



APRIL 10, 2017

Charter Renewal Report

Renewal Application for American Charter Schools
Foundation d.b.a. Alta Vista High School

AGENDA ITEM: Charter Renewal Application—American Charter Schools Foundation d.b.a. Alta Vista High School

Request

American Charter Schools Foundation d.b.a. Alta Vista High School (“Charter Holder”) submitted a charter renewal application (Appendix A. Renewal Application) on October 20, 2016 to continue operation of Alta Vista High School serving grades 9–12 in Tucson.

Background

History

The Charter Holder was granted a charter in 2002, which is currently approved for grades 9–12, and operates one school: Alta Vista High School

Governance

The Charter Holder is governed by a corporate board that consists of 6 individuals. The corporate principals listed on ASBCS Online and the website of the Arizona Corporation Commission are listed in the table below.

Member Name	Position
Linda Comer	Chairman
Theodore Frederick	President
Scott McPhail	Secretary
Gina Conflitti	Director
John Matthews	Director
Matthew Proctor	Director

The corporate principals also act as the governing body and are responsible for the policy decisions of the school.

Associated Schools

Associated schools are defined as a school operated by a charter holder that operates one or more other charter schools that contract with the same Education Service Provider; a school operated by the same charter holder but under different charter contracts; or a school operated by a charter holder with at least fifty (50) percent of corporate board officers, directors, members, or partners in common, as reflected by the charter contract.

Schools Associated with Alta Vista High School	
Education Management Organization (The Leona Group) ● 100% Board Members in Common	
School	Charter Holder
Apache Trail High School	American Charter Schools Foundation d.b.a. Apache Trail High School
Crestview College Preparatory High School	American Charter Schools Foundation d.b.a. Crestview College Preparatory High School
Desert Hills High School	American Charter Schools Foundation d.b.a. Desert Hills High School
Estrella High School	American Charter Schools Foundation d.b.a. Estrella High School
Peoria Accelerated High School	American Charter Schools Foundation d.b.a. Peoria Accelerated High School
South Pointe High School	American Charter Schools Foundation d.b.a. South Pointe High School
South Ridge High School	American Charter Schools Foundation d.b.a. South Ridge High School
Sun Valley High School	American Charter Schools Foundation d.b.a. Sun Valley High School
West Phoenix High School	American Charter Schools Foundation d.b.a. West Phoenix High School



Education Management Organization (The Leona Group)	
School	Charter Holder
Gilbert Arts Academy	Kaizen Education Foundation
Advance U	Kaizen Education Foundation dba Advance U
Discover U	Kaizen Education Foundation dba Discover U
El Dorado High School	Kaizen Education Foundation dba El Dorado High School
Glenview College Preparatory High School	Kaizen Education Foundation dba El Dorado High School
Havasü Preparatory Academy Public Charter Elementary School	Kaizen Education Foundation dba Havasu Preparatory Academy
Liberty Arts Academy	Kaizen Education Foundation dba Liberty Arts Academy
Maya High School	Kaizen Education Foundation dba Maya High School
Mission Heights Preparatory Academy Public Charter High School	Kaizen Education Foundation dba Mission Heights Preparatory High School
Quest High School	Kaizen Education Foundation dba Tempe Accelerated High School
Skyview High School	Kaizen Education Foundation dba Skyview High School
South Pointe Public Charter Elementary School	Kaizen Education Foundation dba South Pointe Elementary School
South Pointe Junior High School	Kaizen Education Foundation dba South Pointe Junior High School
Summit High School	Kaizen Education Foundation dba Summit High School
Vista Grove Preparatory Academy Elementary School	Kaizen Education Foundation dba Vista Grove Preparatory Academy Elementary School
Vista Grove Preparatory Academy Middle School	Kaizen Education Foundation dba Vista Grove Preparatory Academy Middle School
Colegio Petite Arizona	Colegio Petite Phoenix

Compliance

As stated in Board policy, prior to a renewal application being considered by the Board, staff conducts a compliance check. The Charter Holder does not have any compliance issues.

The Charter Holder has not been before the Board for any items or actions in the past 12 months.

Performance Summary

The Charter Holder's performance for each of the Board's frameworks (Academic, Operational, and Financial) is summarized below. The Charter Holder's dashboards are included in Appendix: B. Renewal Summary Review.

Academic Performance

The academic performance of Alta Vista High School for FY 2012–FY 2014 fiscal years, based on the Board's academic framework in effect at that time, is represented in the table below.

	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Alta Vista High School	83.14 / B-ALT	85.42 / A-ALT	88.96 / A-ALT

The Board's current academic framework uses two measures to calculate overall academic ratings, letter grades and state designations for school improvement. Due to a moratorium on letter grades until FY 2018, based on FY 2017 data, the Board has not calculated overall ratings for FY 2015 and 2016. As it relates to school improvement, Alta Vista High School has not been designated for school improvement in FY 2017.

Operational Performance

The Charter Holder currently meets the Board's Operational Performance Expectations set forth in the Performance Framework adopted by the Board.

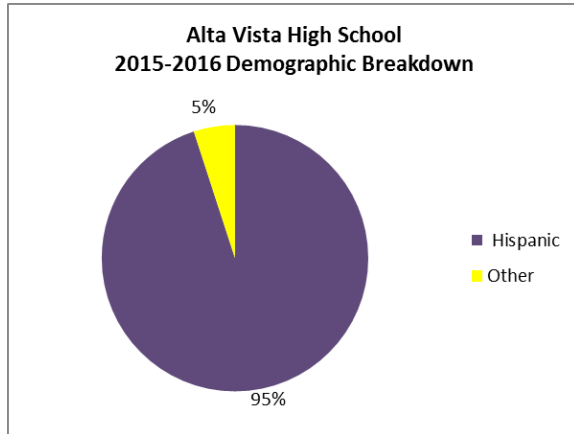
Financial Performance

The Charter Holder meets the Board’s Financial Performance Expectations set forth in the Performance Framework adopted by the Board.

Charter Holder Profile

The Charter Holder was granted a charter that became effective on April 21, 2003, which is currently approved for grades 9–12. The Charter Holder operates one school: Alta Vista High School.

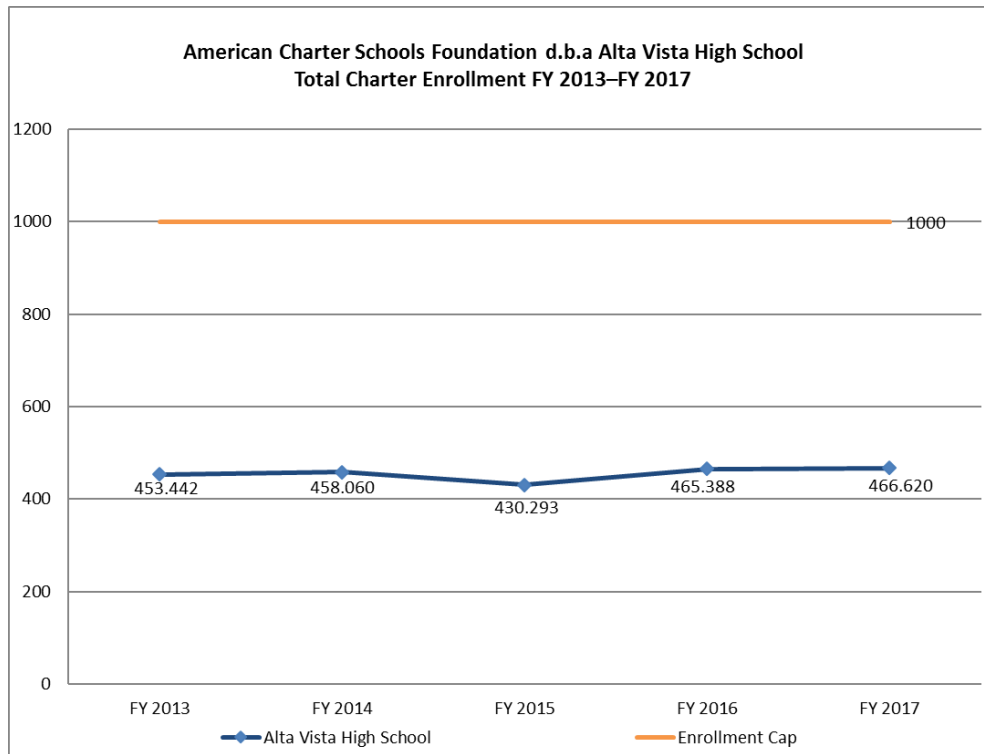
The tables below identify the percentage of students in each demographic group and subgroup identifier.



2015-2016 Subgroup Data	
Category	Alta Vista High School
Free and Reduced Lunch	*
English Language Learners	3%
Special Education	5%

If the percentage of students is 0% or 100%, the percentage for that group is redacted.

The enrollment cap for The Charter Holder is 1000. The table below shows Average Daily Membership (“ADM”) for the Charter Holder based on 100th day ADM for FY 2013–FY 2017.



Academic Systems Review

As part of the renewal process, Board staff conducted an Academic Systems Review (“ASR”) to gather evidence that demonstrates that the school implements a comprehensive program of instruction and measures pupil progress toward pupil outcomes, as required in its charter contract. The Board has established criteria comprised of questions that guides the staffs’ visit. This report includes information regarding how the school develops and implements:

- a curriculum that improves student achievement.
- a system for monitoring the integration of the State academic standards.
- a system for monitoring and documenting student proficiency.
- a professional development plan that supports effective implementation of the curriculum.

The visit was conducted by Rachel Hannah, Education Program Manager and Judy Thompson, Education Program Specialist on February 9, 2017.

At the ASR site visit, all areas were found to be in compliance, and no follow up was required.

Classroom observations completed during the ASR site visit confirmed that the Charter Holder is adhering to the Program of Instruction on file in the contract.

Additionally, at the site visit, the Charter Holder was able to provide documentation and describe processes in place to show that the school implements a curriculum that improves student achievement, a system for monitoring and documenting student proficiency, a system for monitoring the integration of State academic standards in instruction, and a professional development plan that supports effective implementation of the curriculum.

Detailed information regarding the ASR is provided in Appendix C. Academic Systems Review Report.

Additional School Choices

Alta Vista High School

Alta Vista High School received a letter grade of A-ALT and an Overall Rating of “Meets” the Board’s academic performance standard for FY 2014. The school is located in Tucson near South Campbell Avenue and East Irvington Road. The following information identifies additional schools within a five-mile radius of the school and the academic performance of those schools.

There are 11 alternative schools serving grades 9–12 within a five-mile radius of Alta Vista High School that received an A–F letter grade. The table below provides a breakdown of those schools. The schools are identified by their A–F letter grades assigned by the ADE. The table identifies if those schools scored above average on the AzMERIT, had comparable scores to those of Alta Vista High School, and the number that are charter schools.

2014 Letter Grade	Alta Vista High School			2016 AzMERIT ELA 11%	2016 AzMERIT Math 8%	Charter Schools
	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Schools with Higher ELA	Schools with Higher Math	
A-ALT						
B-ALT	3	0	0	1	1	2
C-ALT	8	0	0	0	0	6

Board Options

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

I move to approve the request for charter renewal and grant a renewal contract to American Charter Schools Foundation d.b.a. Alta Vista High School.

Option 2: The Board may deny the renewal. The following language is provided for consideration:

Based upon a review of the information provided by the representatives of the Charter Holder and the contents of the application package which includes the academic performance, the fiscal performance, 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 American Charter Schools Foundation d.b.a. Alta Vista High School. Specifically, the Charter Holder, during the term of the contract, failed to meet the obligations of the contract or failed to comply with state law when it: (Board member must specify reasons the Board found during its consideration.)

APPENDIX A
RENEWAL APPLICATION

Renewal Application - American Charter Schools Foundation d.b.a. Alta Vista High School

Downloads

 [Download all files](#)

Note: Please be patient. This may take up to a few minutes to complete depending on the number of files included with this application.

Detailed Business Plan

Charter Holder's Organizational Membership:

The Charter Holder is waived from the requirements of the Charter Holder's Organizational Membership requirement in the Detailed Business Plan Section.

Charter Holder's Financial Sustainability:

The Charter Holder is waived from the Charter Holder's Financial Sustainability requirement in the Detailed Business Plan Section.

Renewal Assurances

Renewal Assurance and Understanding

The Arizona State Board for Charter Schools is authorized, pursuant to Arizona Revised Statutes, Title 15, Chapter 1, Article 8, to execute a Charter Contract ("Charter") for the purpose of authorizing the renewal of established charter schools to provide a learning environment to improve pupil achievement and to provide additional academic choices for parents and pupils and to serve as alternatives to traditional public schools.

The Charter Holder shall operate its charter school(s) consistent with the terms of the Charter and all applicable laws; shall achieve pupil outcomes according to the educational standards established by law and the Charter; and shall be governed and managed in a financially prudent manner.

By signing below, the Charter Holder understands that:

- A Renewal Charter is for the purpose of continuing the operation of the charter school(s) approved for renewal by the Arizona State Board for Charter Schools.
- The program of instruction will continue to be implemented as described in the Charter.
- The Charter Holder is required to submit all amendment requests pursuant to the procedures or rules formulated by the Arizona State Board for Charter Schools.
- The Charter Holder shall not take action on or implement any modification to its Charter until approved by the Arizona State Board for Charter Schools.
- The Charter Holder acknowledges that its officers, directors, members, or partners are aware of their responsibilities in the operation of a charter school as described in Arizona statute and that the Charter Holder is subject to and will ensure compliance with all relevant federal, state and local laws and requirements.
- The Charter Holder acknowledges that if a Renewal Charter is granted, the Charter Holder must execute the Charter with the Arizona State Board for Charter Schools within twelve months of the date of approval of the Charter by the Arizona State Board for Charter Schools. A Charter that is not timely signed expires.

I certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the renewal process or revocation of the Charter. I understand that incomplete applications will not be considered.

I acknowledge that taking action or implementing changes prior to approval by the Arizona State Board for Charter Schools is a breach of the Charter and the Arizona State Board for Charter Schools may revoke or not renew the Charter.

Charter Representative Signature

Michele Kaye 10/20/2016

APPENDIX B
RENEWAL SUMMARY REVIEW

Five-Year Interval Report

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ARIZONA STATE BOARD FOR CHARTER SCHOOLS

Renewal Summary Review

Interval Report Details

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Report Date:	03/20/2017	Report Type:	Renewal
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Charter Contract Information

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Charter Corporate Name:	American Charter Schools Foundation d.b.a. Alta Vista High School		
Charter CTDS:	10-87-94-000	Charter Entity ID:	80995
Charter Status:	Open	Contract Effective Date:	04/21/2003
Number of Schools:	1	Contractual Days:	<ul style="list-style-type: none"> Alta Vista High School: 180
Charter Grade Configuration:	9-12	Contract Expiration Date:	04/20/2018
FY Charter Opened:	2004	Charter Signed:	04/21/2003
Charter Granted:	12/09/2002	Charter Enrollment Cap	1000
Corp. Type	Non Profit		

Charter Contact Information

[Hide Section](#)

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

Academic Performance - Alta Vista High School

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School Name:	Alta Vista High School	School CTDS:	10-87-94-201
School Entity ID:	80996	Charter Entity ID:	80995
School Status:	Open	School Open Date:	09/02/2003
Physical Address:	5040 South Campbell Avenue Tucson, AZ 85706	Website:	—
Phone:	520-294-4922	Fax:	602-953-0831
Grade Levels Served:	9-12	FY 2014 100th Day ADM:	458.061

Academic Performance Per Fiscal Year

[Hide Section](#)

Alta Vista High School

		2012 Alternative High School (9 to 12)			2013 Alternative High School (9 to 12)			2014 Alternative High School (9 to 12)		
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1. Growth										
1a. SGP	Math	35	75	2.5	74	100	2.5	81	100	2.5
	Reading	54	75	2.5	54	75	2.5	65.5	100	2.5
1b. Improvement	Math	54	100	12.5	42.6	100	12.5	55.6	100	12.5
	Reading	49	75	12.5	50.3	75	12.5	46.3	75	12.5
2. Proficiency										
2a. Percent Passing	Math	32 / 19.8	75	10	40.1 / 19.9	75	10	57.5 / 20.9	100	10
	Reading	61 / 51.1	75	10	70.3 / 55.8	75	10	76.1 / 57.8	75	10
2b. Subgroup ELL	Math	25 / 17.1	75	1.67	40.9 / 21.3	75	1.67	69.7 / 22.1	100	1.67
	Reading	52 / 42.1	75	1.67	73.8 / 53.4	75	1.67	85.3 / 55.1	75	1.67
2b. Subgroup FRL	Math	32 / 18.8	75	1.67	40.9 / 18.8	75	1.67	57.7 / 20.6	100	1.67
	Reading	62 / 49.4	75	1.67	67.7 / 54	75	1.67	76.1 / 56.4	75	1.67
2b. Subgroup SPED	Math	10 / 4.6	75	1.67	33.3 / 5.9	100	1.67	22.2 / 5.8	75	1.67
	Reading	29 / 21.1	75	1.67	48 / 24.1	75	1.67	47.6 / 28.7	75	1.67
3. State Accountability										
3a. State Accountability		B-ALT	75	5	A-ALT	100	5	A-ALT	100	5
4. Graduation										
4a. Graduation		Met	75	15	Met	75	15	Met	75	15
4b. Academic Persistence		95	100	20	97	100	20	95	100	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		83.14			85.42			88.96		

Financial Performance

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Charter Corporate Name: American Charter Schools Foundation d.b.a. Alta Vista High School
 Charter CTDS: 10-87-94-000 Charter Entity ID: 80995
 Charter Status: Open Contract Effective Date: 04/21/2003

Financial Performance

[Hide Section](#)

American Charter Schools Foundation d.b.a. Alta Vista High School

Near-Term Measures
Going Concern

Fiscal Year 2015

Fiscal Year 2016

No Meets

No Meets

**Unrestricted Days
Liquidity
Default**

42.63	Meets	44.04	Meets
No	Meets	No	Meets

Sustainability Measures (Negative numbers indicated by parentheses)

Net Income

\$723,712	Meets	\$754,889	Meets
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**Fixed Charge
Coverage Ratio**

1.27	Meets	1.26	Meets
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**Cash Flow (3-Year
Cumulative)**

\$1,196,272	Meets	\$2,511,237	Meets
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**Cash Flow Detail
by Fiscal Year**

FY 2015	FY 2014	FY 2013	FY 2016	FY 2015	FY 2014
\$1,105,034	\$655,576	(\$564,338)	\$750,627	\$1,105,034	\$655,576

Meets Board's Financial Performance Expectations

Operational Performance
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Charter Corporate Name:	American Charter Schools Foundation d.b.a. Alta Vista High School		
Charter CTDS:	10-87-94-000	Charter Entity ID:	80995
Charter Status:	Open	Contract Effective Date:	04/21/2003

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

Measure	2015	2016	2017
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	Meets	--
Educational Program - Essential Terms	No issue identified	No issue identified	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	Meets	--
Services to Student with Disabilities	No issue identified	No issue identified	--
Instructional Days/Hours	No issue identified	No issue identified	--
Data for Achievement Profile	No issue identified	No issue identified	--
Mandated Programming (State/Federal Grants)	No issue identified	No issue identified	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Meets	Meets	--
Timely Submission	Yes	Yes	Yes
Audit Opinion	Unqualified	Unqualified	Unqualified
Completed 1st Time CAPs	No issue identified	No issue identified	--
Second-Time/Repeat CAP	No issue identified	No issue identified	--
Serious Impact Findings	No issue identified	No issue identified	--
Minimal Impact Findings (3+ Years)	No issue identified	No issue identified	--
2.b. Is the charter holder administering student admission and attendance appropriately?	Meets	Meets	--

Estimated Count/Attendance Reporting	No issue identified	No issue identified	--
Tuition and Fees	No issue identified	No issue identified	--
Public School Tax Credits	No issue identified	No issue identified	--
Attendance Records	No issue identified	No issue identified	--
Enrollment Processes	No issue identified	No issue identified	--
2.c. Is the charter holder maintaining a safe environment consistent with state and local requirements?	Meets	Meets	--
Facility/Insurance Documentation	No issue identified	No issue identified	--
Fingerprinting	No issue identified	No issue identified	--
2.d. Is the charter holder transparent in its operations?	Meets	Meets	--
Academic Performance Notifications	No issue identified	No issue identified	--
Teacher Resumes	No issue identified	No issue identified	--
Open Meeting Law	No issue identified	No issue identified	--
Board Alignment	No issue identified	No issue identified	--
2.e. Is the charter holder complying with its obligations to the Board?	Meets	Meets	--
Timely Submissions	No issue identified	No issue identified	--
Limited Substantiated Complaints	No issue identified	No issue identified	--
Favorable Board Actions	No issue identified	No issue identified	--
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Meets	Meets	--
Arizona Corporation Commission	No issue identified	No issue identified	--
Arizona Department of Economic Security	No issue identified	No issue identified	--
Arizona Department of Education	No issue identified	No issue identified	--
Arizona Department of Revenue	No issue identified	No issue identified	--
Arizona State Retirement System	No issue identified	No issue identified	--
Equal Employment Opportunity Commission	No issue identified	No issue identified	--
Industrial Commission of Arizona	No issue identified	No issue identified	--
Internal Revenue Service	No issue identified	No issue identified	--
U.S. Department of Education	No issue identified	No issue identified	--
3. Is the charter holder complying with all other obligations?	Meets	Meets	--
Judgments/Court Orders	No issue identified	No issue identified	--
Other Obligations	No issue identified	No issue identified	--
OVERALL RATING	Meets Operational	Meets Operational	--

	Standard	Standard	
BOARD EXPECTATIONS	--	--	--

Last Updated: 2016-12-01 07:09:55

APPENDIX C

ACADEMIC SYSTEMS REVIEW REPORT

Academic Systems Review Report

CHARTER INFORMATION

Charter Holder Name	American Charter Schools Foundation d.b.a. Alta Vista High School	School	Alta Vista High School
Charter Holder Entity ID	80995	Site Visit Date	February 9, 2017
Academic Systems Review due to: Charter Renewal			

Area	Issue	Follow-Up
School Calendar <i>The number of instructional days on the school calendar aligns with the number of instructional days in the contract and on file with the Arizona Department of Education.</i>	No Issue	N/A
Instructional Hours <i>Pursuant to A.R.S. §15-901, minimum required instructional hours are met for all grade levels.</i>	No Issue	N/A
Instructional Staff Education and Experience <i>Pursuant to A.R.S. §15-183(F), information about the teaching background and experience for all instructional staff members is available to parents. Availability of this information is communicated to parents.</i>	No Issue	N/A
Open Meeting Law <i>Notifications, minutes, and agendas from the last 12 months are reviewed for compliance with OML requirements. Compliance with requirement of online posting is checked.</i>	No Issue	N/A
Board Alignment <i>Board membership is reviewed for alignment between ASBCS and ACC</i>	No Issue	N/A
Enrollment and Attendance Policies <i>Reviewed for compliance with A.R.S. §15-184.</i>	No Issue	N/A
Mission Statement <i>Mission statement on school materials aligns with mission on file with ASBCS.</i>	No Issue	N/A
Other	No Issue	N/A

Program of Instruction

Prior to the Academic Systems Review visit, Board staff reviewed the Charter Holder’s contract, as amended, to identify the program of instruction the Charter Holder is contracted to deliver. Additionally, prior to conducting classroom observations, Board staff discussed the program of instruction with school leadership to further understand the methods of instruction utilized at the school.

The Charter Holder’s program of instruction states that the school will use varied methods of instruction according to learning community expectations. Additionally, it defines the main method of instruction as explicit instruction using a systematic instructional approach. This includes group instruction with a high level of teacher and student interactions combined with the content and strategies to be taught.

During classroom observations, Board staff was able to see the program of instruction in action at the school. Staff observed classes in Algebra, Geometry, Chemistry, U.S. History, and Youth Entrepreneurship (“YE”). Students were seen engaged in independent work throughout the observed classrooms, with a teacher circulating throughout the classroom to check and/or monitor student work. In the U.S. History classroom, students were receiving a direct instruction from a teacher in conjunction with a podcast video, and in the YE classroom, students were seen working in small groups on a collaborative process as they asked and responded to questions as the teacher circulated throughout the classroom.

Academic Systems

Does the school have an explicit, written curriculum for core content areas that is aligned with the state academic standards and that drills down to the skill level?

- i. The school is able to provide evidence of curriculum alignment with state academic standards for core content areas and grade levels
- ii. The school’s curriculum provides explicit content and skills to be taught for each grade level and/or content area
- iii. The school’s curriculum provides an explicit, organized sequence of content and skills within an academic year

Evaluation of Documents

List of Document Names reviewed during site visit:

i. The English 9-1 Curriculum Map shows the focus, and resources for weekly units. The map also includes the covered standards, objectives, teacher activities, and student activities for the unit.

The Algebra 1A Curriculum Map shows the number of days per unit, the standards and supporting standards, the core content, tier 3 support, related assessment, and the resources used for the unit, including related websites.

The Leona QSI Site also provides teachers curriculum maps for all other math and English areas, as well as science and social studies.

English 9-1 Curriculum Map
Algebra 1A Curriculum Map
Leona QSI Sites

ii. English 9-1 Curriculum Map shows the focus, and resources for weekly units. The map also includes the covered standards, objectives, teacher activities, and student activities for the unit.

English 9-1 Curriculum Map
Algebra 1A Curriculum Map
Leona QSI Sites

Algebra 1A Curriculum Map shows the number of days per unit, the standards and supporting standards, the core content, tier 3 support, related assessment, and the resources used for the unit, including related websites. The Leona QSI Site also provides teachers curriculum maps for all other math and English areas, as well as science and social studies.	
iii. Curriculum Maps, as described above, include units for the entire year.	English 9-1 Curriculum Map Algebra 1A Curriculum Map Leona QSI Sites
Is there a systematic process in place for annually monitoring, evaluating, and reviewing the curriculum?	
i. The school has a process that identifies specific timeframes for monitoring, evaluating, and reviewing curriculum ii. The school has a process that identifies key personnel responsible for monitoring, evaluating, and reviewing curriculum iii. The school has a process that generates a plan of action based on findings	
Evaluation of Documents	List of Document Names reviewed during site visit:
i. The ELA Workgroup Spring 2016 provides the purpose for workgroup meetings as working together to create and maintain common instructional tools. Workgroups meet once per block at the Leona office (four times per year) and in the summer. Workgroups exist for all core academic areas.	ELA Workgroup Spring 2016
ii. Workgroup members are identified on the guides for each content area.	ELA Workgroup Guide
iii. .ELA Workgroup Spring 2016 demonstrates plans for curriculum updates. Curriculum Feedback shows that feedback is requested for improvements to maps and specific changes that need to be made to curriculum and assessments to create stronger alignments.	ELA Workgroup Spring 2016 ELA PLC Curriculum Feedback for April 2016 PLC
How is integration of the state academic standards into the teachers' instructional practices assessed?	
i. Classroom observations are conducted at specified intervals to confirm standards aligned curriculum are integrated into instruction ii. The school consistently uses a tool to assess the integration of standards into instruction iii. The school consistently uses a tool to assess whether instruction occurs according to the school's instructional planning document (scope and sequence, pacing guide, etc.)	
Evaluation of Documents	List of Document Names reviewed during site visit:
i. The walkthrough checks for whether the observed activity matches the lesson plan for the day. Completed walkthroughs checking for and providing feedback on these specific components were provided by the school. Walkthroughs are conducted every other week, as evidenced by provided walkthroughs.	Mendoza Lesson Plan Feedback 16-17 End of Class Walkthrough

<p>ii. The lesson plan rubric provides specific items that are looked for in lesson plans. One component looks at standards aligned to objectives. The rubric demonstrates a check for standards and whether objectives are measurable.</p> <p>The walkthrough checks for whether the observed activity matches the lesson plan for the day. Completed walkthroughs checking for and providing feedback on these specific components were provided by the school.</p>	<p>Lesson Plan Rubric Mendoza Lesson Plan Feedback 16-17 End of Class Walkthrough</p>
<p>iii. The lesson plan rubric provides specific items that are looked for in lesson plans. The rubric contains a component checking alignment to the course curriculum map.</p>	<p>Lesson Plan Rubric</p>
<p>What comprises the school's teacher evaluation system? (Type, Frequency, Formative, & Summative)</p>	
<p>i. The school has a process that clearly identifies who is responsible for implementing the various components of the teacher evaluation system and when these processes occur</p> <p>ii. The school is able to provide evidence of observations with feedback provided to teachers after each observation</p> <p>iii. The school is able to provide evidence that the evaluations of teacher performance include a final, summative component</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. Walkthroughs and evaluations are conducted by administration and coaches, as indicated by signatures on the forms. This process also uses the TLG Teacher evaluation tool.</p> <p>The TLG Teacher Evaluation is completed twice in the first year, and once in subsequent years.</p>	<p>16-17 End of Class Walkthrough TLG Teacher Evaluation Tool 16-17 Formal Observation Tool</p>
<p>ii. The walkthrough checks for whether the observed activity matches the lesson plan for the day. Completed walkthroughs checking for and providing feedback on these specific components were provided by the school.</p> <p>The Formal Observation Tool provides feedback to teachers after observations. These observations are provided to teachers through the Google drive. Specific feedback with questions to consider is given to teachers through this tool. A walkthrough for a specific teacher was provided to Board staff demonstrating use of the tool.</p>	<p>16-17 End of Class Walkthrough 16-17 Formal Observation Tool</p>
<p>iii. TLG Teacher Evaluation Tool is a comprehensive tool that includes a rubric that is reviewed with teachers. It looks for each component of the rubric, looks at artifacts, and indicates Marzano and Danielson alignment. TLG tool is used as the final, summative evaluation. The evaluation is completed twice in the first year, and once in subsequent years.</p> <p>Student surveys are given to understand student perspectives on their teachers and provided instruction. These surveys are included as a component of the evaluation.</p>	<p>TLG Teacher Evaluation Tool Student Surveys</p>
<p>Is there a comprehensive assessment plan that utilizes data in a variety of ways to measure student performance and plan for teaching and learning?</p>	
<p>i. The school is able to provide evidence of an assessment plan that covers all core content areas and grade levels</p> <p>ii. The school is able to provide evidence of a process that uses assessment data to create a plan for instruction</p> <p>iii. The school has a process that clearly identifies who is responsible for evaluating student data</p> <p>iv. The school assessment plan identifies the types of data collected and periods of review for identified data</p>	

Evaluation of Documents	List of Document Names reviewed during site visit:
<p>i. Galileo Testing Protocol indicates that the assessment plan covers all core content areas and grade levels. Galileo Testing Protocol demonstrates that data is reviewed with teachers and that specific reports are run (class development profile grid report) to identify opportunities to strengthen the curriculum and instruction.</p>	Galileo Testing Protocol
<p>ii. A Math Data Dialogue is completed at the beginning of each block to review data from the previous block. This PowerPoint shows that data is disaggregated by teacher and subject and presented to teachers. Additionally, data is compared to other schools within TLG. At data dialogues, teachers are asked to describe what was implemented as a result of data. Further, slides demonstrate additional quizzes are implemented and intervention groups are planned. Department Data Driven plans are created by teachers to discuss their data and what their plans are for changes moving forward.</p>	Math Data Dialogue PowerPoint 2016-17 Department Data Driven Plans
<p>iii. The TLG Teacher Evaluation Tool looks at student data from teachers and provides feedback on that data. A Math Data Dialogue is completed at the beginning of each block to review data from the previous block. This PowerPoint shows that data is disaggregated by teacher and subject and presented to teachers. Additionally, data is compared to other schools within TLG. At data dialogues, teachers are asked to describe what was implemented as a result of data. Further, slides demonstrate additional quizzes are implemented and intervention groups are planned. Data is evaluated by the school leader, curriculum coach, and teachers.</p>	TLG Teacher Evaluation Tool Math Data Dialogue
<p>iv. The TLG Teacher Evaluation Tool looks at student data from teachers and provides feedback on that data. A Math Data Dialogue is completed at the beginning of each block to review data from the previous block. This PowerPoint shows that data is disaggregated by teacher and subject and presented to teachers. Additionally, data is compared to other schools within TLG. At data dialogues, teachers are asked to describe what was implemented as a result of data. Further, slides demonstrate additional quizzes are implemented and intervention groups are planned.</p>	TLG Teacher Evaluation Tool Math Data Dialogue 2016-17 Department Data Driven Plans
What evidence demonstrates that the professional development the teachers are engaged in is increasing student achievement?	
<p>i. The school is able to provide evidence that it provides professional development that addresses student achievement and outcomes</p> <p>ii. The school is able to provide evidence of the types of professional development that occur</p> <p>iii. The school is able to provide evidence of how the implementation of professional development is monitored</p> <p>iv. The school has a process for monitoring data to ensure that implementation of professional development has a positive impact on student achievement</p>	
Evaluation of Documents	List of Document Names reviewed during site visit:
<p>i. Coaching Logs demonstrate that coaching is a key component of the school's professional development. PD Tracking shows specific development teachers are engaged in. Examples have been PBS, Lesson Plans, 4 part objectives, SPED, SMART Board training, How to increase rigor, Scheduling and executing Galileo posttests, DOK, etc.</p>	Coaching Log AVHS Professional Development Tracking Math Data Dialogue

<p>Math Data Dialogue is completed at the beginning of each block to review data from the previous block. This PowerPoint shows that data is disaggregated by teacher and subject and presented to teachers.</p>	
<p>ii. PD Tracking shows specific development teachers are engaged in. Examples have been PBS, Lesson Plans, 4 part objectives, SPED, SMART Board training, How to increase rigor, Scheduling and executing Galileo posttests, DOK, etc.</p>	<p>AVHS Professional Development Tracking</p>
<p>iii. PD Tracking shows specific development teachers are engaged in. Examples have been PBS, Lesson Plans, 4 part objectives, SPED, SMART Board training, How to increase rigor, Scheduling and executing Galileo posttests, DOK, etc. Walkthrough demonstrates a check for DOK levels in instruction. DOK was provided as PD, as demonstrated by the PD tracking.</p> <p>Lesson Plan Feedback shows feedback provided on four part objectives, as the teacher was trained in. Follow-up is evident through walkthroughs.</p>	<p>AVHS Professional Development Tracking 16-17 Beginning of Class Walkthrough Feedback Lesson Plan Feedback: Clark</p>
<p>iv. The Data Dialogue for Science demonstrates that science scores increased as a result of data training with the curriculum coach.</p> <p>Math Data Dialogue is completed at the beginning of each block to review data from the previous block. This PowerPoint shows that data is disaggregated by teacher and subject and presented to teachers. Additionally, data is compared to other schools within TLG. At data dialogues, teachers are asked to describe what was implemented as a result of data. Further, slides demonstrate additional quizzes are implemented and intervention groups are planned.</p>	<p>Data Dialogue Block 2: Science Math Data Dialogue</p>
<p>How are the professional development activities aligned with the program of instruction (curriculum, methods of instruction, best practices)?</p>	
<p>i. The school provides professional development activities that support implementation of the school’s program of instruction</p> <p>ii. The professional development provided is aligned to the curriculum</p> <p>iii. The school selects and implements professional development based on criteria related to curriculum, instruction, and best practices</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. PD Tracking shows specific development teachers are engaged in. Examples have been PBS, Lesson Plans, 4 part objectives, SPED, SMART Board training, How to increase rigor, Scheduling and executing Galileo posttests, DOK, etc.</p> <p>Coaching logs demonstrate that professional development is provided to assist with the school’s Program of Instruction and Curriculum.</p>	<p>AVHS Professional Development Tracking Coaching Log</p>
<p>ii. Data dialogues are a component of the Professional Development and are related to Math, ELA, and Science. These dialogues are correlated to the school’s curriculum.</p>	<p>Data Dialogue Block 2: Science Math Data Dialogue</p>
<p>iii. PD Tracking shows specific development teachers are engaged in. Examples have been PBS, Lesson Plans, 4 part objectives, SPED, SMART Board training, How to increase rigor, Scheduling and executing Galileo posttests, DOK, etc.</p>	<p>AVHS Professional Development Tracking</p>
<p>What types of professional development follow-up occur?</p>	

- i. **The school is able to provide evidence of follow-up activities conducted by leadership and/or staff**
- ii. **The school provides opportunities for feedback to be given regarding professional development**

Evaluation of Documents	List of Document Names reviewed during site visit:
<p>i. Coaching Log Summary discusses teacher needs in PBIS and technology, which is then demonstrated in the current PD tracking document.</p> <p>Lesson Plan feedback demonstrates teachers using concepts from PD in their lessons, and that it is reviewed by the Curriculum Coach in walkthroughs.</p> <p>Block 3 Teacher goals demonstrate follow up on rigor and feedback on use of D.O.K. levels in classrooms.</p>	<p>Coaching Log Summary</p> <p>AVHS Professional Development Tracking</p> <p>Lesson Plan Feedback</p> <p>Block 3 Teacher Goals</p>
<p>ii. PD Needs Survey results show that teacher feedback is ranked which is then used to determine needed professional development.</p>	<p>PD Needs Survey Results</p>