Demonstration of Sufficient Progress

DSP Report

Charter Holder Name: PRESCOTT VALLEY CHARTER SCHOOL
School(s): PRESCOTT VALLEY SCHOOL
Date Submitted: February 6, 2014
Purpose of Demonstration of Sufficient Progress *(check one):*

- ☐ Annual Monitoring
- ☐ Interval Review
- ☒ Renewal
- ☐ Failing School
- ☐ Expansion Request

Academic Dashboard Year *(check all that apply)*:

- ☒ FY2013
- ☒ FY2014

Area I: Data

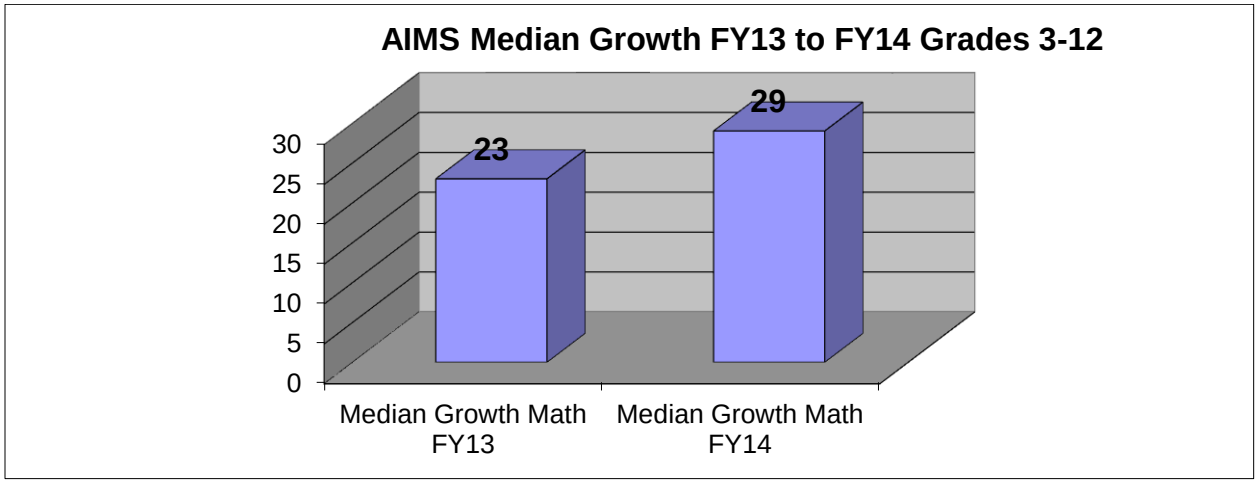
School Name: _PRESCOTT VALLEY SCHOOL_____

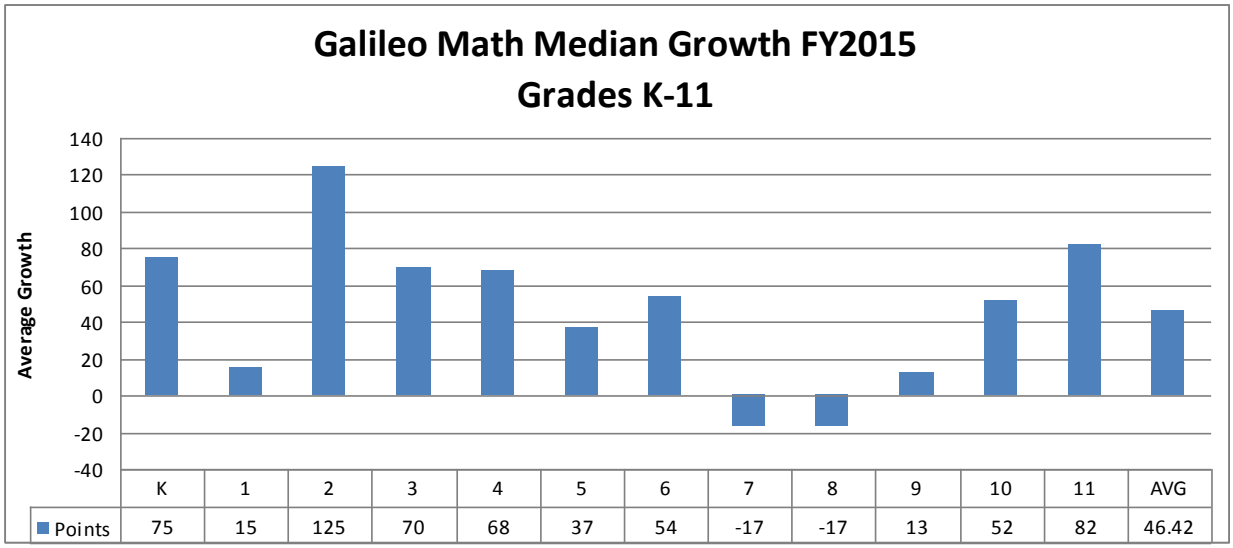
Dashboard Ratings for All Measures					
Measure	Prior Year Dashboard		Current Year Dashboard		Data Required for Report
	Meets Exceeds	Does Not Meet Falls Far Below No Rating	Meets Exceeds	Does Not Meet Falls Far Below No Rating	
Student Median Growth Percentile (SGP) - Math	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP) – Reading	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP), Bottom 25%,- Math	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP), Bottom 25%,- Reading	☐	☒	☐	☒	☒
Percent Passing – Math	☐	☒	☐	☒	☒
Percent Passing – Reading	☐	☒	☐	☒	☒
Subgroup, ELL – Math	☐	☒	☐	☒	☒
Subgroup, ELL – Reading	☐	☒	☐	☒	☒
Subgroup, FRL – Math	☐	☒	☐	☒	☒
Subgroup, FRL – Reading	☒	☐	☒	☐	☐
Subgroup, students with disabilities – Math	☐	☒	☐	☒	☒
Subgroup, students with disabilities – Reading	☐	☒	☐	☒	☒
High School Graduation Rate	☒	☐	☒	☐	☐

Data for All Applicable Measures and Subgroups

1. **What year-over-year comparative data demonstrates improved academic performance? Describe and provide data for each measure that does not meet the Board's standards in the relevant Academic Dashboards. Clearly label all data to demonstrate which measure(s) it addresses.**

Insert Student Median Growth Percentile (SGP) – Math data here:

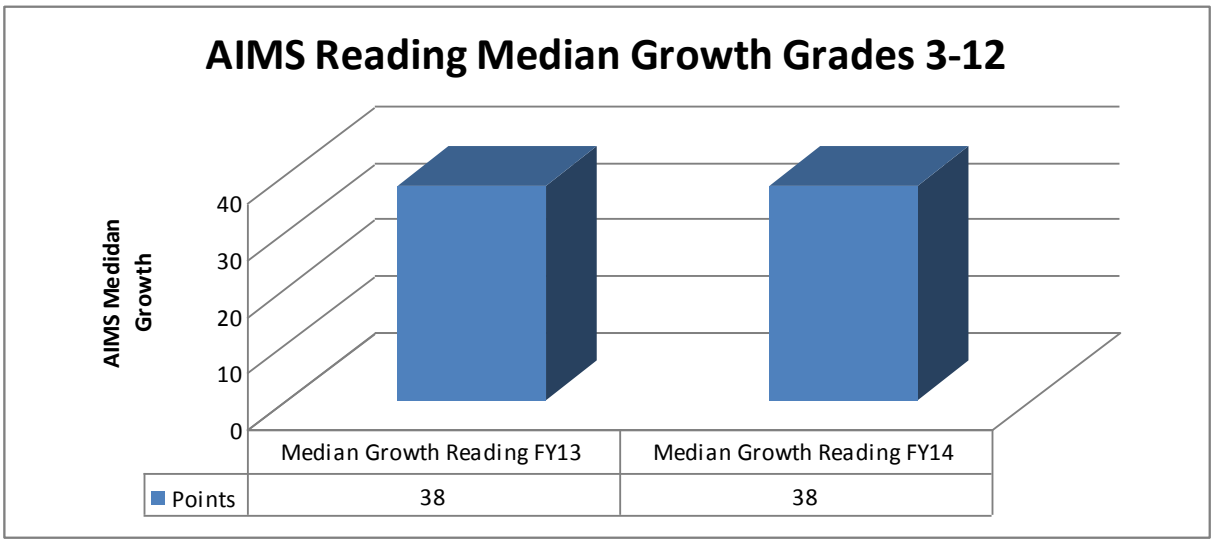


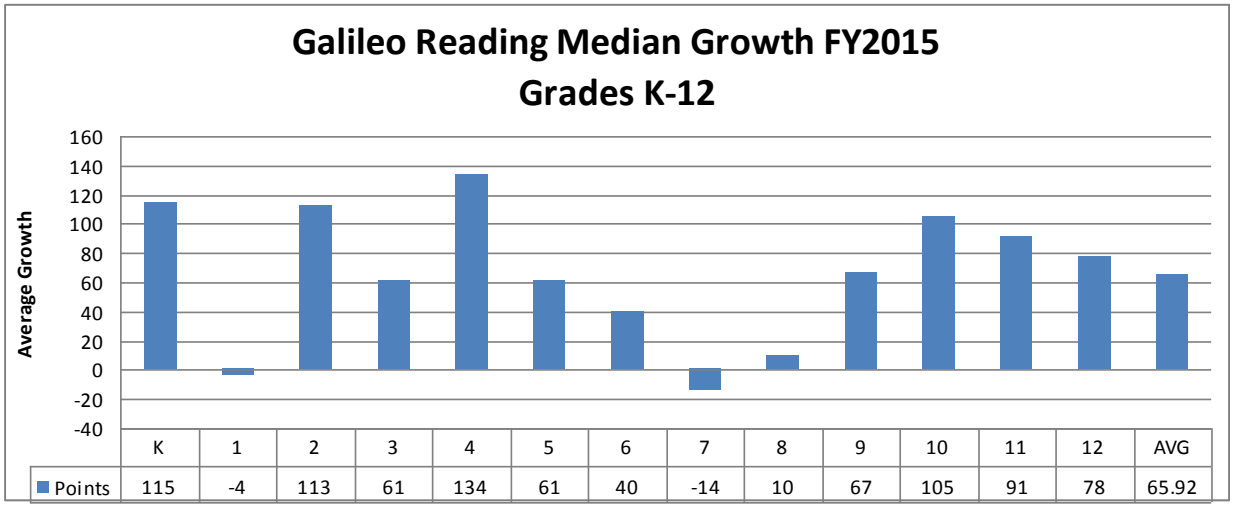


	K	1	2	3	4	5	6	7	8	9	10	11	AVG
Points	75	15	125	70	68	37	54	-17	-17	13	52	82	46.42

Math growth based on current Galileo data for the FY2015 school year shows an increase of 17.42 points in median scale score growth in mathematics in grades K-11 with an overall average of 46.42. When compared with the AIMS data above, in FY13 to FY14 the school increased by 6 points, therefore the current growth is more than double than the prior year. To compare only tested grade levels from FY14 to FY15, average growth is 38 points, which is an increase of 9 points.

Insert Student Median Growth Percentile (SGP) – Reading data here:

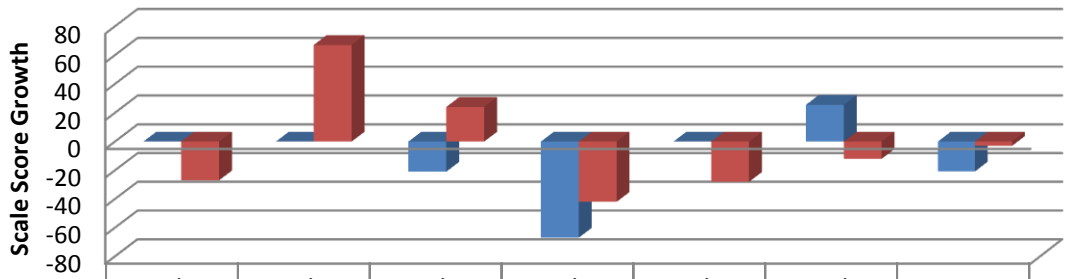




Reading growth based on current Galileo data for the FY2015 school year shows an increase of 27.9 points in median scale score growth in reading in grades K-12 with an overall average of 65.9. When compared with the AIMS data above, in FY13 to FY14 the school did not show any increase in reading scale score growth, therefore the current growth is significant. To compare only tested grade levels from FY14 to FY15, average growth is 63.3 points, which is an increase of 25.3 points.

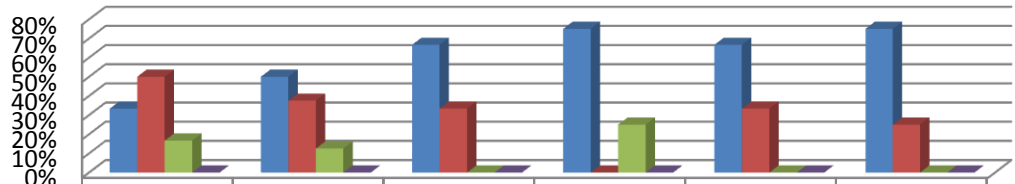
Insert Student Median Growth Percentile (SGP), Bottom 25%,- Math data here:

The bottom 25% subgroup in Math consisted of 6 students in FY2014 and 8 students in FY2015.



	4th	5th	6th	7th	8th	10th	AVG
FY14	0	0	-21	-67	0	25.5	(20.83)
FY15	-27	67	24	-42	-28	-12	(3.00)

Bottom 25% students in Galileo Math have made some improvement in scale score growth since FY2014, however, the average end result is still negative (-3%). Grade 5 shows an increase in growth from 0 to 67 points on average. The charter attributes this increase to the hire of a new 5th grade teacher in FY15. Through further analysis the charter has determined that there are deficits in curricular alignment with the CCR standards in middle school math based on 7/8 grade outcomes. The charter is currently evaluating curricular resources for middle school math for adoption and implementation in the fall of 2015. To ensure that middle school math shows improvement this semester the charter is supplementing in areas where curricular gaps exist with CCR aligned math resources.

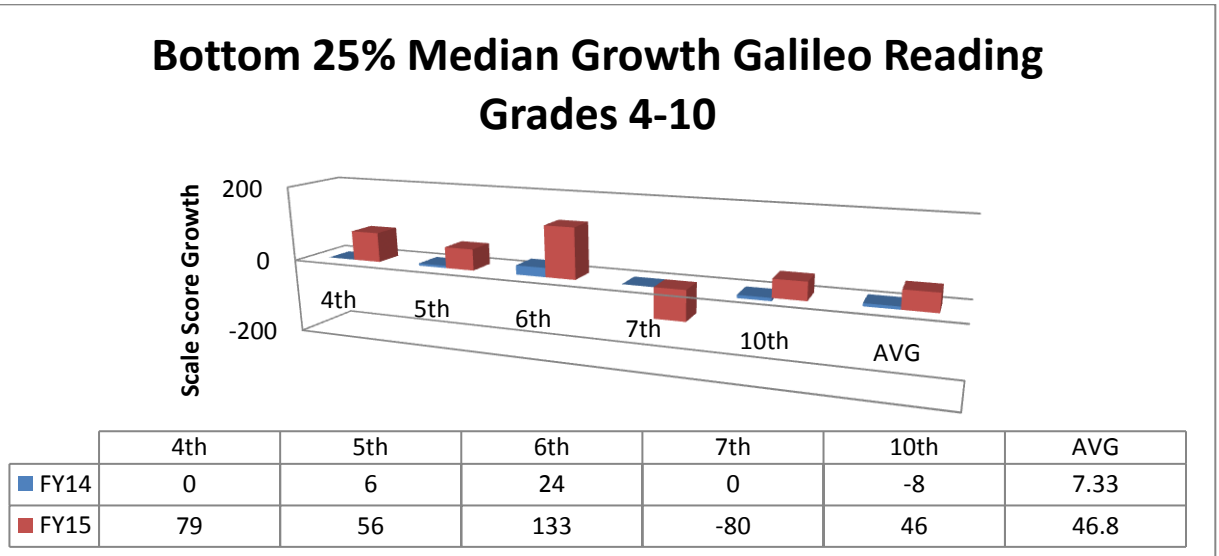


	2014 Prestest	2015 Prestest	2014 CBAS #1	2015 CBAS #1	2014 CBAS #2	2015 CBAS #2
FFB	33%	50%	67%	75%	67%	75%
APP	50%	38%	33%	0%	33%	25%
M	17%	13%	0%	25%	0%	0%
E	0%	0%	0%	0%	0%	0%

Percent passing increased in CBAS #1 from 2014 to 2015 by 25% in the meets category.
This subgroup was 6-8 students on average over the last 2 years across grades 5-6 and 11.

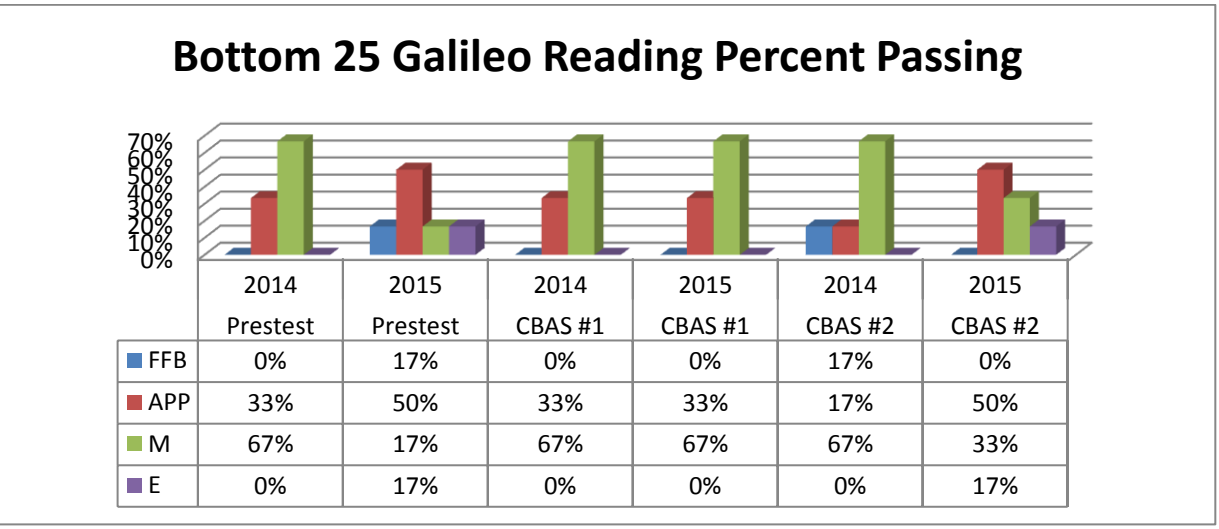
Insert Student Median Growth Percentile (SGP), Bottom 25%,- Reading data here:

The bottom 25% subgroup in Reading consisted of 6 students in FY2014 and FY2015.



	4th	5th	6th	7th	10th	AVG
FY14	0	6	24	0	-8	7.33
FY15	79	56	133	-80	46	46.8

Bottom 25% students in Galileo Reading have made strong improvements in scale score growth since FY2014. A 39.47 point increase is evident in the graph above. The charter attributes the drop in 7th grade due to combo grade levels in junior high where 7th and 8th graders were combined with one self-contained teacher for all subjects until December 2014. The charter has been able to separate 7th and 8th graders and assigned them to a departmentalized middle school English teacher for second semester 2014-2015 due to increased enrollment.

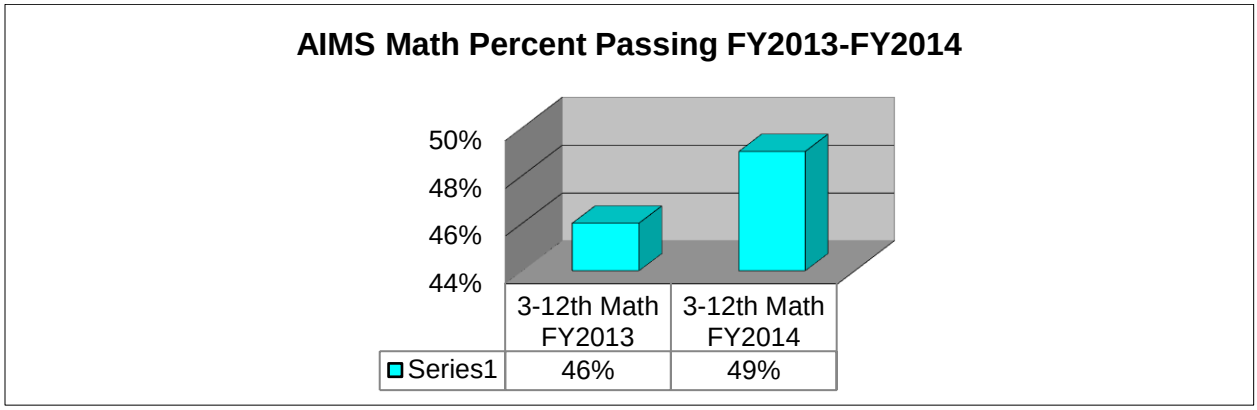


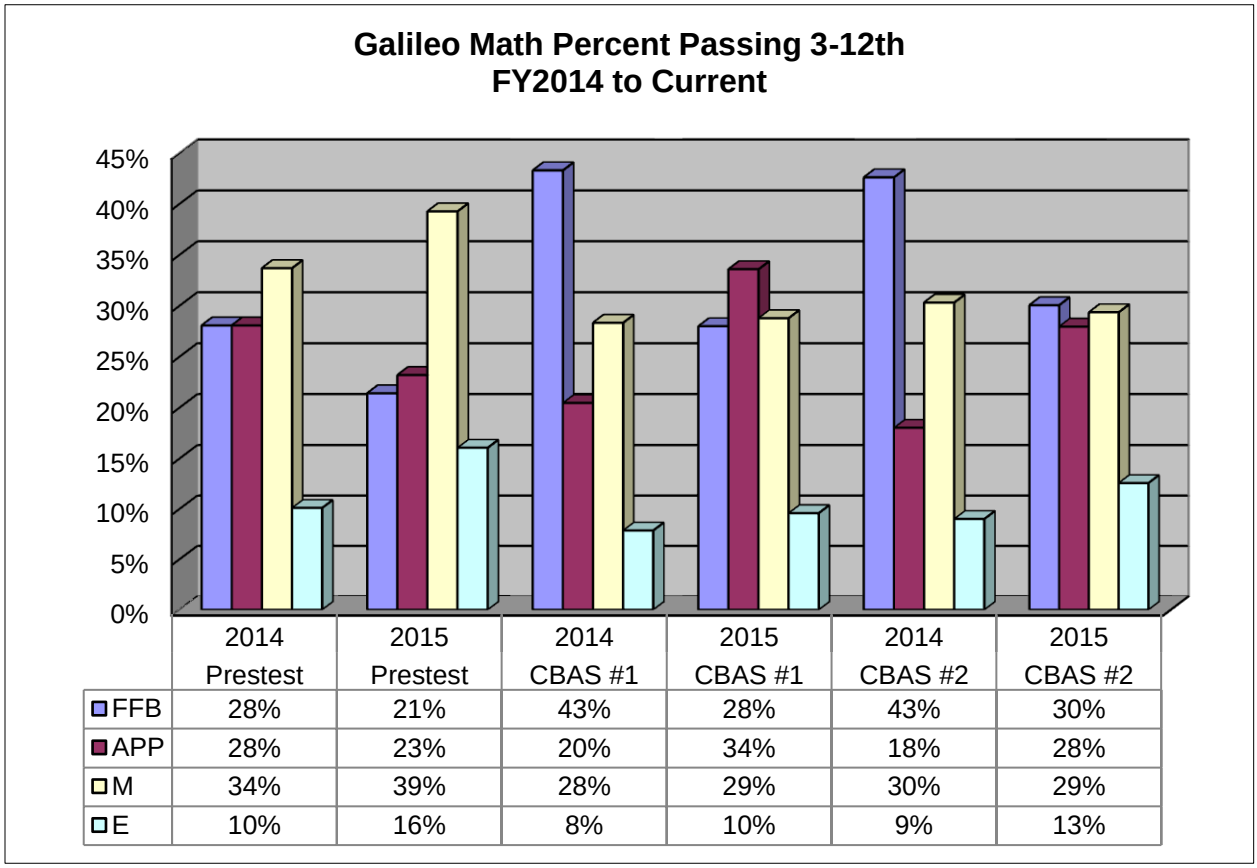
	2014 Prestest	2015 Prestest	2014 CBAS #1	2015 CBAS #1	2014 CBAS #2	2015 CBAS #2
FFB	0%	17%	0%	0%	17%	0%
APP	33%	50%	33%	33%	17%	50%
M	67%	17%	67%	67%	67%	33%
E	0%	17%	0%	0%	0%	17%

With the improvements noted above in growth, the meets and exceeds categories should exceed the current passing rate as of CBAS #2 of 50%.

This subgroup was 6 students over the last 2 years across grades 4-8 and 11.

Insert Percent Passing – Math data here:

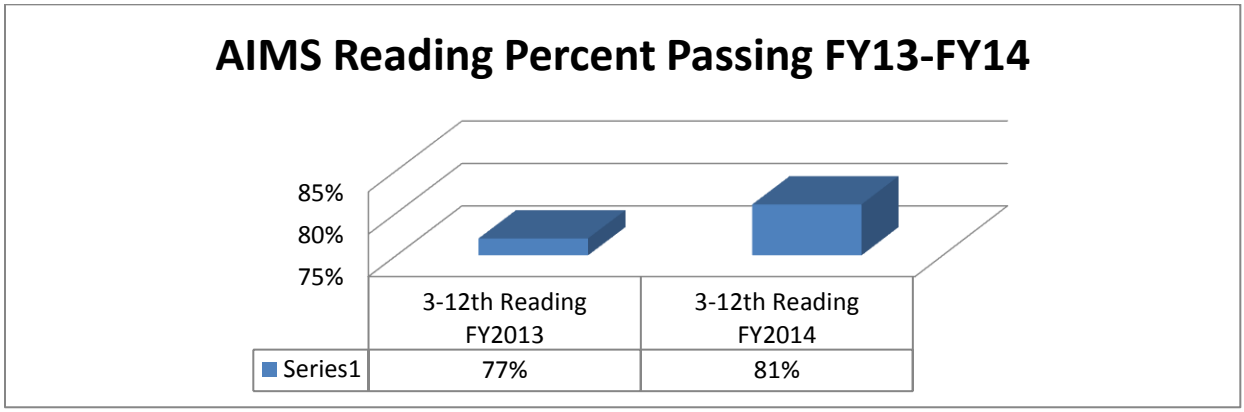


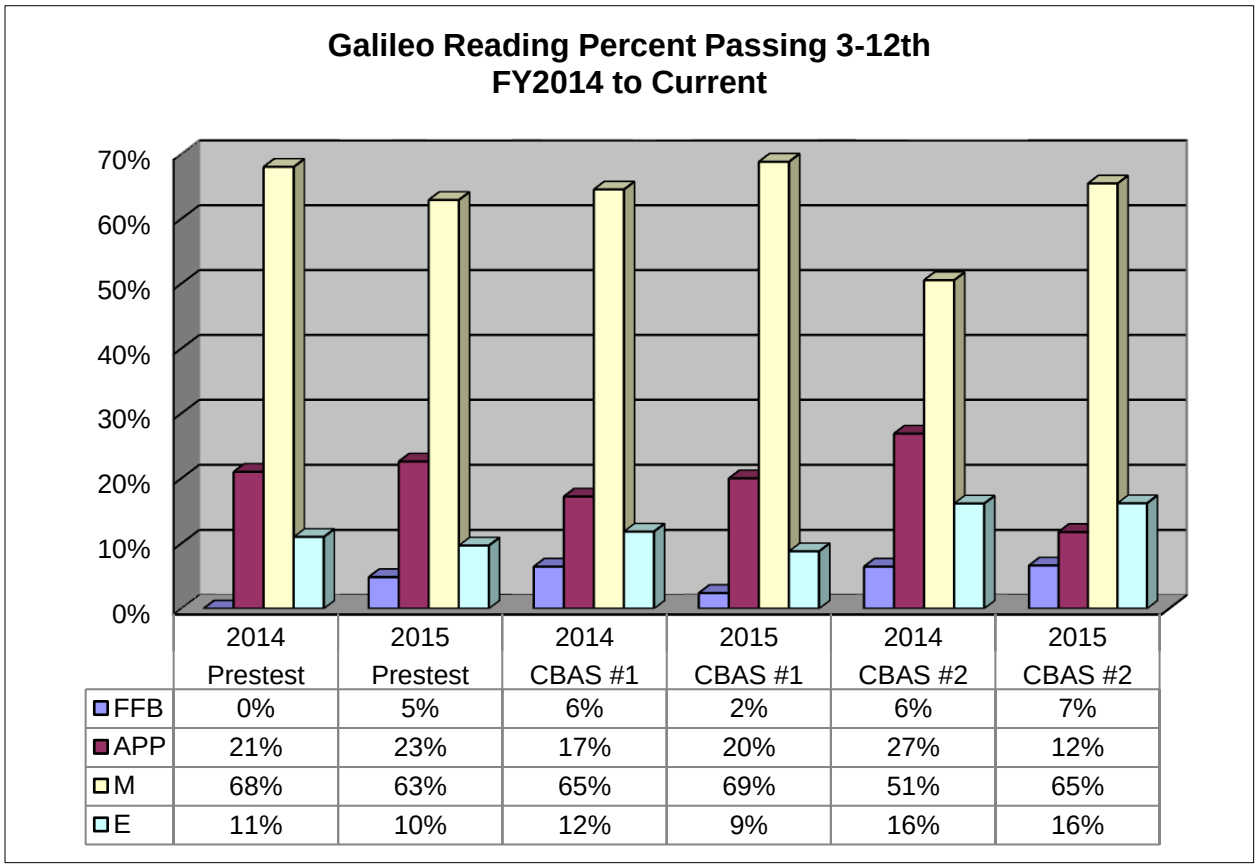


AIMS Math percent passing showed an increase from FY13 to FY14 of 3 percentage points in the tested grade levels. Galileo data for FY14 and FY15 demonstrated the following improvements in percent passing for tested grade levels (3-12):

- Math Pretest from 2014 to 2015 shows an increase of 5% and 6% in the meets and exceeds categories, respectively.
- Math CBAS #1 data shows a significant decrease in FFB (15%) and an associated increase in APP (14%), with an overall passing rate of 39% in FY15,which is an increase over the prior year of 3%.
- Math CBAS #2 data shows a signficant decrease in FFB (13%) and an associated increase in APP (10%), with an overall pssing rate in math of 42%, which is an increase over the prior year of 3%.
- While the overall passing rate is lower than the FY14 AIMS we are moving signficant numbers of FFB students up in proficiency to APP which is reflective in the growth data on page 3.

Insert Percent Passing – Reading data here:



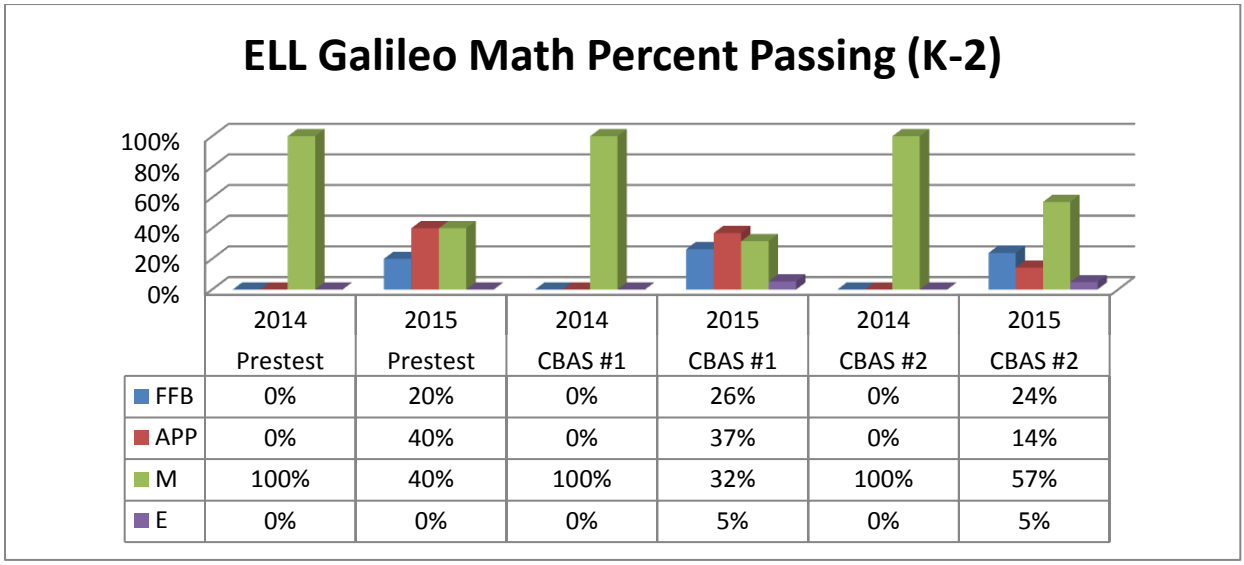


AIMS Reading percent passing showed an increase from FY13 to FY14 of 4 percentage points in the tested grade levels. Galileo data for FY14 and FY15 demonstrated the following improvements in percent passing for tested grade levels (3-12):

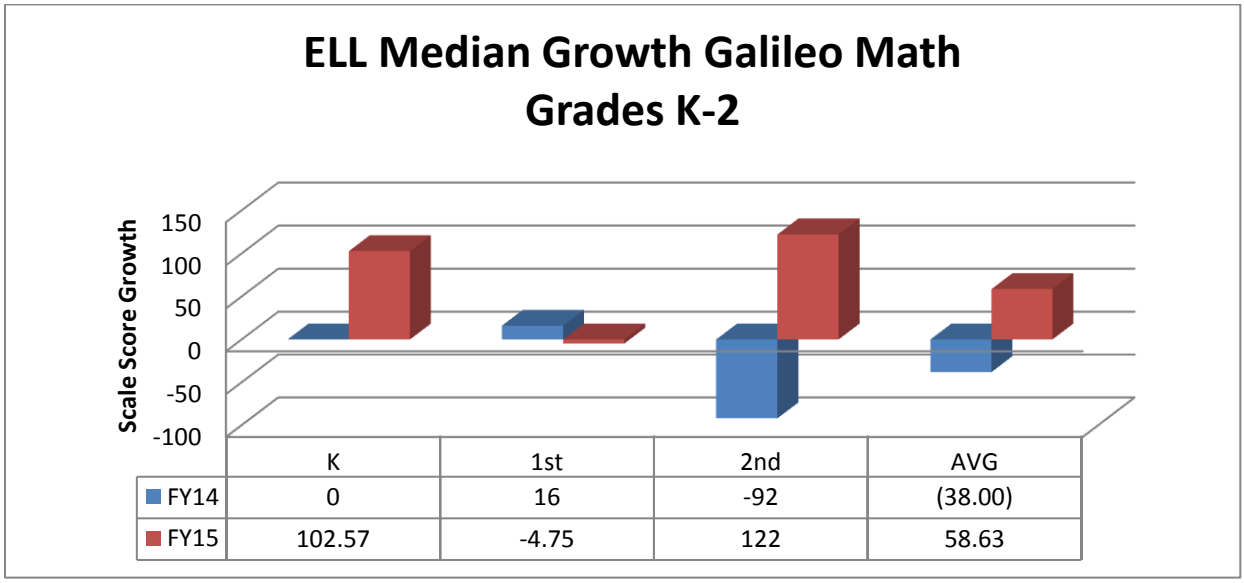
- Reading pretest data down not show significant improvement from 2014 to 2015
- Reading CBAS #1 data shows a decrease in FFB (4%) and an associated increase in APP (3%), with an overall passing rate of 78% in FY15,which is an increase over the prior year of 1%.
- Reading CBAS #2 data shows an increase in the meets category of 14% and a significant decrease in the APP category (15%), with an overall passing rate of 81% at the mid year mark.
- AIMS data at end of year in FY14 was at 81% passing, therefore we predict end of year outcomes will be greater as we are only at the mid year point.

Insert Subgroup, ELL – Math data here:

The ELL subgroup increased in enrollment by 65% from FY2014 to FY2015.



	2014 Prestest	2015 Prestest	2014 CBAS #1	2015 CBAS #1	2014 CBAS #2	2015 CBAS #2
FFB	0%	20%	0%	26%	0%	24%
APP	0%	40%	0%	37%	0%	14%
M	100%	40%	100%	32%	100%	57%
E	0%	0%	0%	5%	0%	5%

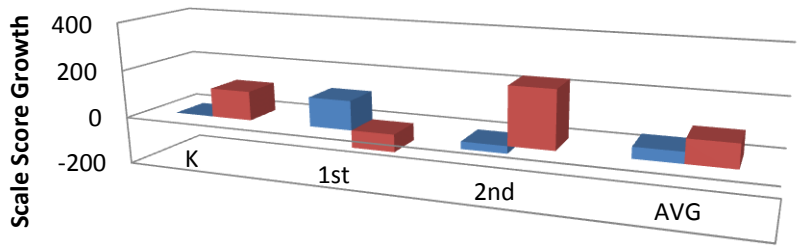


	K	1st	2nd	AVG
FY14	0	16	-92	(38.00)
FY15	102.57	-4.75	122	58.63

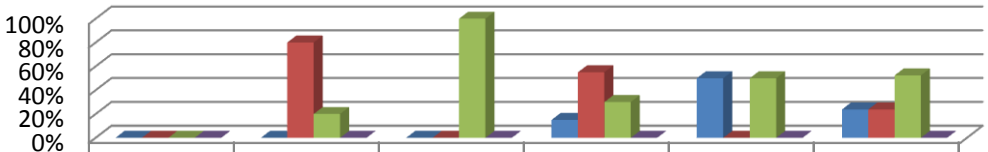
The ELL subgroup population in grades K-2 increased by 65% from 2014 to 2015. The average growth in scale score in math from 2014 to 2015 increased from a negative 38 points to 58.63 points in the current year. Percent passing did not show improvement but based on the growth it will by end of year.

Insert Subgroup, ELL – Reading data here:

The ELL subgroup increased in enrollment by 65% from FY2014 to FY2015.



	K	1st	2nd	AVG
FY14	0	120	-30	45.00
FY15	120.33	-72	234	94.11



	2014 Prestest	2015 Prestest	2014 CBAS #1	2015 CBAS #1	2014 CBAS #2	2015 CBAS #2
FFB	0%	0%	0%	15%	50%	24%
APP	0%	80%	0%	55%	0%	24%
M	0%	20%	100%	30%	50%	52%
E	0%	0%	0%	0%	0%	0%

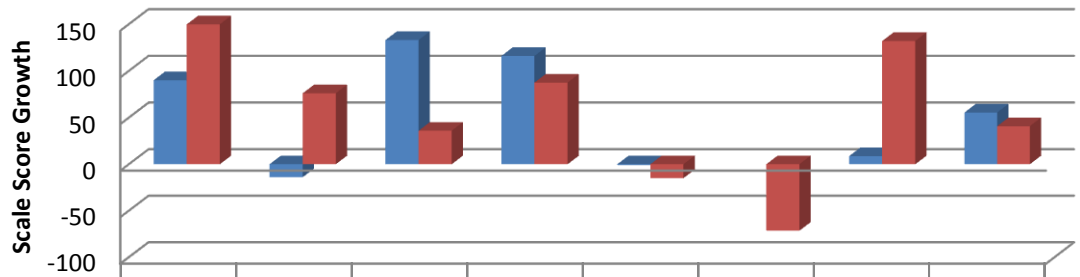
The ELL subgroup population in grades K-2 increased by 65% from 2014 to 2015. The average growth in scale score from 2014 to 2015 increased by 49.11 points in reading. Percent passing increased by 2% on CBAS #2 and the FFB category decreased by 26% on CBAS #2 over the prior year.

Insert Subgroup, FRL – Math data here:
We are 80% FRL

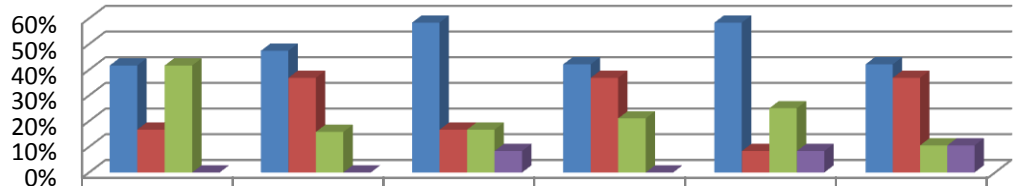
Insert Subgroup, FRL – Reading data here:
We are 80% FRL

Insert Subgroup, students with disabilities – Math data here:

The SWD subgroup increased in enrollment by 41% from FY2014 to FY2015.



	3rd	4th	5th	6th	7th	8th	10th	AVG
FY14	90	-14	133	116	-1		8.67	55.45
FY15	149.83	76	36	87.5	-15	-71.5	132	40.83

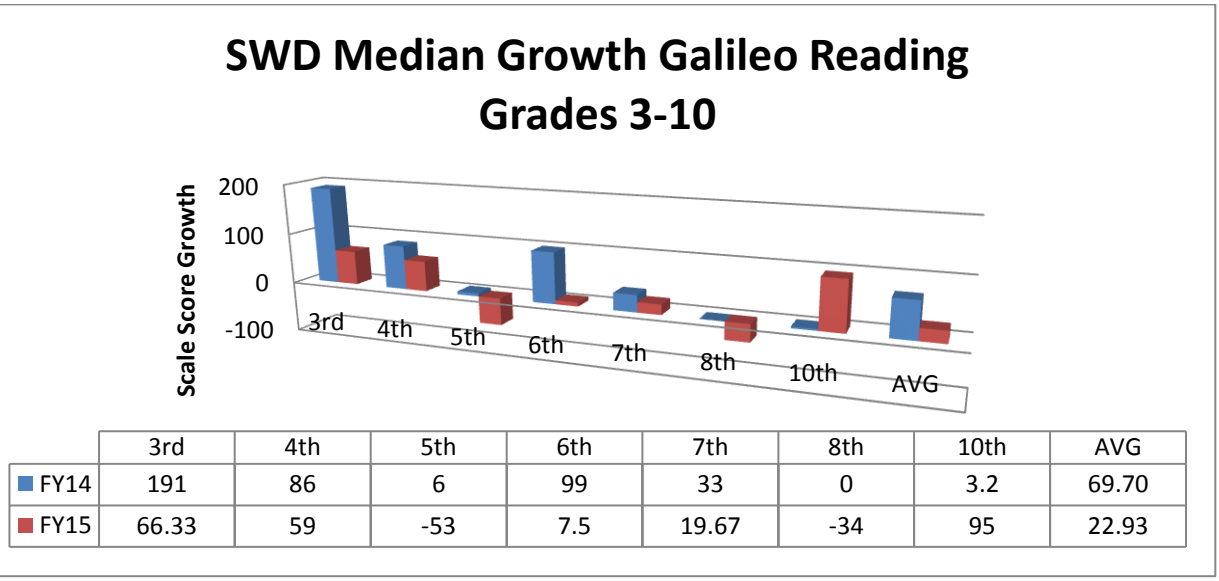


	2014 Prestest	2015 Prestest	2014 CBAS #1	2015 CBAS #1	2014 CBAS #2	2015 CBAS #2
FFB	42%	47%	58%	42%	58%	42%
APP	17%	37%	17%	37%	8%	37%
M	42%	16%	17%	21%	25%	11%
E	0%	0%	8%	0%	8%	11%

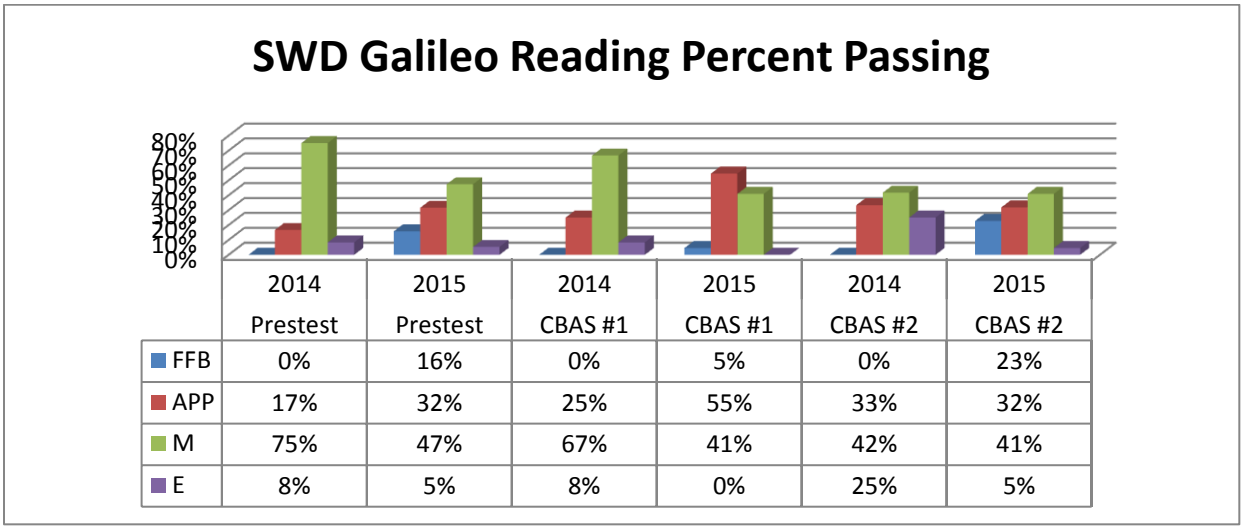
The SWD population in grades 3-10 increased by 41% from 2014 to 2015. We have had difficulty hiring competent special education staff in our rural location. The first semester of 2014-15 we had to terminate a newly hired special education teacher for poor performance. We have retained new staff as of January 2015, and we expect SWD progress to be back on track by end of year.

Insert Subgroup, students with disabilities – Reading data here:

The SWD subgroup increased in enrollment by 41% from FY2014 to FY2015.



	3rd	4th	5th	6th	7th	8th	10th	AVG
FY14	191	86	6	99	33	0	3.2	69.70
FY15	66.33	59	-53	7.5	19.67	-34	95	22.93



	2014 Prestest	2015 Prestest	2014 CBAS #1	2015 CBAS #1	2014 CBAS #2	2015 CBAS #2
FFB	0%	16%	0%	5%	0%	23%
APP	17%	32%	25%	55%	33%	32%
M	75%	47%	67%	41%	42%	41%
E	8%	5%	8%	0%	25%	5%

The SWD subgroup in grades 3-10 increased by 41% from 2014 to 2015. We have had difficulty hiring competent special education staff in our rural location. The first semester of 2014-15 we had to terminate a newly hired special education teacher for poor performance. We have retained new staff as of January 2015, and we expect SWD progress to be back on track by end of year.

Valid and Reliable Data

2. How does the Charter Holder know that the data described above is valid and reliable?

The charter holder knows the data is valid and reliable through the collection of data from multiple periods of time to arrive at current trends related to student progress. Galileo is the main source of data and is used by other schools that have been able to improve performance year over year, therefore, the charter considers the data from the Galileo system reliable. Data analysis coaching throughout the year provided by the charter school association has led the charter to use data more effectively to make timely adjustments to instruction to allow for greater improvement going forward. With only state data and Galileo data currently available the school is in the process of collecting additional measures in math and reading (the charter is currently collecting data in reading – math will be added in the fall) from DIBELS to allow for triangulation of data starting in the fall semester to further advance the reliability and validity of academic data collection.

Conclusions Drawn From Data

3. What analysis has the Charter Holder conducted for each measure that does not meet the Board's academic performance expectations? What are the results from the analysis?

Subgroup populations, now that the charter has grown to almost 300 students (prior year enrollment was 180 students) are much larger than ever before in the history of the charter and therefore need a greater level of support, which is evident in the subgroup data, most of which shows declines from last year to this year. ELL support has been put in place this semester with a reading specialist. In the fall the charter will be a recipient of a $50K SEI grant, so a full time ELL teacher will be hired. The reading specialist will then move to provide additional support for the RtI program to ensure increased outcomes of all students. Overall current reading proficiency is on track to show improvement over last year's end of year AIMS results in tested grade levels. Overall math growth shows improvement over the prior year and this growth has contributed to the number of performance level increases in math from FFB to APP and will continue on this trajectory to eventually move students from APP to Meets in the following year. The charter is currently in the process of reviewing a new math curriculum called Engage NY Math to further improve math proficiency in the 2015-2016 school year. This decision was based on an analysis of standards mastery in math based on the current curriculum which has shown declines in math over the last 3 years, especially in the middle school grades of 6-8. Students with disabilities are now supported by 2 resource teachers as of January 2015 and a new intervention program called MobyMax is being implemented this month to further support IEP student needs and goals. With DIBELS data in reading for grades K-6 being collected this year the charter will have another data point with which to make decisions. DIBELS math will be implemented in the fall of the 2015-16 school year.

Area II: Curriculum

Evaluating Curriculum	
1. What is the Charter Holder's process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?	
To ensure that curriculum enables students to meet the standards, the charter holder evaluates curriculum and instruction using an Instructional Analysis Tool. The Instructional Analysis Tool provides administration with a clear picture of curriculum and instruction over a period of time. The tool connects student achievement data to professional development needs and assists in the identification of challenges, such as, a lack of exposure to the curriculum vs. an instructional issue. The tool assists in the identification of the following areas of improvement based on student mastery of each standard: - Below 35% mastery – the curriculum has not been taught or does not exist - 35-49% mastery – Coordinate curriculum objectives across grade levels, making sure all objectives are taught - 50-69% mastery – Analyze instructional strategies to determine most effective teaching methods - 70-84% - Spend more quality time on instructional strategies to yield greater results - 85-100% - Provide aligned instructional enrichment; extend learning. The tool allows administration to examine the relationship between curriculum and instruction based on student achievement and facilitates selection of targeted areas for improvement. Once administration determines if a curricular gap or an instructional deficit exists results are summarized and shared with grade level teachers for input and further decision-making.	Instructional Analysis Tool Committee meeting agenda/sign in sheets Evaluation Summary
2. How does the Charter Holder identify gaps in the curriculum?	
The Instructional Analysis Tool outlined above allows administration to identify if curricular gaps exist across grade levels because it is aligned to state standards. The tool can detect if a standard is not taught or if it does not exist within the	Instructional Analysis Tool Evaluation Summary

curriculum, or if gaps exist across grade levels. Through the use of this tool the charter holder identifies gaps so they can be closed.	
Adopting/Revising Curriculum	
3. What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?	
The charter holder follows a cycle for curriculum map revision and curriculum resource adoption. Revisions to curriculum maps are made by grade level teachers in consultation with a certified curriculum auditor (external provider). Adoption of new/revised curriculum maps and/or new curriculum resources are board approved based on admin recommendation. Prior to recommendation for board approval new curriculum resources are evaluated using a matrix completed by grade level teachers and administration.	Curriculum Revision Cycle Board Meeting Minutes showing adoption Resource Adoption Matrix Curriculum map training agendas/sign in sheets Curriculum map progress checklist Committee meeting agenda/sign in sheets
4. Who is involved in the process for adopting or revising curriculum?	
Grade level and/or content area teachers Administration Curriculum auditor (external provider) Governing Board	Resource Adoption Matrix Board Meeting Minutes showing adoption Curriculum map training agendas/sign in sheets Committee meeting agenda/sign in sheets
5. When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	
Grade level and/or content area teachers and the administration evaluate new curriculum resources using an adoption matrix. Curriculum map revisions are determined based on gaps identified using the Instructional Analysis Tool mentioned previously.	Resource Adoption Matrix Written Summary for Adoption Instructional Analysis Tool
Implementing Curriculum	
6. What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	
The charter holder requires the use of curriculum maps and monitoring of lesson plans aligned to the maps to ensure consistent implementation of the curriculum. If lesson plans are found to not be in alignment with adopted curriculum maps the teacher is required to submit a catch up plan to administration. A catch up plan consists of a written plan using the curriculum map as a guide in which the teacher must demonstrate how and when all standards will be covered by the end of the school year to ensure that students have access to all standards by end of year.	Curriculum maps with embedded pacing guide Lesson Plans Lesson plan logs Catch up plans

7. What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year?	
The charter holder uses various tools to identify when standards/content is taught and delivered. Curriculum maps are in place in science, math and ELA. The uses of curriculum maps are verified through the alignment of lesson plans. If lesson plans do not align a standards checklist is created to ensure alignment to all standards and to ensure that all required standards will be covered within the academic year. See also, response to question #6 for catch up plans.	Curriculum maps with embedded pacing guide Lesson plans Standards checklists Catch up plans
8. What is the expectation for consistent use of these tools? How are these expectations communicated?	
Curriculum maps are provided to all new teachers at beginning of school year or upon hire. Teachers sign a statement for receipt of their curriculum maps and that they understand the expectation for instruction to be aligned to the maps for their grade level. Use of maps is monitored in lesson planning during weekly lesson plan checks to ensure alignment to maps. Further alignment to maps is verified through classroom observation. Teachers not on track are placed on an action plan and monitored monthly.	Curriculum Expectation Sheets Lesson Plan Log Observation Tracker Action plan Catch up plan
9. What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	
A weekly lesson plan log and frequent observations are used to cross check alignment with curriculum maps, if there is an issue with alignment, a meeting is held with the teacher to determine why, and a catch up plan is developed at the end of the instructional quarter to ensure that all standards can be taught by the end of the academic year.	Lesson Plan Log Observation Tracker Action plan Catch up plan
Alignment of Curriculum	
10. How does the Charter Holder know the curriculum is aligned to standards?	
The charter holder uses the Instructional Analysis Tool, a standards checklist, and an external curriculum auditor to ensure that curriculum is aligned to standards.	Certified Curriculum Auditor Certificate Standards checklist Instructional Analysis Tool
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
11. How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	

The bottom 25% population of the charter has been 6-8 students over the last 2 years. The charter holder ensures that the curriculum addresses the needs of non-proficient students through the analysis of benchmark data and the creation of instructional plans for spiral review of standards with less than 80% mastery. All students participate in the core curriculum in reading and math. Three times per year, teachers meet in data PLCs to develop instructional plans based on assessment outcomes to ensure that the instructional needs of all students, including the bottom 25%, are being met. Individual student proficiency levels by standard are identified for each student through the analysis so that tiered interventions can be applied. Instructional plans are short term adjustments to the curriculum sequence that outline spiraling of concepts not yet mastered.	Instructional Plan showing spiraling of standards not mastered and identification of individual non-proficient students by standard
12. How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	
Historically, the charter has served 4 or less ELL students each year. In the current school year the charter experienced enrollment growth of 100+ students and thus the ELL population increased to over 20 students for the first time in the charter's history. The charter holder ensures that the curriculum addresses the needs of ELL students through the analysis of benchmark data and the creation of instructional plans for spiral review of standards with less than 80% mastery. All students participate in the core curriculum in reading and math. Three times per year, teachers meet in data PLCs to develop instructional plans based on assessment outcomes to ensure that the instructional needs of all students, including ELLs, are being met. Individual student proficiency levels by standard are identified so that tiered interventions can be applied. Instructional plans are short term adjustments to the curriculum sequence that outline spiraling of	Instructional Plan showing spiraling of standards not mastered and identification of individual non-proficient students by standard Evidence of Reading Specialist Data from small group ELL support provided by reading specialist ILLPs with quarterly progress status AZELLA testing

concepts not yet mastered. All ELLs also have an ILLP, which is required to be implemented by the mainstream classroom teacher. ILLP goal progress is updated quarterly or upon administration of the AZELLA. In the 2nd semester of the 2014-2015 school year the charter holder hired a part time reading specialist to provide further support to struggling ELLs in grades K-2.	
13. How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?	
The charter's FRL rate is about 80% currently. All FRL students participate in the core ELA and math curriculum.	none
14. How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	
All SWD participate in the core reading and math curriculum in the mainstream classroom. Based on IEP goals and in consult with the IEP team, targeted intervention is determined to support identified gaps in student learning. SWD are supported by certified special education teachers in the resource and mainstream classrooms, and paraprofessionals at targeted grade levels where SWD populations are higher. Teachers are provided with copies of IEPs upon enrollment so that modifications and accommodations can be provided for SWD as prescribed in the IEP. SWD are also considered in the development of instructional plans mentioned previously and included in any spiraled instruction in the mainstream classroom.	IEPs Instructional Plan Proof of disseminated IEP mods and accommodations to Gen Ed Teachers SWD Service Schedules Service Logs Email communication between Gen Ed and Special Ed teachers to ensure mods/accommodations are being provided

Area III: Assessment

Assessment System	
1. What types of assessments does the Charter Holder use?	
The charter holder uses two research based assessment system to assess student performance and to ensure curriculum and instructional alignment. - Galileo is a comprehensive, standards-based instructional improvement system providing assessments and instructional tools, and containing an embedded instructional effectiveness assessment system designed to help district implement education effectiveness initiatives. Used with grades K-12. - DIBELS is a form of curriculum-based measurement (CBM), used for universal screening and progress monitoring in the acquisition of early literacy skills. This form of brief assessment (1 minute) measures oral reading fluency and identifies difficulties in the acquisition of basic early literacy skills so that early support can be provided to avoid later reading difficulties. Used with grades K-6. - The charter holder will be implementing the easyCBM DIBELS online math assessment in the fall of 2015 for grades K-6.	Galileo Data DIBELS Reading Data
2. What was the process for designing or selecting the assessment system?	
The governing board adopted the current assessment system in 2011. A rubric was used to evaluate other assessments and a recommendation was made to administration prior to board approval.	Rubric used for evaluation Galileo/Aspire Rubric used for evaluation of AIMSWeb/DIBELS Board meeting minutes showing adoption Summary of evaluation presented to board
3. How is the assessment system aligned to the curriculum and instructional methodology?	
The assessment system is aligned to the CCR standards, is coherent across grade levels, and aligns the intended curriculum with the delivered curriculum by demonstrating what students know and are able to do. It provides teachers with standards based mastery data which further demonstrates what instructional methods are effective so that positive efforts can be duplicated	Evidence that Galileo is aligned to CCR standards Instructional Analysis Tool showing Galileo alignment to standards and associated proficiency scale used to identify curricular or instructional needs Reading Goals Sheet by grade level – national scale

in the classroom.	
4. What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?	
Galileo Instructional Effectiveness pre/post assessments are administered in August and May of each year in reading and math Galileo benchmarks are administered in October, December and March in reading and math DIBELS benchmarks are administered in August, December, and May in reading Each time a new Galileo benchmark is administered the staff meets in a PLC to analyze outcomes in order to develop an instructional plan for spiraling of standards not mastered at 80% DIBELS data is analyzed by administration and shared with individual teachers. Teachers also use ongoing quizzes and unit assessments aligned to the charter's curriculum maps to inform instruction on a more frequent basis.	Galileo Assessment Schedule DIBELS data showing K-6 benchmarks/analysis PD Schedule showing Data Analysis Dates School Calendar showing staff development dates for data analysis Samples of ELA and Math quizzes and unit assessments Data from teacher gradebook showing quiz and end of unit assessment results
Analyzing Assessment Data	
5. How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	
Instructional staff meets in PLCs after each Galileo benchmark to analyze student level outcomes using the Intervention Alert and the Instructional Performance Tracker in Galileo to develop an instructional plan for spiraling of content not yet mastered. Currently analysis takes place 3 times per year. At the time of instructional plan development staff compare outcomes to prior predictions and also evaluate individual student progress on each standard not mastered.	PD Schedule showing data analysis PLC dates Instructional Performance Tracker Intervention Alert Instructional Plan Predictions and Outcomes
6. How is the analysis used to evaluate instructional and curricular effectiveness?	
Analysis is used to drive the development of instructional plans to allow for the integration of re-teaching/spiraling of standards not yet met into upcoming instructional concepts/standards. Mapping out when standards not yet met will be retaught allows teachers to avoid instructional pacing delays so that all standards can still be covered in the course of the academic year. Instructional and curricular effectiveness is monitored by administration using the school	Instructional Plan Galileo Categorical Growth Outcomes Action Plan Instructional Analysis Tool

performance dashboard in Galileo to determine if categorical growth has been maintained or not. Teachers not maintaining categorical growth between benchmarks are placed on an action plan and provided with instructional coaching to improve outcomes. The charter also uses the Instructional Analysis Tool annually to determine instructional and curricular effectiveness.	
7. How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	
The development of the instructional plan is how the charter adjusts curriculum and instruction in a timely manner for struggling students, up to 3 times per year, depending on student outcomes specifically in math and reading. Instructional plans are created and student Galileo assessment data is analyzed in October, January, and March.	Instructional Plans showing intervals of adjustment PD Schedule showing data analysis dates
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
8. How is the assessment system adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students?	
The bottom 25% population of the charter has been 6-8 students over the last 2 years in the tested grade levels due to small class sizes. Students in the bottom 25 participate in the same core assessment system as all other students. Non-proficient students are identified through the instructional plan development process and tiered support is planned and delivered in the mainstream classroom through the instructional plan and through differentiation. Non-proficient students in grades K-6 are also progress monitored on a weekly basis using DIBELS in reading.	Instructional Plan showing identification of non-proficient students and instructional plan showing differentiation and classroom supports
9. How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?	
ELL students participate in the same core assessment system as all other students, with access to statewide accommodations allowed for this subgroup. ELL students are supported by a reading specialist and are progress monitored weekly using DIBELS for reading. Additional developmental reading assessments are conducted weekly using RAZ to ensure ELLs continue to show improvement based on interventions provided by the reading specialist.	RAZ assessment data DIBELS PM data Instructional Plan showing identification of non-proficient students and instructional plan showing differentiation and classroom supports

ELL students that are not proficient on Galileo benchmarks are identified through the instructional plan development process and tiered support is planned and delivered in the mainstream classroom through the instructional plan and through differentiation.	
10. How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students?	
The charter's FRL rate is about 80% currently. FRL students participate in the same assessment system as all students.	none
11. How is the assessment system adapted to meet the assessment needs of students with disabilities?	
All SWD participate in the core assessment system, with access to IEP specific modifications and accommodations, such as having the test read to them, testing in small groups, etc. Present level assessments are administered quarterly by certified special education teachers based on IEP goals and outcomes are shared via progress reports issued quarterly by the special education teacher and SLP, and shared with parents, students, teachers and the administration. SWD that are not proficient on Galileo benchmarks are identified through the instructional plan development process and tiered support is planned and delivered in the mainstream classroom through the instructional plan and through differentiation. Non-proficient SWD in grades K-6 are also progress monitored on a weekly basis using DIBELS in reading.	IEPs Present level assessment data Progress reports Instructional Plan showing identification of non-proficient students and instructional plan showing differentiation and classroom supports

Area IV: Monitoring Instruction

Monitoring the Integration of Standards	
1. What is the Charter Holder's process for monitoring the integration of standards into classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?	
The charter holder's process for monitoring the integration of standards into classroom instruction has multiple levels: - monitoring of weekly lesson plan alignment to curriculum maps - frequent monitoring of instruction through observation and walk through to ensure alignment to the lesson plan and curriculum map, and to look for posted learning objectives - Additional monitoring is conducted using the Galileo assessment system (3 times per year following benchmarks intervals and at the posttest/end of year). The Galileo assessment system provides the administration with categorical growth information by teacher and content area, and standards mastery levels.	Categorical Growth Data from Galileo Standards Mastery Data from Galileo in Excel Lesson Plan Log Observation Tracker
2. How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	
The charter holder monitors the effectiveness of standards-based instruction on an ongoing basis through the use of Galileo data, classroom observations, walk thrus, Instructional Analysis Tool, and state test data. Instructional plans are also used to monitor instruction and teachers are required to predict student outcomes on future Galileo benchmarks to provide further points of analysis each time new benchmark outcomes become available throughout the school year.	Categorical Growth Data from Galileo Standards Mastery Data from Galileo in Excel Lesson Plan Log Observation Tracker Instructional Analysis Tool Instructional Plan Predictions and Outcomes
Evaluating Instructional Practices	
3. What is the Charter Holder's process for evaluating instructional practices? How does this process evaluate the quality of instruction?	
Instructional practice is evaluated via frequent classroom walk through and informal/formal observations. The formal observation process includes both a pre and post conference with the evaluator and the teacher at least once per year.	Observation Tracker Formal/Informal Observation Data – prior year Teacher Evaluation Plan – adopted 12/2014 Instructional Analysis Tool – FY2014 data Teacher Performance Ratings - FY2014 data

Informal observations are conducted at least once per year and followed up with a post conference. Teachers are required to identify essential standards taught during the preconference and to identify strengths and opportunities for improvement during the post conference. During the 2014-15 school year walk throughs are being evaluated using research-based strategies from Teach Like A Champion and the consistent use and implementation of effective instructional and engagement strategies that have been topics of professional development throughout the school year. Furthermore, the quality of instruction is evaluated using the Galileo assessment system. Teachers maintaining categorical growth throughout the year are considered to be effective. Teachers not maintaining growth are assigned an instructional coach or lead teacher mentor. The charter is also piloting the iObservation platform using Marzano's The Art and Science of Teaching framework to be added in the fall if pilot results are deemed valid and reliable to add to the data available for teacher feedback and growth in the area of evaluating instructional practices.	
4. How does this process identify individual strengths, weaknesses, and needs?	
The walk through process allows for frequent tracking of the use of Teach Like A Champion strategies from professional development sessions. If strategies are not being implemented, a feedback conference takes place. Short video excerpts are taken during walk throughs to document the effective use of strategies or a lack there of and to facilitate a dialog during feedback if necessary. The teacher completes a Feedback Meeting Notes Form during the debrief session to set a goal for the next walk through. Subsequent walk throughs allow the teacher to work on areas of weakness and allow the administration to see if feedback is being implemented. Administration is also able to observe individual classroom needs during the walk through so that instructional staff is supported with necessary resources. The formal and informal observation allows teachers to determine areas of strength and	Feedback Meeting Notes Form Sample Videos Observation Tracker Observation Reflection Form Growth Plan

weakness during the post conference. An observation reflection form is completed and a growth plan is developed annually after the formal observation. The growth plan allows the administration to also determine professional development and coaching or mentoring needs going forward.	
Providing Analysis and Feedback to Further Develop Instructional Quality	
5. How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	
After walk throughs feedback is based on video taken during the walk through which documents the effective use of instructional strategies or a lack there. The teacher completes a Feedback Meeting Notes Form during the debrief session to set a goal for the next walk through. In the post conference after informal/formal observations the teacher completes an observation reflection form to outline strengths and weaknesses. Learning needs are documented on a growth plan annually. Teachers that are not maintaining categorical growth throughout the school year in Galileo are conferenced with and an action/coaching plan is set into motion. Short and long term goals are established to facilitate improvement.	Feedback Meeting Notes Form Observation Reflection Form Growth Plan Action Plan Coaching Plan
6. How does the Charter Holder analyze this information? What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response?	
The walk throughs are tracked in excel in an observation tracker tool and each teacher has their own running list of walk throughs along with areas of strength/weakness organized in one place for quick viewing and effective decision making. The tracker document allows for quick analysis of improvements over time or a lack there of. Galileo data tells the charter holder the level of instructional quality based on if the teacher is maintaining, exceeding, or NOT maintaining growth. A teacher not showing improvement or progress is placed on an action/coaching plan and monitored monthly by administration. Formal/Informal observation data and student outcomes are used to drive the professional development efforts going forward. For example, analysis of prior year Galileo data in reading using the Instructional Analysis Tool	Action Plan Coaching Plan Observation Tracker Galileo Categorical Growth Data Instructional Analysis Tool

demonstrated that more effective instructional and engagement strategies were necessary and that gaps existed in the curriculum. This information led the admin team to the selection of Teach Like a Champion for book study and professional development and the need to implement a new curriculum for ELA in the fall of 2014.	
Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
7. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%/non-proficient students?	
The bottom 25% population of the charter has been 6-8 students over the last 2 years in the tested grade levels due to small class sizes. Instructional plans are created 3 times per year after each benchmark is administered to identify non-proficient students and to address the instructional needs of students not at mastery. Lesson plans and Instructional Plans are monitored for differentiation to ensure that the needs of non-proficient students are being met in the classroom.	Lesson Plans Lesson Plan Log Instructional Plans Observation Tracker
8. How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?	
Mainstream classroom teachers are provided with copies of ILLPs and are required to implement ELP standards in their lesson plans if they have identified ELLs in their classroom. Currently this is only applicable to grades K-2 as we only have ELLs in these grades. Mainstream classroom teacher are required to submit quarterly goal progress reports to parents and administration. Instruction of these students is monitored through classroom observation in the mainstream classroom and also in the pull out groups conducted by the reading specialist. DIBELS and Galileo outcomes are also used to monitor the effectiveness of ELL instruction. The ELLs are also served in small group pull out sessions by a part time reading specialist and instruction of this group is monitored through weekly progress monitoring in DIBELS and reading group level progression in the RAZ program. Instructional plans are created 3 times per year after each benchmark is administered to identify non-proficient students in all subgroups and to	RAZ Data DIBELS Data Lesson Plans Instructional Plans ILLP Progress Reports Observation Tracker

address the instructional needs of students not at mastery. Lesson plans and Instructional Plans are monitored for differentiation to ensure that the needs of non-proficient students are being met in the classroom.	
9. How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students?	
The charter's FRL rate is about 80% currently. All monitoring of instruction efforts are targeted toward the needs of all students.	none
10. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?	
Certified Special Education teachers and mainstream teachers are all subject to frequent walk through for monitoring of instruction. Teachers serving SWD are required to lesson plan for the differentiated needs of this subgroup. Galileo growth and proficiency reports are generated by the administration after each benchmark to monitor instruction of this subgroup. IEP goal attainment is used as an instructional monitoring tool for SWD. Special Education Teachers serving this subgroup are required to provide the administration with copies of quarterly progress reports.	Lesson Plans Observation Tracker for SWD staff Galileo data for SWD IEP Goal Progress Reports

Area V: Professional Development

Professional Development System	
1. What is the Charter Holder's professional development plan?	
For the 2014-15 school year the charter holder has partnered with the AZ Charter School Association/Center for Student Achievement for various onsite professional development sessions to improve student engagement and instructional strategies, PD sessions on data analysis/development of instructional plans/outcome predictions, instructional coaching for teachers not maintaining growth, and for admin coaching on effective observation and feedback. The charter holder has also partnered with School Curriculum Specialists, LLC for effective lesson planning coaching and feedback, new teacher coaching, and onsite professional development related to the components required for effective instructional planning. Admin staff and instructional staff is also working closely with the admin and instructional staff of an A rated charter school to replicate their success efforts in various areas related to curriculum, reading intervention, and instructional effectiveness. The admin team is in the process of a book study on Leverage Leadership by Paul Bambrick-Santoyo and the instructional team is participating in a multiple year-long book study on Teach Like a Champion by Doug Lemov. Prior years' professional development plans consisted of curriculum mapping as instructional staff worked to develop CCR aligned maps for ELA, math and science with the guidance of a Certified Curriculum Auditor through School Curriculum Specialists, LLC. And training on the use of Galileo data by the Charter Association.	Agreements with AZ Charter Association Copies of PD Materials Copies of School Curriculum Specialists Training Materials Sign in sheets from all PD to date PD Schedule for the year Copies of Invoices and Notes from meetings with A rated charter Prior year PD materials and sign in sheets Curriculum map checklist from prior year
2. How was the professional development plan developed?	
The 2014-15 professional development plan was developed in consultation with charter school association staff based on student outcome data identified through the Instructional Analysis Tool and through the association's model of quality	Instructional Analysis Tool Summary of Needs from above tool PD request form Agreement with Charter Association

schools based on the book Leverage Leadership. Teachers can also request targeted professional development based on personal needs/growth plans via a PD request form.	
3. How is the professional development plan aligned with instructional staff learning needs?	
As mentioned in the curriculum section, the use of the Instructional Analysis Tool allows administration to identify curricular vs instructional issues on an annual basis using state standards and student outcomes from Galileo. This analysis tool was used to align the PD plan with instructional staff learning needs. Across the grade levels assessed at the end of FY2014 in reading, curricular gaps as well as instructional issues were evident. In most grade levels in reading student mastery of the standards fell into the following areas: - 50-69% mastery – Analyze instructional strategies to determine most effective teaching methods - 70-84% - Spend more quality time on instructional strategies to yield greater results Only 8 content area/teachers were able to maintained categorical growth in FY2014 and only 2 exceeded growth as evidenced by Galileo data. This information was used to align the PD to staff learning needs as it was determined that teachers across the board did not have or know which instructional strategies are most effective in order to improve instructional outcomes. This led us to the use of the models in Teach Like a Champion. Teachers also did not consistently use Galileo data despite receiving training in prior years. It was necessary to adopt a data informed culture and official process so that teachers would be accountable for using data to inform instruction throughout the school year. Through this process the Instructional Plan was implemented.	Instructional Analysis Tool Summary of Needs from above tool Agreement with Charter Association
4. How does this professional development plan address areas of high importance?	
The PD plan addressed two areas of high importance; improved student outcomes and instructional team accountability. The highest area of importance for the charter holder was to improve student outcomes. Training on data analysis, development of instructional	Instructional Analysis Tool Summary of Needs from above tool Instructional Plan Training Agreement with Charter Association

plans for spiraling of standards not yet mastered, and training on student outcome predictions was critical to ensure that timely adjustments to instruction could be made throughout the school year. Another area of high importance was training for the administration on effective observation and feedback to ensure that the admin team could effectively support the instructional team to facilitate instructional improvement and improved supervision and accountability in all areas of instruction and the use of student data.	
Supporting High Quality Implementation	
5. How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	
The charter holder supports high quality implementation of the strategies learned in professional development sessions through frequent classroom walk throughs and feedback. Walk throughs are tracked via an Observation Tracker tool to monitor teacher compliance and progress with implementing new instructional strategies learned in Teach Like a Champion sessions. Administration collects copies of all instructional plans developed in data PLCs by instructional staff and monitors implementation through the use of Galileo outcome data and classroom observations. Lesson planning coaching is tracked via a weekly log to ensure teachers received continuous feedback on their improvements in instructional planning and to ensure that feedback is being implemented. Based on feedback additional PD can also be targeted for struggling educators to provide further support.	Observation Tracker Lesson Plan Log Lesson Plan Feedback Examples Instructional Plans Feedback Meeting Notes Form Coaching Agreements with Charter Association
6. How does the Charter Holder provide the resources that are necessary for high quality implementation?	
The charter holder provides the resources that are necessary for high quality implementation through constant communication with instructional coaches, common planning time in grade levels that have more than one teacher (this will increase as the school continues to grow – currently only in kindergarten), and modeling by instructional coaches and trainers through the charter	Coaching Agreement with Charter Association Coaching Feedback Evidence Coaching evidence with School Curr Specialists Planning time schedule for kindergarten Lesson Plan Coaching Feedback

association and School curriculum Specialists, LLC.	
Monitoring Implementation	
7. How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	
The charter holder monitors the implementation of strategies learned in professional development sessions through classroom walk throughs, monitoring of instructional plans developed by instructional staff, weekly lesson planning which shows feedback is being implemented, and through the analysis of Galileo outcome data to ensure that improvements are being realized in student outcomes.	Observation Tracker Lesson Plan Log Galileo Outcome Data
8. How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?	
Monitoring and follow up of strategies learned in PD sessions is ongoing through instructional walk throughs and one-on-one feedback sessions to ensure that effective support is being provided and implementation is consistent across all grade levels. Teachers are supported by peer mentors or instructional coaches based on their individualized needs based on Galileo outcome data and walk through feedback if they are struggling with implementation. Lesson planning is evaluated on a weekly basis for each teacher and email communication with the lesson planning coach is ongoing to ensure efforts are yielding improvement. If additional PD is needed onsite to focus on an area of need it is scheduled for the teacher(s) in need of support.	Observation Tracker Feedback Meeting Notes Mentor Program Agreements Coaching Agreements with Association Lesson Plan Log Lesson Plan Feedback Examples PD Request Form Lead Teacher Expectation Sheet
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
9. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students?	
The bottom 25% population of the charter has been 6-8 students over the last 2 years in the tested grade levels due to small class sizes. Through weekly lesson plan tracking and student outcome data it was determined at the end of the 2nd quarter that teachers do not know how to effectively lesson plan for the differentiation needs of non-proficient students. Instructional coaching in math at grades 5-12 is currently working on co-	Math Coaching Feedback and Progress Evidence of DI training scheduled Lesson Plan Log showing concerns with DI Lesson Plan Feedback showing lacking DI coverage

teaching and the use of differentiated instruction in the math classroom. The charter has scheduled whole staff PD on differentiated instruction for this quarter, which will be tracked via lesson planning and classroom observation.	
10. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs)?	
Through weekly lesson plan tracking and student outcome data it was determined at the end of the 2nd quarter that teachers do not know how to effectively lesson plan for the differentiation needs of the ELL subgroup. The charter has scheduled whole staff PD on differentiated instruction for this quarter, which will be tracked via lesson planning and classroom observation.	Evidence of upcoming DI training Lesson Plan Log showing concerns with DI Lesson Plan Feedback showing lacking DI coverage
11. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of Free and Reduced Lunch (FRL) students?	
The charter's FRL rate is about 80% currently. All PD efforts are targeted toward the needs of all students.	none
12. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities?	
Certified Special Education Resource Teachers, mainstream classroom teachers, and paraprofessionals support the needs of this subgroup. Through weekly lesson plan tracking it was determined at the end of the 2nd quarter that mainstream teachers do not know how to effectively lesson plan for the differentiation needs of this subgroup. Whole staff training has been scheduled for this quarter and coaching has already begun in the math content areas in grades 5-12 to ensure that differentiation is being provided in an effective manner. Teachers receive copies of all IEP accommodations/modifications for all SWD in their respective classrooms to ensure that they know the goals and needs of each student with a learning disability in order to support their individualized needs in the mainstream classroom. Ongoing support and annual training is provided for teachers working with SWD.	Copies of annual training and sign in sheets Copies of teacher sign off sheets for IEPs Lesson Plans showing DI Lesson Plan tracker showing DI concerns Math Coaching showing DI support Evidence of upcoming DI training