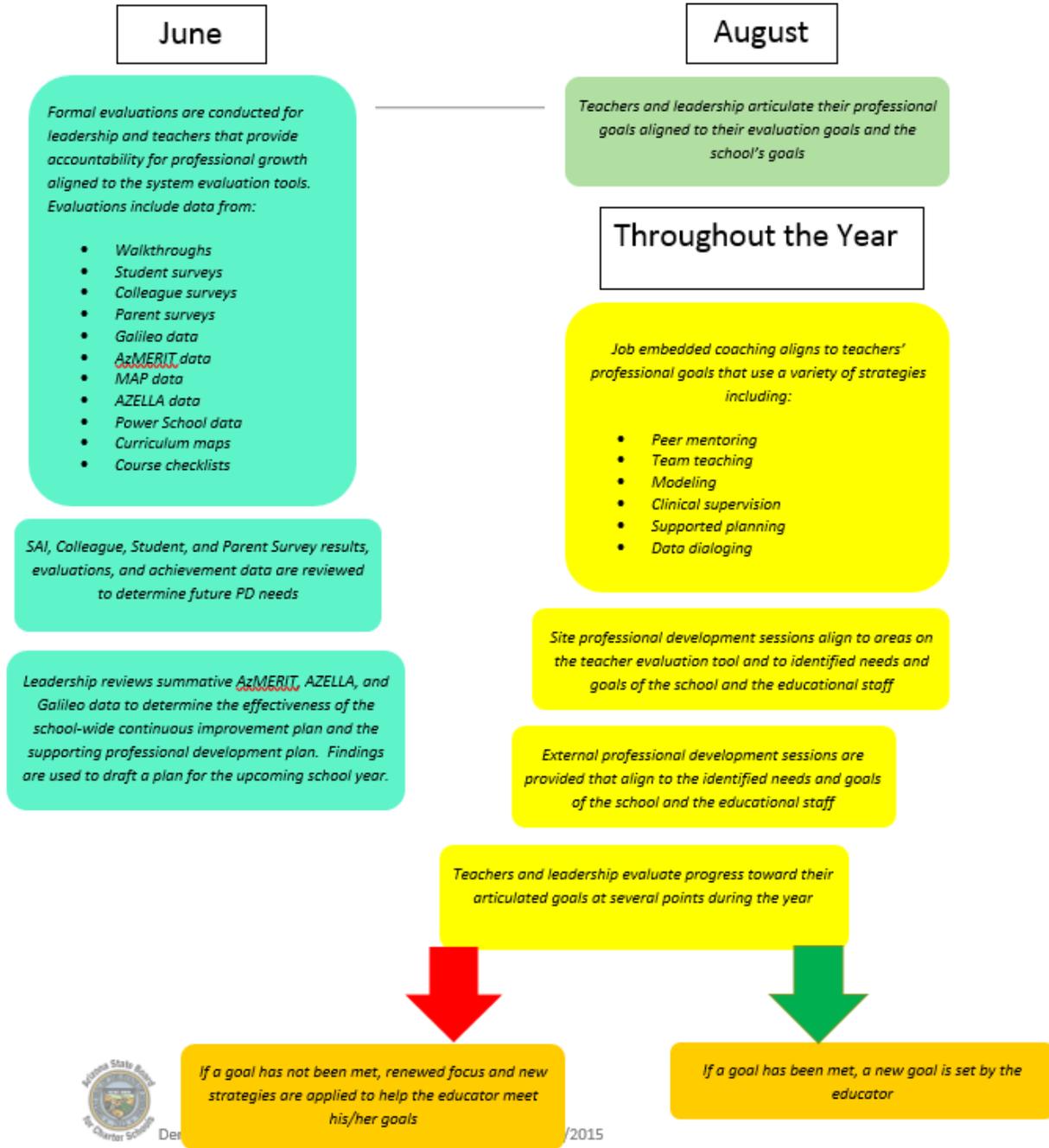
Documentation

- Teacher evaluation results
- Walkthrough form/feedback
- Survey results
- SAI survey results
- Power School data
- Testing data
- Professional Development Calendar
- Friday agendas/notes
- Teacher team meeting agendas/notes
- Training schedules/sign-ins
- Conference attendance records





Professional Development Outline



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

As stated in the previous section, professional development topics are delivered to staff throughout the year in a variety of ways. In order to ensure that the professional development plan (see Professional Development Outline above this section) is aligned with staff learning needs, the following takes place:

- Teachers identify professional development goals at the beginning of the year based on their evaluations and/or results of the SAI survey
- Throughout the year, teachers’ goals may be revised or continued as necessary depending on classroom observation trends (walkthrough data), student surveys, assessment data, and informal/formal conversations
- After each formal evaluation period, administration may see trends or common areas of concern arise in one or more domains. If these trends are common throughout the majority of the faculty, they would be discussed with the leadership team and the professional development plan could be revised to align with the learning needs evidenced by the evaluation results. If the areas of concern are isolated to one or two faculty members, the school administrator would meet with those teachers individually and set new goals for improvement.
- The SAI Professional Development Survey results from seven discrete areas indicate the areas in which staff have the greatest learning needs
- If any new digital curriculum, resource, or technology is added during the school year, that would require training of instructional staff that was not previously planned
- Any significant changes to state standards, accountability measures, etc. would require training of instructional staff that was not previously planned

Under the leadership of the department heads, teacher teams meet *at least* once per month to analyze data for areas of improvement, work on the EQUIP rubric, and/or discuss and share ways to improve, use, and implement targeted instructional strategies and various resources. The content of these meetings is determined by each department head in conjunction with school administration and is intended to benefit all teachers with ongoing and relevant professional development. Job-embedded coaching is aligned to a teacher’s professional goals and/or aligned to the Life Skills Teacher Evaluation Tool. Site professional development sessions align to standards accountability and the domains in the evaluation tool.

Documentation

- Teacher goals
- SAI survey
- Walkthrough form/feedback
- Formal evaluation results
- Training agendas for new resources
- Teacher team meeting agendas/notes
- Professional Development calendar

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 professional development plan was determined in large part as a response to the SAI needs survey to determine in what areas teachers felt they needed the most support in their roles. In a staff meeting at the beginning of the year, the data was shared, and as a group the ranking of importance was discussed to guide our professional development plan. This strategy helped to foster a shared vision and culture in regards to the relevance and importance of professional development.

Holistically looking at evidence provided by walkthroughs, formal evaluations, assessments, surveys, and teacher documents (such as curriculum maps and course checklists), in the fall and the spring, aid in guiding the ongoing professional development needs of the faculty. Professional development is adjusted to meet any needs deemed highly important. Since the opportunity for whole-faculty meetings and Teacher team meeting occurs every Friday, these adjustments can be made quickly if needed.



One example of how adjustments were made during this school year is the introduction, training, and use of the EQUIP rubric, which has proved invaluable at helping teachers improve their instruction and align it more closely with the Common Core shifts.

Documentation

- SAI survey and meeting notes
- Professional Development calendar
- Friday meeting agendas (including for EQUIP training)

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

Because Life Skills is an alternative school for at-risk youth, ages 16 – 21 who tend to be behind in credits and below grade-level in reading and math, the majority of our professional development efforts are concerned with helping teachers to be more effective instructors for our most struggling students. This includes non-proficient students, which make up 95%+ of our student body, free and reduced lunch students, which make up 75%+ percent of our student body, Special Education students, which make up 10%+ of our student body, and English Language Learner students, which make up 5%+ of our student body.

Much of the professional development offered addresses the needs of our majority non-proficient students and is approached in the same manner as for our Free and Reduced Lunch (FRL) students. The collection of assessment data throughout the year, along with attendance, behavioral, and class completion data, provide information to guide professional development for our non-proficient students and FRL students. The bulk of professional development, therefore, involves creating plans, programs, and interventions to support these students and provide as many opportunities as possible to ensure support and student overall growth and mastery of the standards. This professional development takes place internally as well as externally when appropriate opportunities are identified.

Professional development that addresses the needs of students with disabilities is approached in a similar manner. The Intervention Specialist assists the school with ensuring that professional development efforts are in place to support growth and achievement for all students with IEPs or 504 plans. Assessment data throughout the year, along with attendance, behavioral, and class completion data, is used by the Intervention Specialist to guide professional development in creating plans/programs/interventions to support students with disabilities. The Intervention Specialist is also sent to appropriate external professional development to further enhance her knowledge and skills. In addition to the Intervention Specialist, the school also utilizes the services of a School Psychologist/Educational Consultant who aids in providing professional development to our teachers. Common topics include Child Find, FERPA, legal rights, best practices, differentiation/modification strategies, etc.

Similarly, the collection of assessment data throughout the year from walkthroughs and formal evaluations, along with attendance, behavioral, and class completion data, provide information to guide professional development in creating plans/programs/interventions for ELL students and guide professional development topics. The Assistant Administrator, the Intervention Specialist, and the ELL Consultant help the Administrator plan pertinent internal professional development, and one or more of them are sent out to appropriate external professional development opportunities to not only address subgroup students more effectively, but to allow them to provide professional development for the staff in topics concerning subgroups.

Documentation

- Professional Development Calendar
- Meeting Agendas



C. Supporting High Quality Implementation

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

Answer
Professional development sessions are held throughout the year to inform, drive, support, and enhance meaningful instruction to develop staff and student achievement growth. Teachers will be observed weekly by school leadership to gain evidence on its effectiveness within their classrooms in order to ensure high-quality implementation of the strategies learned. Additionally, teachers receive job-embedded coaching to help them implement new strategies learned in professional development sessions. This may be composed of team teaching, instructional coaching, or clinical supervision (if necessary) by members of the leadership team. Walkthroughs and feedback sessions will support the goal of reaching a higher caliber of implementation of professional development strategies. Friday faculty and teacher team meetings throughout the year are used to provide clarification, follow-up, examples/modeling, and opportunities for discussion/determination of best practices in the implementation of learned professional development strategies.
Documentation
<ul style="list-style-type: none"> • PD Calendar • Meeting agendas • Coaching notes • Walkthrough form/feedback

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

Answer
As the leadership team determines needs and develops the professional development plan (using walkthrough data, formal evaluation results, assessment results, surveys, and teacher documents—such as curriculum maps and course checklists) , the school administrator works with the Chief Academic Officer of Life Skills to ensure that the necessary resources for implementation of professional development will be made available and included in the budget. Additionally, the administrator provides in-house professional development (given by the administrator, local faculty members, or other professionals within the Life Skills Company) for no additional cost.
On-site professional development by external providers is contracted and paid for by Life Skills corporate. External local professional development (given by the ADE or other entities) is paid for through a simple approval process utilizing purchase orders. The Chief Academic officer is extremely supportive of our professional development needs, so between the local site and the resources provided by Life Skills corporate we will be able to implement a high quality implementation plan for instructional staff.
Documentation
<ul style="list-style-type: none"> • Approved professional development forms • Proposal for professional development by the Center for Student Achievement • Copy of Professional Development budget

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
<p>Leadership conducts walkthroughs of classrooms every week, which includes periodic checks of course checklists and the actual classes (through online access into each class through Blackboard – our LMS). These items are expected to reflect effective implementation of professional development strategies learned throughout the year, particularly related to effective use of Common Core shifts, instructional supports, and assessments.</p> <p>When the leadership team reviews course checklists, courses in Blackboard, assessments, activities, and classrooms (via walkthroughs), they look for proper use of strategies learned through the professional development process. Teachers receive regular feedback on walkthroughs. School leadership (it could be the administrator, assistant administrator, English Department Chair, Math Department Chair, and/or Intervention Specialist) meets individually with teachers upon the request of the teacher or as otherwise needed throughout the year as deemed by the administrator.</p> <p>All teachers receive formal evaluations from the school administrator in December and May. The process begins in August with a self-evaluation and goals aligned to the Life Skills teacher evaluation rubric. The administrator uses this rubric so that the ratings are clear to all parties involved. Teachers are expected to produce evidence and artifacts that show how they meet in each domain of the Life Skills teacher evaluation rubric in order to substantiate the rating of each indicator. Domain 4, section E specifically refers to the teacher’s level of implementation of strategies learned in professional development sessions. At the end of each evaluation, the teacher uses the process to identify new areas of professional growth that are aligned to the evaluation tool and address their lowest rated areas, and/or areas in which they would like to improve or grow. In August, the goal review process will begin again as the start of the cycle for the new school year.</p>
Documentation
<ul style="list-style-type: none"> • Walkthrough form/feedback • Life Skills Teacher Self Evaluation • Life Skills Teacher Evaluation Rubric • Examples of Artifacts • Teacher goals

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

Answer
<p>Life Skills follows up with instructional staff regarding implementation of the strategies they have learned in professional development in several ways. Friday faculty meetings and teacher team meetings provide weekly opportunities to discuss/model/practice implementation of professional development strategies (i.e., experiences, questions, suggestions, resources, simulations, expectations, etc.).</p> <p>On our small campus, we have identified certain teachers as the “go-to” persons for certain aspects of follow-up to professional development. For instance, one of our English teachers is very good at using online resources to engage students in more text-dependent reading activities. One of our math teachers has designed some effective standards-based common core math activities and is a model for our other math teachers. In other words, when someone effectively implements a strategy, he/she is willing to help fellow teachers with that strategy. The administrator will often direct a teacher to another teacher specifically for that purpose. The result would be that the teacher who received the guidance is able to reflect that in the lesson, assessments, activities, etc. within the class.</p> <p>Towards the end of the school year, the SAI survey will be given again to determine professional development needs. Data from this survey will track any changes from the earlier SAI survey results, and can help determine areas of growth and next steps necessary to assist with effective implementation of professional development.</p>
Documentation
<ul style="list-style-type: none"> • Friday meeting agendas • Walkthrough form/feedback



- Meeting agendas
- SAI Survey

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

Our ECAP process is planned and led by our Assistant Administrator and our Student Success Coordinator. Upon enrollment, all students complete a “First Day Activity Packet” that includes activities related to goal setting, time management, and identifying academic and career goals. Then, all students are immediately enrolled into a Career Planning and Development course that they work on throughout their time here until they are close to graduation. The units in the course are: Academic & Personal Success, Skills for Workplace Success, Postsecondary Planning, Career Exploration, and Building Your Resume. The required activities include making a graduation progress plan, exploring academic and career goals, and participating in volunteer and leadership opportunities within and/or outside of school. All of the activities are aligned with the Arizona Career Information System (AZCIS) career planning activities, and many are completed on the website under each student’s login. These completed activities are saved to each student’s portfolio. Examples of education and career-planning activities include: school organized volunteer and leadership opportunities, College and Career Readiness workshops and presentations, and college tours and presentations.

Graduating Seniors (students with 15 or more credits who are progressing towards graduation) are enrolled into a Senior Career Planning and Development course that they work on until graduation. They must complete a series of required activities that include: completing career interest inventories, updating their course planner, updating their resume, participating in voluntary college placement testing, college tours, and a Senior Leadership Retreat. Seniors are also required to attend monthly meetings where they participate in group activities focused on: professional communication, time management, post-secondary planning, financial literacy, college-vocational tours/presentations, and completion of all activities that will be included in the AZCIS ECAP Report.

Both the Career Planning and Development course and the Senior Career Planning and Development course must be completed as a requirement for graduation.

Documentation

- ECAP Implementation Plan
- ECAP Report example
- First Day Activity Packet
- Career Planning and Development curriculum map & course checklist
- Senior Career Planning and Development curriculum map & course checklist
- Course planner worksheet
- Senior meeting agendas
- Workshop sign-in sheets
- AZCIS usage report

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 majority of students at Life Skills are behind academically. Administration conducts a credit analysis for each student upon enrollment. Each student's credit analysis is updated throughout the school year as students earn credits. Students who have not completed a course within 6 to 8 weeks are identified by an administrator and are required to meet with their homeroom teacher and/or course instructor to discuss the reasons for their lack of progress and to come up with a plan to complete the course in a timely manner. Credit analyses are also utilized in scheduling students for classes in order to keep them on course for graduation. As students approach completion of graduation requirements, the Assistant Administrator meets with them to review any deficiencies in requirements and provide relevant post-graduation information.

Since many students fail to make academic progress due to a chronic lack of attendance, administration and office staff call absent students each day to check on why they are not at school and when they will return. Reasons for excused absences are entered into the log in Power School and can be viewed by all faculty. Students with excessive absences meet with an administrator or office staff to review attendance and academic expectations. For students close to graduation, a grade check is performed by the Assistant Administrator to ensure students are still on-track to graduate. If we cannot contact students, postcards are sent out urging students to return to school and to let us know how we can help them be successful and meet their graduation goals.

Students who withdraw are tracked by the leadership team, who then sends out postcards and makes phone calls to students who have not yet graduated to invite them back to school (often for an event such as Open House) and encourage them to complete their credits to earn a diploma.

Additional processes for monitoring and follow-up on student progress toward completing courses to meet graduation requirements include:

- ✓ Daily updating of the Student Progress Tracker by the Assistant Administrator
- ✓ Weekly updating of the Graduation Tracker by the Assistant Administrator
- ✓ Progress reports sent home quarterly by the Assistant Administrator
- ✓ Monitoring of the Student Progress and Graduation Trackers by homeroom teachers, who meet with their students monthly and contact parents when needed
- ✓ Student meetings with administration and/or teachers upon student request, parent request, or the request of administration
- ✓ Email communication between a student's teachers and his/her parents or guardians
- ✓ Frequent communication with the Assistant Administrator and/or the Senior Advisor during the school day and/or on Fridays, when students participate in workshops on securing financial aid (FAFSA), careers, applying for college, and other aspects of post-secondary college and career readiness
- ✓ Daily/Weekly calling of students by office staff or administration (either live or robo-calls) to check on absences or remind them of upcoming events
- ✓ Daily teacher monitoring of class progress cards and course checklists to ensure students are on-track to complete the class
- ✓ Student-Teacher conferences with students who have not completed a course during the prior two months

Much of our ECAP process is monitored by our Assistant Administrator and our Student Success Coordinator.

Upon enrollment, all students complete a "First Day Activity Packet" that includes activities related to goal setting, time management, and identifying academic and career goals. Students submit this packet within their first week of enrollment prior to being assigned their first academic course. The Assistant Administrator reviews the student's academic and career goals and meets with any students who need clarification or guidance developing their goals. The Career Planning and Development course is worked on continuously throughout the year. The Assistant Administrator can monitor the progress of the course at any time through Blackboard and the AZCIS usage reports.

In the spring, all graduating Seniors are given a copy of their Graduate Checklist at each monthly Senior meeting. The Assistant Administrator requires that this checklist be updated at each meeting. The Graduate Checklist includes: remaining credits, meeting attendance, progress towards completion of ECAP report, assessments taken, post-secondary plan, volunteer and employment history, and teacher conferences.

The Senior Advisor meets with graduating Seniors every two weeks to discuss individual class progress, how many core classes are left to complete, attendance, upcoming workshops and other Senior-related activities, and suggestions for strategic time



management in order to complete all requirements in time for graduation.

Documentation

- Credit analysis from Power School
- Post cards for absent students
- Post card invitations for drop-outs
- Call logs
- Power School logs
- Student Progress Tracker
- Graduation Tracker
- Graduation checklist
- Quarterly progress reports
- Graduate meeting announcements
- Student workshop agendas and meeting dates
- Power School records (attendance, graduation progress, historical grades, student schedule, credits earned)
- Progress cards
- Email communications
- Course checklists
- Student-teacher conference notes
- Senior Advisor meeting notes

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

Academic

Life Skills administrators and the Senior Advisor carefully review the transfer credits of all incoming students. They also review each student’s credit analysis every time he/she completes a course in order to determine subsequent course assignments. Math and ELA courses are prioritized, as those are often the areas where students are most behind in credits. Prior to enrollment in any math course, students are given a math assessment to determine the appropriate placement in Algebra and Geometry courses.

Additional processes for identifying students that are not successfully progressing through required courses include:

- ✓ Homeroom teachers are responsible for keeping track of their students’ progress and noting any need for meetings, parent contact, and/or intervention
- ✓ Administration, Senior Advisor, and/or any teacher can identify students for intervention, parent contact, etc.
- ✓ The Intervention Specialist can hold a SST concerning a student in order to clarify the concerns and make an academic plan going forward
- ✓ All staff has access to the Student Progress Tracker and Graduation Tracker, as well as records in Power School in order to keep track of a student’s progress and possible needs

Life Skills High School utilizes a blended learning flex model that is designed to remediate academic problems by providing differentiated instruction for struggling students. The Pathblazer program remediates students in reading and math, and the Intervention Specialist provides additional math and reading support through direct instruction every week. The flexible four-day per week school schedule offers opportunities for additional academic support, including tutoring and frequent opportunities for one-on-one or small group instruction and/or help, and faster credit recovery for students who wish to extend their day and stay more than the required five hours.



Specific additional academic supports to remediate academic problems for struggling students are implemented through:

- The use of a blended flex model that is designed to provide differentiated instruction
- The use of the Pathblazer program for targeted remediation in reading and math
- Direct instruction flex groups weekly for reading and math
- Daily one-on-one help by teachers and staff
- Alternative assignments, along with other appropriate differentiation in classes

Social/Emotional

In order to gain additional knowledge about our students, we administer a risk assessment such as the CASEY Life Skills High School Risk Assessment, which measures student needs in the following areas: Goals, School, Home & Community, Study & Technology, Basic Skills, Motivation & Participation, and Relationships. The Assistant Administrator discusses areas of concern with the students when meeting with them. The Student Success Coordinator uses the data to determine what types of workshops may be most helpful and of interest to our students.

The Assistant Administrator meets with students individually to help them rebound from social problems and reframe for success. The Student Success Coordinator provides weekly workshops for students on a myriad of subjects, including: credit and banking, careers, dating violence, child care, etc. All students are provided with a free daily bus ticket so they can travel to and from school at no cost.

Examples of support given to struggling students include:

- ✓ Food boxes
- ✓ Guidance in applying for programs that provide financial, medical, and nutrition assistance
- ✓ Child care resources
- ✓ Mental health referrals
- ✓ Housing resources
- ✓ Collaboration with DCS caseworkers and juvenile probation

The school’s Assistant Administrator has a Master’s degree in Counseling and is experienced in mentoring, mediation, and discipline. She meets with students upon their request, or upon request from staff members, parents, or guardians. She assists in resolving conflicts and identifying the reasons behind behavioral struggles. She conferences with students, parents, and teachers regarding behavior and academic concerns, reviews expectations, and helps them design academic and behavior goals that will lead them towards success.

Documentation

- CASEY assessment
- Workshop schedule/rosters
- Student Resource Guide
- Support resources
- Power School records (historical grades, credit analysis)
- Student Progress Tracker
- Graduation Tracker
- SST meeting notes
- Pathblazer reports
- Math and reading flex group rosters
- Math placement test
- Examples of differentiated assignments

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



Since Life Skills High school is a credit recovery school, there are no minimum credits required to enroll. Therefore, many of our students require an extended period of time in order to earn enough credits for graduation. Life Skills experiences a high mobility rate and attendance challenges in spite of efforts to accommodate student and parent needs with flexible scheduling (two start-time options), self-paced courses, the opportunity to stay beyond the required five hours and seek additional instructional support, and a four-day schedule. Data regarding course progress checklist, class completion rates, attendance, student surveys, and graduation rates are reviewed throughout the year and over the summer to determine if any of our systems are in need of modification.

The CASEY Risk Assessment survey will be given to all students at the end of the school year, which will help us determine the effectiveness of provided workshops, instruction, and interventions given during the year. This data will also be reviewed and used in planning for the following year.

Each month, we review students' rates of class completion. Students who are not progressing meet with their homeroom teacher and/or course teacher to discuss concerns and create short-term goals. If the student is close to graduating, he/she will also meet with the Senior Advisor to make a plan to complete classes in time for graduation and mitigate any concerns. Additionally, the Assistant Administrator maintains a Graduation Checklist for all students who are close to graduating. If any students are not completing courses in a timely manner, she meets with them to review graduation goals and timelines.

Looking at our overall graduation numbers, we have consistently been successful in helping students graduate even into their 7th or 8th year, as well as providing an opportunity for some students to graduate a year early.

Refer to Tables 1 and 2 below:

Rows highlighted in yellow represent data that was listed as "NR" on the 2012 and 2013 Academic Dashboards. We do not know why these years were "NR" since we reported the data to the State each of those fiscal years. FY 2014 was listed as "Not Met" on the Academic Dashboard, but we are not sure if that is correct.

Table 1:

Graduation Rate Summary Report for Life Skills High School per ADE				
Numbers reflect the percent of each cohort that graduated per fiscal year				
FY	4-year	5-year	6-year	7-year
2012	35/94=37%	59/155=38%	61/184=33%	77/188=41%
2013	7/68=10%	35/93=38%	59/153=39%	61/180=34%
2014	4/60=7%	12/71=17%	38/95=40%	61/155=39%
2015	7/63=11%	14/67=21%	21/75=28%	38/95=40%
2016	19/146=13%	16/67=24%	25/74=34%	23/79=29%

The fiscal years on Table 2 represent the *actual* fiscal year. This graduation data does not show a one-year lag as the data does on the state Graduation Rate Summary Report.

Table 2:

Graduation Report Based on Power School Records							
FY	Early Grads	4-year	5-year	6-year	7-year	8-year	Total Grads
2013	0	11/60=18%	3/32=9%	0/11=0%	0/8=0%	1/3=33%	15
2014	3	7/65=11%	10/49=20%	9/26=35%	2/8=25%	2/3=67%	33
2015	4	15/123=12%	8/84=10%	13/52=25%	3/25=12%	3/11=27%	46

Documentation

- Student Progress Tracker
- Graduation Checklist
- Course progress checklist



- Credits earned
- Attendance averages
- Student surveys
- CASEY Risk Assessment survey and overall results
- Teacher/Student meeting documentation
- Senior Advisor meeting notes

AREA VII: ACADEMIC PERSISTENCE (if applicable)

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

A. Strategies for Continuous Enrollment

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

Answer

Life Skills High School serves an alternative at-risk population of students, ages 16 to 21 years old. Most of them enroll in our school already experiencing risk factors such as poverty, homelessness, adjudication, and early parenthood or familial responsibilities. Some of our students suffer with physical, social, and/or emotional issues that make it challenging to attend school regularly and be prepared for learning. These issues can stem from physical, sexual or mental abuse as well as substance abuse (either by the student or those close to him/her), or other factors. Over 95% of our students currently are in poor academic standing.

As identified on the Student Services Questionnaire, 100% of our students have one or more of the following risk factors:

- ✓ Dropped out of school more than 30 days
- ✓ Ward of the State
- ✓ Behind in credits
- ✓ Previously expelled for disruptive behavior
- ✓ History of incarceration or probation

Our students’ levels of engagement are frequently measured through several available resources that include:

Academic

- ✓ Course checklists and progress cards indicating how many activities were completed daily (i.e., quizzes, tests, projects, and assignments) by each student. Homeroom teachers monitor these everyday upon check-in and check-out.
- ✓ The Student Progress tracker, which monitors course completion dates and is updated daily by the Assistant Administrator and reviewed by faculty and staff at Friday meetings
- ✓ The Graduation Progress tracker, which monitors number of courses needed for graduation and is updated weekly by the Senior Advisor and reviewed by faculty and staff at Friday meetings
- ✓ Attendance records from the Power School Consecutive Absence Report – students are called and postcards are sent if they show 4 or more days of consecutive, unexcused absences.
- ✓ Email communications between parents/guardians/students and staff regarding academic progress and concerns
- ✓ Quarterly progress reports showing number of classes remaining until graduation, which are mailed to homes

Preparation for College & Career

- ✓ Student participation in non-academic workshops and activities-which is tracked by the Student Success Coordinator. She also seeks out and encourages students who are not currently participating to participate.
- ✓ Student responses on post-workshop surveys – the Student Success Coordinator uses these to determine whether the workshop was relevant, helpful, needs follow-up, etc.

Social/Emotional

- ✓ Upon enrollment, students complete a Student Services questionnaire to identify involvement with community agencies and any risk factors. Students who display risk factors will be encouraged to attend workshops at the school during the school day, meet with the Assistant Administrator to discuss any immediate needs (like a food box), meet with their Homeroom or classroom teacher to work out a specific plan for completing classes and earning credits, etc.



<ul style="list-style-type: none"> ✓ Students are asked to complete an online survey, such as the CASEY Risk Assessment, to assess risk factors so that we may be aware of and address any social, academic, personal, and family concerns. These concerns will first be addressed by the Assistant Administrator, who will refer more serious concerns to outside agencies if necessary. ✓ Observations of teachers and staff as to changes in a student’s appearance or behavior (including discipline logs in Power School). Concerns are addressed by an Administrator by meeting with the student and/or parents/guardians if necessary ✓ Discussions between the student and staff regarding personal issues and challenges
<p>Documentation</p> <ul style="list-style-type: none"> • Student Services Questionnaire • CASEY Risk assessment • Consecutive Absence Reports from Power School • Student workshop participation survey results • Course checklists • Progress cards • Student Progress Tracker • Graduation Tracker • Contact logs • Emails • Quarterly progress reports

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

<p>Answer</p> <p>Life Skills High School uses a variety of strategies to address student challenges to provide timely intervention for students demonstrating potential for disengagement that include:</p> <p><u>Academic</u></p> <ul style="list-style-type: none"> ✓ Contacting and meeting with parents/guardians when possible. ✓ Placing new or returning students in classes based on academic need. ✓ Offering flexible scheduling to students who are parents or who work full time. ✓ Allowing students to stay an extended day to receive tutoring/extra help ✓ Meeting with Homeroom teacher to discuss progress at least once per month. ✓ Sending home Progress Reports quarterly. <p><u>Preparation for college & career</u></p> <ul style="list-style-type: none"> ✓ Opening an account with AZCIS to plan post-secondary goals, have a resume, and find career and college information. ✓ Participating in weekly workshops, which have been implemented for career and college readiness and/or social/personal issues. ✓ The ability to earn up to four elective credits through documented work and community service. ✓ Taking off-campus field trips to community colleges and other college or career oriented locations. ✓ Hearing guest speakers from the community talk about their careers, services, etc. ✓ Annual Career Day held at the school to expose students to members of the community who are successful and can provide students with connections for jobs and educational opportunities ✓ Students that are on track to graduate participate in several meetings each semester for team-building, goal-setting, college and career planning <p><u>Social/Emotional</u></p> <ul style="list-style-type: none"> ✓ Character-building activities such as community service, i.e., <ul style="list-style-type: none"> ○ Canned food drive ○ Packing food boxes ○ Blood drive ○ Park building ✓ Phone calls, texts and emails to follow-up with students who have been absent, just had a child, etc. ✓ Sending of postcards to students who have been absent or have dropped out which are written and signed by familiar



- teachers or the administration
- ✓ The awarding of school pride items (T-shirts, water bottles, backpacks) as student incentives
 - ✓ Student engagement and dissemination of information about what is going at school through social media, particularly Facebook
 - ✓ Students in need are identified by teachers, peers, or administration and referred to the Student Success Coordinator or the Assistant Administrator who connect them with Community Partnerships that can help them with shelter, jobs, food, counseling, medical care, etc.
 - ✓ Students are asked to complete an online survey, such as the CASEY Risk Assessment) to assess risk factors so that we may be aware of and address any social, academic, personal, and family concerns. Homeroom teachers monitor the results and refer any concerns to the Student Success Coordinator or Assistant Administrator for further action.

Documentation

- Documentation of follow-up on Student Services questionnaire kept by the Assistant Administrator (referrals, contact logs, etc.)
- Meeting notes and sign-in sheets
- Class schedules
- Quarterly progress reports
- AZCIS accounts
- Workshop agendas/rosters
- Pay stubs, Documentation of community service hours, log of work hours submitted and credits posted
- Field trip schedules and pictures
- Event schedules, pictures
- Contact logs (inc. phone, email and postcards)
- Student tracker
- Grad tracker
- Incentive program posters, award order receipts
- Facebook page
- School website
- Career Day schedule, flyers, pictures
- Lists and contact information for various Community Partnerships that can assist students
- CASEY Risk assessment

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

Answer

Academic & College/Career Readiness

Life Skills experiences a high mobility rate and attendance challenges in spite of efforts to accommodate student and parent needs with flexible scheduling (two start-time options), self-paced courses, the opportunity to stay beyond the required five hours and seek additional instructional support, and a four-day schedule. Each month, we review students’ rates of class completion. Students who are not progressing meet with their homeroom teacher and/or course teacher to discuss concerns and create short-term goals. If the student is close to graduating, he/she will also meet with the Senior Advisor to make a plan to complete classes in time for graduation and mitigate any concerns. Additionally, the Assistant Administrator maintains a Graduation Checklist for all students who are close to graduating. If any students are not completing courses in a timely manner, she meets with them to review graduation goals and timelines.

Data regarding course progress, credits earned, attendance, student surveys, and participation in student workshops, Senior meetings and activities, and community events are reviewed throughout the year and over the summer to determine if any of our systems are in need of modification.

Social/Emotional

The CASEY Risk Assessment survey will be given to all students at the end of the school year, which will help us determine the effectiveness of provided workshops, instruction, and interventions given during the year. This data will also be reviewed and



used in planning for the following year.

A review of our Academic Persistence Rates (Table 3) for the past three school years shows a fairly strong trend. For some reason, the FY2013 persistence rate showed as an NR on our Dashboard for that year (we are not sure what caused this).

Table 3:

FY	Academic Persistence
2013	61
2014	79
2015	76

A review of our dropout rate shows a decrease in dropouts within the last two school years.

Table 4:

FY	Drop-Out Rate
2014	50.1
2015	28.4

Documentation

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

- Course progress checklist
- Credits earned
- Attendance averages
- Student surveys
- Workshops/Community Events participation counts
- CASEY Risk Assessment survey and overall results
- Teacher/Student meeting documentation
- Senior Advisor notes
- Graduation checklist
- Academic Persistence Rate reports

