

## Renewal Executive Summary

### I. Performance Summary

Renewal application requirements are based upon the Charter Holder’s past performance as measured by the Board’s Academic, Financial, and Operational<sup>1</sup> Performance Frameworks. The table below identifies areas for which the Charter Holder demonstrated acceptable performance. For “Acceptable” financial performance, the Charter Holder was waived from submission requirements for the renewal application. For “Not Acceptable” academic performance, the Charter Holder was required to submit additional information as part of the renewal application.

Area	Acceptable	Not Acceptable
Academic Framework	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Financial Framework	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Operational Framework	<input checked="" type="checkbox"/>	<input type="checkbox"/>

During the five-year interval review of the charter, Arizona Connections Academy Charter School was required to submit a Performance Management Plan as an intervention because the school operated by the Charter Holder, Arizona Connections Academy did not meet the academic expectations set forth by the Board. At the time, Arizona Connections Academy Charter School became eligible to apply for renewal, the Charter Holder did not meet the Academic Performance Expectations of the Board as set forth in the Performance Framework and was required to submit a Demonstration of Sufficient Progress as part of the renewal application package. The Charter Holder was unable to demonstrate the school is making sufficient progress toward the Board’s expectations through the submission of the required information or evidence reviewed during an on-site visit. In the most recent fiscal year for which an academic dashboard is available, Arizona Connections Academy received an overall rating of “B-DL” the Board’s academic standards.

While the Charter Holder demonstrated acceptable overall operational performance, at the time of renewal notification, the Charter Holder’s officers, directors, and members as identified in information publicly available through the Arizona Corporation Commission (ACC) did not align with its officers, directors, and members as identified in the charter contract. Therefore, the Charter Holder was required to submit additional information as part of the renewal application. The Charter Holder submitted a Charter Holder Governance Notification Request to the Board in October 2015 to remove and add an officer, director, and member. The Charter Holder also filed an Officer/Director Change with ACC, bringing the Charter Holder into alignment.

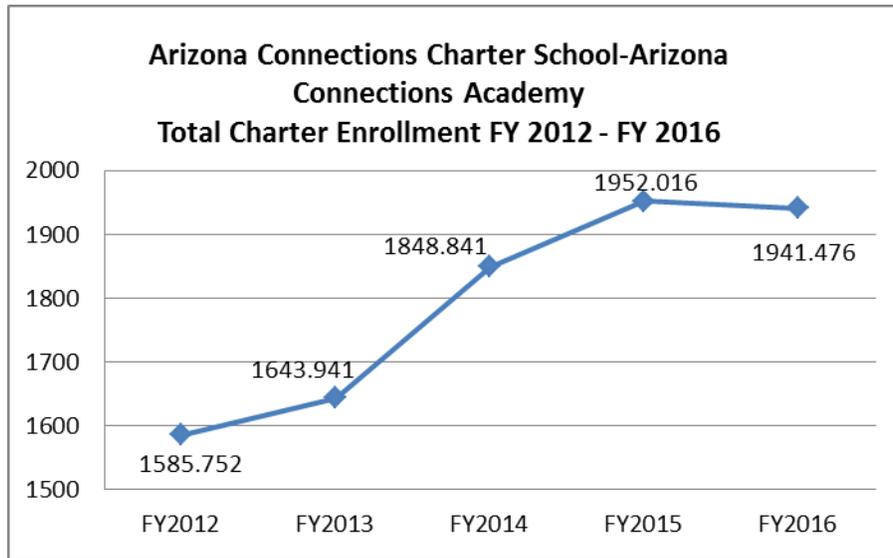
### II. Profile

Arizona Connections Academy Charter School operates one school, Arizona Connections Academy, serving grades K–12 in Gilbert. Arizona Connections Academy is designated as a distance learning school.

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



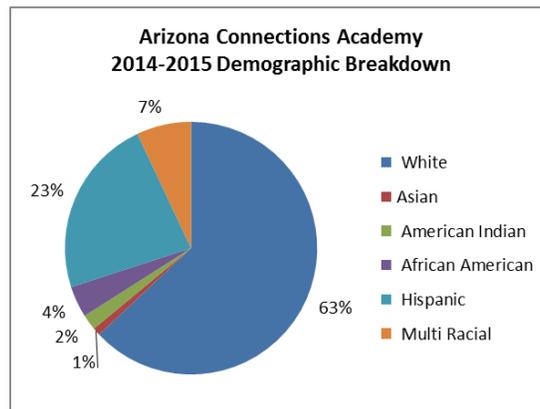
The graph below shows the Charter Holder’s actual 100<sup>th</sup> day average daily membership for fiscal years 2012–2016.



The academic performance of Arizona Connections Academy is represented in the table below. The Academic Dashboard for the school can be seen in appendix: B. Academic Dashboard.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Arizona Connections Academy	09/22/2003	K–12	49.69/C	50.31/C	57.57/B-DL

The demographic data for Arizona Connections Academy from the 2014–2015 school year is represented in the chart below.<sup>2</sup>



<sup>2</sup> Information provided by the Research and Evaluation Division of the ADE. ASBCS, May 9, 2016



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

Category	Arizona Connections Academy
Free and Reduced Lunch	45%
English Language Learners	*
Special Education	12%

Arizona Connections Academy Charter School has not been brought before the Board for any items or actions in the past 12 months.

### III. Additional School Choices

Arizona Connections Academy received a letter grade of B-DL, and an overall rating of Does Not Meet the Board’s academic performance standard for FY 2014. The school site is located in Gilbert near South Gilbert Road and East Germann Road. The following information identifies additional distance learning schools and the academic performance of those schools.

There are 20 distance learning schools serving grades K–12 within the state of Arizona that received an A–F letter grade. The table below provides a breakdown of those schools. Schools are grouped by the A–F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that letter grade, the number of schools that scored above the state average on AzMERIT in English Language Arts and Math in FY 2015, the number of schools with AzMERIT scores comparable to those of Arizona Connections Academy, the number of those schools that are charter schools, and the number of the charter schools that are meeting the Board’s academic performance standard for FY 2014.

Arizona Connections Academy				ELA 39%	Math 28%		
Letter Grade	# of schools	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable ELA (± 5%)	Comparable Math (± 5%)	Charter Schools	Meets Board’s Standard
B-DL	10	3	3	0	1	2	0
C-DL	7	2	1	2	2	0	N/A
D-DL	2	1	1	1	0	1	0
F	1	0	0	0	0	1	0

The table below presents the number of distance learning schools, sorted by FY 2014 letter grade, serving a comparable percentage of students (± 5%) in the identified subgroups.<sup>4</sup>

<b>Arizona Connections Academy</b>	<b>45%</b>		<b>12%</b>
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<sup>3</sup> Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted.

<sup>4</sup> Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted.  
ASBCS, May 9, 2016



Letter Grade	Comparable FRL (± 5%)	Comparable ELL (± 5%)	Comparable SPED (± 5%)
B-DL	1		2
C-DL	1		3
D-DL	0		1
F	0		0

#### IV. Success of the Academic Program

The following is a timeline of activities that have occurred related to the academic performance of Arizona Connections Academy Charter School:

**July 2012:** The Charter Holder was notified of its five-year interval review. Because its school met the Board’s academic performance expectation, no site visit was required.

**October 2013:** The Board released FY 2013 Academic Dashboards; Arizona Connections Academy received an overall rating of “Does Not Meet” the Board’s academic standards and Arizona Connections Academy Charter School did not meet the Board’s Academic Performance Expectations.

**October 2014:** The Board released FY 2014 Academic Dashboards. Arizona Connections Academy received an overall rating of “No Rating” the Board’s academic standards and did not meet the Board’s Academic Performance Expectations. Arizona Connections Academy Charter School was notified that the Charter Holder was required to submit a Performance Management Plan on or before November 15, 2014 because Arizona Connections Academy, a school operated by the Charter Holder, did not meet the Academic Expectations set forth by the Board.

**November 2014:** Arizona Connections Academy Charter School timely submitted a Performance Management Plan.

**April 2015:** Board staff completed a final evaluation of the Charter Holder’s FY 2014 PMP and made the evaluation available to the Charter Holder.

**November 2015:** Board staff provided the Charter Holder, through its authorized representatives, Aaron Coe and Kerri Wright, with Renewal Notification Information, which included notification of the renewal process, the date on which the Charter Holder would become eligible to apply for renewal (November 27, 2015), the deadline date on which the renewal application package would be due to the Board (February 27, 2016), information on the availability of the Charter Holder’s renewal application as well as instruction on how to access the renewal application, and notification of the requirement to submit a DSP as a component of its renewal application package because the Charter Holder did not meet the Academic Performance Expectations set forth by the Board.

#### V. Demonstration of Sufficient Progress

A renewal application package with a Renewal DSP for Arizona Connections Academy Charter School (appendix: E. Renewal DSP Submission) was timely submitted by a Charter Representative on February 26, 2016. The Charter Holder was provided a copy of the initial evaluation of the DSP Report prior to the site visit and informed that areas initially evaluated as not acceptable must be addressed with additional evidence and documentation at the time of the visit.



Following a preliminary evaluation of the DSP, staff conducted a site visit to meet with the school's leadership, as selected by the school, to confirm evidence of the processes described in the DSP and review additional evidence to be considered in the final evaluation of the Charter Holder's DSP submission. The following representatives of Arizona Connections Academy Charter School were present at the site visit:

Name	Role
Stacey DeMarco	Senior Contract and Proposal Administrator
Lyn McCullen	Executive Director of Proposals
Leilani Lucca	Manager of Assessment
Staci Budde	Assistant Middle School Principal
Aaron Coe	Board President
Megan Hines	Manager of Counseling Services
Kerri Wright	Principal
Heather Noto	Assistant Principal
Jennifer Dukek	Director of Schools
Claudia Burns	Senior Director Program Quality
Debbie Vickers	Executive Director of Curriculum Development
Karen Roper	Executive Director of Instructional Services and Professional Development
Judy Campf	Director of Professional Learning and Instructional Support

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

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

After considering information in the DSP Report and evidence provided at the time of the site visit, the Charter Holder demonstrated evidence of a sustained improvement plan that includes implementation of a comprehensive curriculum system, a comprehensive assessment system, a comprehensive instructional monitoring system, a comprehensive professional development system, and a system for



ensuring students in grades 9-12 graduate on time. However, the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years, and demonstrated declines in academic performance, in 3 out of the 9 measures required by the Board.

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

## **VI. Viability of the Organization**

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

## **VII. Adherence to the Terms of the Charter**

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

## **VIII. Board Options**

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

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

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

Based upon a review of the information provided by the representatives of the Charter Holder and the contents of the application package which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder over the charter term, I move to deny the request for charter renewal and to not grant a renewal contract for Arizona Connections Academy Charter School. Specifically, the Charter Holder, during the term of the contract, failed to meet the obligations of the contract or failed to comply with state law when it: (Board member must specify reasons the Board found during its consideration.)



**APPENDIX A**  
**RENEWAL SUMMARY REVIEW**



Arizona State  
Board for  
Charter Schools



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## 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:	04/26/2016	Report Type:	Renewal
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### Charter Contract Information

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Charter Corporate Name:	Arizona Connections Academy Charter School		
Charter CTDS:	07-85-11-000	Charter Entity ID:	87407
Charter Status:	Open	Contract Effective Date:	05/28/2002
Number of Schools:	1	Contractual Days:	<ul style="list-style-type: none"> <li>Arizona Connections Academy: 180</li> </ul>
Charter Grade Configuration:	K-12	Contract Expiration Date:	05/27/2017
FY Charter Opened:	2006	Charter Signed:	06/22/2005
Charter Granted:	05/09/2005	Charter Enrollment Cap	2500
Corp. Type	Non Profit		

### Charter Contact Information

[Hide Section](#)

Mailing Address:	335 E Germann Rd. Suite 140 Gilbert, AZ 85297	Website:	<a href="http://www.connectionsacademy.com">http://www.connectionsacademy.com</a>
Phone:	480-782-5842	Fax:	480-323-2905
Mission Statement:	The mission of Arizona Connections Academy (ACA) is to leverage technology to help each participating student maximize his or her potential and meet the highest performance standards. This mission is accomplished through a uniquely individualized learning program that combines the best in virtual education with unique technology-based teach productivity tools and very real connections among students, family, teachers, and the community. Every ACA student has a Personalized Learning Plan and an entire team of adults (including an Arizona-certified teacher and a parent or other learning coach) committed to the student's successful fulfillment of that plan. ACA is a high-quality, high-tech, high-touch virtual "school without walls" program that brings out the best in every student through Personalized Performance Learning.		
Charter Representatives:	Name:	Email:	FCC Expiration Date:
	1.) Mr. Aaron Coe	aaron.coe@phoenix.edu	—
	2.) Ms. Kerri Wright	kwright@connectionseducation.com	12/12/2015

### Academic Performance - Arizona Connections Academy

[Hide Section](#)

School Name:	Arizona Connections Academy	School CTDS:	07-85-11-101
School Entity ID:	81179	Charter Entity ID:	87407
School Status:	Open	School Open Date:	09/22/2003
Physical Address:	335 E Germann Rd Suite 140 Gilbert, AZ 85297	Website:	<a href="http://www.connectionsacademy.com">http://www.connectionsacademy.com</a>

Phone: 480-782-5842 Fax: 480-323-2905  
 Grade Levels Served: K-12 FY 2014 100th Day ADM: 1848.842

### Academic Performance Per Fiscal Year

[Hide Section](#)

#### Arizona Connections Academy

		2012 Traditional K-12 School (K-12)			2013 Traditional K-12 School (K to 12)			2014 Traditional K-12 School (K to 12)		
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
<b>1. Growth</b>										
1a. SGP	Math	30	25	10	33	25	10	43	50	10
	Reading	46.5	50	10	49	50	10	53	75	10
1b. SGP Bottom 25%	Math	34	50	10	38	50	10	47.5	50	10
	Reading	45	50	10	56	75	10	50	75	10
<b>2. Proficiency</b>										
2a. Percent Passing	Math	54 / 61.2	50	7.5	51.2 / 63.3	50	7.5	55.6 / 62.5	50	7.5
	Reading	84 / 77.9	75	7.5	85.2 / 79.8	75	7.5	85.3 / 79	75	7.5
2b. Composite School Comparison	Math	-9.1	50	5	-14.9	50	5	-10	50	5
	Reading	4.2	75	5	2.8	75	5	2.9	75	5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	44 / 51.9	50	3.75	40.6 / 53.6	25	3.75	44.6 / 51.7	50	3.75
	Reading	77 / 69.2	75	3.75	81.3 / 72.6	75	3.75	79.2 / 71.3	75	3.75
2c. Subgroup SPED	Math	22 / 20.4	75	3.75	18.9 / 23.6	50	3.75	26.9 / 20.5	75	3.75
	Reading	47 / 36.2	75	3.75	47.2 / 37.4	75	3.75	54.8 / 37.3	75	3.75
<b>3. State Accountability</b>										
3a. State Accountability		C	50	5	C	50	5	NR	0	0
<b>4. Graduation</b>										
4a. Graduation		42	25	15	42	25	15	38	25	15
<b>Overall Rating</b>		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		49.69			50.31			57.57		
		100			100			95		

### Financial Performance

[Hide Section](#)

Charter Corporate Name: Arizona Connections Academy Charter School  
 Charter CTDS: 07-85-11-000 Charter Entity ID: 87407  
 Charter Status: Open Contract Effective Date: 05/28/2002

### Financial Performance

[Hide Section](#)

#### Arizona Connections Academy Charter School

#### Near-Term Measures

Going Concern  
 Unrestricted Days Liquidity  
 Default

Fiscal Year 2014		Fiscal Year 2015	
Going Concern	No	Meets	No
Unrestricted Days Liquidity	83.61	Meets	68.45
Default	No	Meets	No

#### Sustainability Measures

(Negative numbers indicated by parentheses)

Net Income	\$489,436	Meets	(\$495,693)	Does Not Meet
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Fixed Charge Coverage Ratio	4.18	Meets	(1.78)	Does Not Meet		
Cash Flow (3-Year Cumulative)	\$1,080,816	Meets	\$1,258,878	Does Not Meet		
Cash Flow Detail by Fiscal Year	FY 2014	FY 2013	FY 2012	FY 2015	FY 2014	FY 2013
	\$1,319,356	\$102,266	(\$340,806)	(\$162,744)	\$1,319,356	\$102,266

## Meets Board's Financial Performance Expectations

## Operational Performance

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Charter Corporate Name:	Arizona Connections Academy Charter School		
Charter CTDS:	07-85-11-000	Charter Entity ID:	87407
Charter Status:	Open	Contract Effective Date:	05/28/2002

## Operational Performance

[Hide Section](#)

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

Measure	2015	2016
1.a. Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?	Meets	--
Educational Program - Essential Terms	No issue identified	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	--
Services to Student with Disabilities	No issue identified	--
Instructional Days/Hours	No issue identified	--
Data for Achievement Profile	No issue identified	--
Mandated Programming (State/Federal Grants)	No issue identified	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Meets	--
Timely Submission	Yes	Yes
Audit Opinion	Unqualified	Unqualified
Completed 1st Time CAPs	No issue identified	--
Second-Time/Repeat CAP	No issue identified	--
Serious Impact Findings	No issue identified	--
Minimal Impact Findings (3+ Years)	No issue identified	--
2.b. Is the charter holder administering student admission and attendance appropriately?	Meets	--
Estimated Count/Attendance Reporting	No issue identified	ADE ADM Audit
Tuition and Fees	No issue identified	--
Public School Tax Credits	No issue identified	--
Attendance Records	No issue identified	--
Enrollment Processes	No issue identified	--
2.c. Is the charter holder maintaining a safe environment consistent with state and local requirements?	Meets	--
Facility/Insurance Documentation	No issue identified	--
Fingerprinting	No issue identified	--
2.d. Is the charter holder transparent in its operations?	Meets	--
Academic Performance Notifications	No issue identified	--
Teacher Resumes	No issue identified	--
Open Meeting Law	No issue identified	--
Board Alignment	No issue identified	Inconsistency in Reporting
2.e. Is the charter holder complying with its obligations to the Board?	Meets	--
Timely Submissions	No issue identified	Charter Governance Notification
Limited Substantiated Complaints	No issue identified	--
Favorable Board Actions	No issue identified	--
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Meets	--
Arizona Corporation Commission	No issue identified	--

Arizona Department of Economic Security	No issue identified	--
Arizona Department of Education	No issue identified	--
Arizona Department of Revenue	No issue identified	--
Arizona State Retirement System	No issue identified	--
Equal Employment Opportunity Commission	No issue identified	--
Industrial Commission of Arizona	No issue identified	--
Internal Revenue Service	No issue identified	--
U.S. Department of Education	No issue identified	--
3. Is the charter holder complying with all other obligations?	Meets	--
Judgments/Court Orders	No issue identified	--
Other Obligations	No issue identified	--
<b>OVERALL RATING</b>	<b>Meets Operational Standard</b>	<b>--</b>

Last Updated: 2016-04-12 14:15:49

**APPENDIX B**

**ACADEMIC DASHBOARD**

## Academic Performance

NO PERMISSION TO EDIT

## Arizona Connections Academy

		2012 Traditional K-12 School (K-12)			2013 Traditional K-12 School (K to 12)			2014 Traditional K-12 School (K to 12)			
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
<b>1. Growth</b>											
1a. SGP	Math	30	25	10	33	25	10	43	50	10	
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<b>2. Proficiency</b>											
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	Reading	4.2	75	5	2.8	75	5	2.9	75	5	
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0	
	Reading	NR	0	0	NR	0	0	NR	0	0	
2c. Subgroup FRL	Math	44 / 51.9	50	3.75	40.6 / 53.6	25	3.75	44.6 / 51.7	50	3.75	
	Reading	77 / 69.2	75	3.75	81.3 / 72.6	75	3.75	79.2 / 71.3	75	3.75	
2c. Subgroup SPED	Math	22 / 20.4	75	3.75	18.9 / 23.6	50	3.75	26.9 / 20.5	75	3.75	
	Reading	47 / 36.2	75	3.75	47.2 / 37.4	75	3.75	54.8 / 37.3	75	3.75	
<b>3. State Accountability</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
3a. State Accountability		C	50	5	C	50	5	NR	0	0	
<b>4. Graduation</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
4a. Graduation		42	25	15	42	25	15	38	25	15	
<b>Overall Rating</b>		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		49.69			100	50.31			100	57.57	
										95	

**APPENDIX C**  
**RENEWAL DSP FINAL EVALUATION**

## Demonstration of Sufficient Progress Final Evaluation

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### CHARTER INFORMATION

<b>Charter Holder Name</b>	<b>Arizona Connections Academy Charter School</b>	<b>Schools</b>	<b>Arizona Connections Academy</b>
<b>Charter Holder Entity ID</b>	<b>87407</b>	<b>Purpose of DSP Submission</b>	<b>Renewal</b>
<b>Site Visit Date</b>	<b>March 21, 2016</b>		

### Evaluation Overview:

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

- An overall rating for each area of Data, Curriculum, Assessment, Monitoring Instruction, Professional Development, and Graduation Rate.
  - Whether questions were sufficiently answered at the site visit
  - Whether documents provided by the Charter Holder serve as sufficient evidence of implementation of described processes

## Data

The area of Data is evaluated as Falls Far Below. As evidenced at the DSP site visit, the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years, and demonstrated declines in academic performance, in 3 out of 9 measures required by the Board. For more detailed analysis see Data Inventory (appendix: D. Renewal DSP Site Visit Inventory Forms, i. Site Visit Inventory – [Data](#)).

Assessment Measure	Data Required	Comparative Data Provided	Data Shows Improvement	Sufficient explanation of HOW data was analyzed	Sufficient explanation of what conclusions were drawn
1a. Student Median Growth Percentile (SGP) – Math	Yes	Yes	Yes	Yes	Yes
1a. Student Median Growth Percentile (SGP) – Reading	Yes	Yes	Yes	Yes	Yes
1b. SGP Bottom 25% – Math	Yes	Yes	Yes	Yes	Yes
1b. SGP Bottom 25% – Reading	No	N/A	N/A	N/A	N/A
2a. Percent Passing – Math	Yes	Yes	Yes	Yes	Yes
2a. Percent Passing – Reading	No	N/A	N/A	N/A	N/A
2c. Subgroup, ELL – Math	Yes	Yes	No	Yes	Yes
2c. Subgroup, ELL – Reading	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, FRL – Math	Yes	Yes	No	Yes	Yes
2c. Subgroup, FRL – Reading	No	N/A	N/A	N/A	N/A
2c. Subgroup, students with disabilities – Math	Yes	Yes	No	Yes	Yes
2c. Subgroup, students with disabilities – Reading	No	N/A	N/A	N/A	N/A
4a. High School Graduation Rate	Yes	Yes	Yes	Yes	Yes

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

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

For more detailed analysis see Curriculum Inventory (appendix: D. Renewal DSP Site Visit Inventory Forms, ii. Site Visit Inventory – Curriculum).

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

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

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

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

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

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

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

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

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

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

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

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

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

**Graduation Rate:** *The area of Graduation Rate is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a system for ensuring students in grades 9-12 graduate on time that addresses each of the required elements.

For more detailed analysis see Graduation Rate Inventory (appendix: D. Renewal DSP Site Visit Inventory Forms, vi. Site Visit Inventory – Graduation Rate).

Question	Sufficient Evidence	Site Visit Inventory Item
<b>A. Monitoring Progress Toward Timely Graduation</b>		
What is the Charter Holder’s ongoing process to create academic and career plans?	<b>YES</b>	G.A.1
What is the Charter Holder’s ongoing process to monitor and follow-up on student progress toward completing goals in academic and career plans? What criteria guide that process?	<b>YES</b>	G.A.2
<b>B. Addressing Barriers to Timely Graduation</b>		
What is the Charter Holder’s ongoing process to provide timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time?	<b>YES</b>	G.B.1
What is the Charter Holder’s ongoing process to evaluate the processes described above to determine effectiveness? What criteria guide that process?	<b>YES</b>	G.B.2

**APPENDIX D**

**RENEWAL DSP SITE VISIT**

**INVENTORY FORMS**



## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Arizona Connections Academy Charter School  
 School Name: Arizona Connections Academy  
 Site Visit Date: March 21, 2016

Required for: Renewal  
 Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p><b>[D.1]</b></p> <ol style="list-style-type: none"> <li>1. Grade Distribution 13-14 through 15-16</li> <li>2. Formative Assessment Midtest Performance 1516 ACA</li> <li>7. Formative Assessment Performance at ACA FARM 13-14</li> <li>8. Formative Assessment Performance at ACA FARM 14-15</li> <li>9. Arizona Connections Academy Charter School Inc 2013-14 spreadsheet</li> <li>10. Arizona Connections Academy Charter School Inc 2014-15 spreadsheet</li> <li>11. Arizona Connections Academy Charter School Inc 2015-16 spreadsheet</li> <li>12. LEAP PrePost 1314_revbtm25</li> <li>13. LEAP PrePost 1415_revbtm25</li> <li>14. SPS PrePost 1314_revbtm25</li> <li>15. SPS PrePost 1415_revbtm25</li> <li>16. AIMS Data 2014 all levels</li> <li>17. LEAP SPS RAW Class 1314 AZ</li> <li>18. LEAP SPS RAW Class 1415 AZ</li> <li>19. Class of 15-16 LEAP Raw</li> <li>20. Class of 15-16 SPS Raw</li> </ol>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) - Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.</b></p> <p><b>In FY14 72% of students in grades 1-8 reached growth targets from pre-test to post-test, in FY15 this increased to 76.4%. At the time of the site visit, the post-test for FY16 had not been administered and growth data could not be calculated. The data shows improved growth from FY14 to FY15.</b></p> <p><b>In FY15 the percentage of 9-12 grade students scoring “High Average” or “Above Average” decreased from 74.7% on the pre-test to 65% on the mid-test. This is a decrease of 9.7 percentage points.</b></p> <p><b>In FY16 the percentage of 9-12 grade students scoring “High Average” or “Above Average” increased from 63.8% on the pre-test to 68.5% on the mid-test. This is an increase of 4.7 percentage points. The data shows improved growth from FY15 to FY16.</b></p> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.

<p><b>[D.2]</b></p> <p>The docs shared in D.1 were given for the entire data section.</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) - Reading</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading for some but not all grade levels.</b></p> <p><b>In FY14 77% of students in grades 1-8 reached growth targets, for FY15 75% reached growth targets. At the time of the site visit, the post-test for FY16 had not been administered and growth data could not be calculated.</b></p> <p><b>In FY15 the percentage of 9-12 grade students scoring “High Average” or “Above Average” increased from 73.5% on the pre-test to 77.2% on the mid-test. This is an increase of 3.7 percentage points. In FY16 the percentage of 9-12 grade students scoring “High Average” or “Above Average” increased from 73.8% on the pre-test to 77.2% on the mid-test. This is an increase of 3.4 percentage points. The data demonstrates maintained growth from FY15 to FY16.</b></p> <p><b>Final Evaluation:</b></p>	
<p><b>[D.3]</b></p>	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
<p><b>[D.4]</b></p> <p><b>N/A</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math.</b></p> <p><b>For FY14 77.8% of students in grades K-8 reached growth targets. For FY15 this increased to 83.6%. For FY14 17.4% of high school students reached growth targets. For FY15 this increased to 32.6%</b></p> <p><b>At the time of the site visit, the post-test for FY16 had not been administered and growth data could not be calculated. Data demonstrates improved growth for FY14 to FY15</b></p> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
	<p><b>Not Applicable</b></p>	

<p><b>[D.5]</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing – Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Math On mid-test assessments 46% of students demonstrated proficiency in Math in FY15, this increased by four percentage points in FY16 to 48%.</b></p> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
<p><b>[D.6]</b></p> <p><b>N/A</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing – Reading</p> <p><b>Not Applicable</b></p>	
<p><b>[D.7]</b></p> <p>5. Formative Assessment Performance at ACA ELL 13-14</p> <p>6. Formative Assessment Performance at ACA ELL 14-15</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, ELL – Math</p> <p><b>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Math.</b></p> <p><b>On mid-test assessments 55% (32 of 58) of students demonstrated proficiency in Math in FY15, for FY16 to 25% (1 of 4 students) demonstrated proficiency on the mid-test assessment.</b></p> <p><b>Final Evaluation:</b></p>	
	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
<p><b>[D.8]</b></p> <p>5. Formative Assessment Performance at ACA ELL 13-14</p> <p>6. Formative Assessment Performance at ACA ELL 14-15</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, ELL – Reading</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Reading.</b></p> <p><b>On mid-test assessments 64% (29 of 45) of students demonstrated proficiency in Reading in FY15, for FY16 to 67% (2 of 3 students) demonstrated proficiency on the mid-test assessment.</b></p> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

<p><b>[D.9]</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, FRL – Math</p> <p><b>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Math.</b></p> <p><b>On mid-test assessments 47% (236 of 566) of students demonstrated proficiency in Math in FY15, for FY16 42% (173 of 364) demonstrated proficiency on the mid-test assessments.</b></p> <p><b>Final Evaluation:</b></p>	
<p><b>[D.10]</b></p> <p><b>N/A</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, FRL – Reading</p> <p><b>Not Applicable</b></p>	
<p><b>[D.11]</b></p> <p>3. Formative Assessment Performance at ACA IEP 13-14</p> <p>4. Formative Assessment Performance at ACA IEP 14-15</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, Students with disabilities – Math</p> <p><b>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Math.</b></p> <p><b>On mid-test assessments 33% (29 of 86) of students demonstrated proficiency in Math in FY15, for FY16 28% (37 of 132) demonstrated proficiency on the mid-test assessments.</b></p> <p><b>Final Evaluation:</b></p>	
<p><b>[D.12]</b></p> <p><b>N/A</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading</p> <p><b>Not Applicable</b></p>	
<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>	
<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>	



<p><b>[D.13]</b> <b>ADE Graduation Rate Reports reviewed online.</b> 24. Graduation Rate and Virtual Schools ACA</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved performance in High School Graduation Rate</p> <p><b>The documents provided demonstrate evidence of improved performance in High School Graduation Rate.</b></p> <p><b>For FY14 the 4-year graduation rate was 30.7% and a 5-year graduation rate of 36.9%</b> <b>For FY15 the 4-year graduation rate increased to 31% and the 5-year graduation rate increased to 39%.</b></p> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>



## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Arizona Connections Academy Charter School  
 School Name: Arizona Connections Academy  
 Site Visit Date: March 21, 2016

Required for: Renewal  
 Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p><b>[C.A.1]</b></p> <ol style="list-style-type: none"> <li>1. Curriculum Development and Revision Process</li> <li>2. Teacher Orientation Course (including the previously separate Explore My Course)</li> <li>3. Feedback provided within the course</li> <li>4. Course Feedback IAs</li> <li>5. Course Demonstrations</li> <li>6. Lesson Tree</li> <li>7. Course Syllabi (Grades 6-12)</li> <li>8. Course Objectives</li> <li>9. Alignment documents               <ol style="list-style-type: none"> <li>a. LiveLesson Map</li> <li>b. PowerStandards</li> <li>c. CBA Map</li> </ol> </li> <li>10. Course selection data view and instructions               <ol style="list-style-type: none"> <li>a. Course Selection Data View and Instructions-Process.pdf</li> <li>b. Course Selection DataView and Instructions-Outline</li> </ol> </li> <li>11. Teacher Course Liaison</li> <li>12. Teacher Course Reviewer</li> <li>13. Curriculum Memo</li> <li>14. ReRanking information</li> <li>15. Student Satisfaction Survey Results</li> <li>16. Parent Satisfaction Survey Results</li> </ol>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• ACA works with Connections to evaluate curriculum options and resources. This includes a robust course selection process, feedback through Teacher Course Liaisons, and ongoing feedback in StarTrack lesson ratings and comments.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>17. End of Course Surveys  18. Summary of Curriculum Review and Adoption Process  a. ACA Minutes 150423 Approval of Curriculum and EPSA – Curriculum Adoption  b. ACA Minutes 140917- Curriculum Advisory Panel Designee  c. Curriculum Advisory Committee  d. ACA minutes 141015 Curriculum Strategy and Alignments  e. Curriculum Strategy Report for 2015_16  f. ACA Educational Products and Services Agreement  g. ACA Minutes 150917Town Hall vs Advisory  h. CE Quarterly Board Metrics  i. Curriculum Advisory Memo  Teacher Course Liaison Feedback</p>		
<p><b>[C.A.2]</b>  1. Assessment Objective Performance Report (AOPR)  a. AOPR ES – Math 3B  b. AOPR ES – ELA 4B  c. AOPR MS – Essential Math 6B  d. AOPR MS – ELA 6B  e. AOPR HS – Algebra 1  f. AOPR HS – ELA 9B  2. Alignment Documents  a. LiveLesson Map  b. PowerStandards  c. CBA Map  3. ADDIE Process  4. StarTrack Description  5. Sample Assessment Question Analysis Report</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating how effectively the curriculum enables students to meet all standards.  <b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Evaluation methods include the following: <ul style="list-style-type: none"> <li>○ Student Performance Results - Course assessments, semester finals, and state testing</li> <li>○ Course/Lesson Performance - User feedback from students, teachers, and parents (Star Track system)- drives review of courses/curriculum</li> <li>○ End of Course Surveys</li> <li>○ Student Satisfaction Survey Results</li> <li>○ Assessment Analysis Reports – Analysis that includes user responses and p-values to analyze assessment validity</li> <li>○ Re-ranking process (courses may be switched to ensure necessary course content before state testing).</li> <li>○ Course Review - Standards alignment, graduation requirements, and state and district requirements</li> </ul> </li> </ul>	

<p>6. Sample Assessment Response Export</p> <p>7. State Assessment Data</p> <p>8. Curriculum Memo</p> <p>9. ACA School Handbook Supplement SY 1617</p> <p>10. Teacher Course Reviewer information</p> <p>11. Summary of Curriculum Review and Adoption Process</p> <p>12. CE Quarterly Metrics Board Report</p> <p>13. Sample Monthly Board Minutes – ACA Minutes 151015 and 151119</p> <p>End of Course Surveys-completed (seen at the site visit)</p> <p>Student Satisfaction Survey Results (seen at the site visit)</p>	<p><b>Final Evaluation:</b></p>	
<p><b>[C.A.3]</b></p> <p>1. Alignment Documents</p> <p>a. LiveLesson Map</p> <p>b. PowerStandards</p> <p>c. CBA Map</p> <p>2. Curriculum-Based Assessment (CBA) Logs</p> <p>3. Course Lesson Objective Report</p> <p>a. Course Lesson Objective Report - Algebra 1</p> <p>b. Course Lesson Objective Report - ELA 8B</p> <p>c. Course Lesson Objective Report - Science 3A</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder identifies curricular gaps.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• When Connections and ACA are evaluating curriculum for use in the school, they identify curricular gaps by completing an in-depth alignment (compare Power Standards with LiveLesson Maps address if there are gaps) of each course to the state standards.</li> <li>• The analysis is done by examining the course content, which includes unit and lesson objectives, activities, resources, and assessments to ensure alignment to the standards.</li> <li>• If a course is fully aligned to state standards, no content adjustments are needed. If gaps are identified, a number of steps are taken which may include the creation of a new course; the development of units, lessons, or resources; or the creation of professional development to support teachers in curriculum implementation. Curriculum maps, modification documents, and/or teacher resources may be created to further support a course alignment.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[C.B.1]</b></p> <ol style="list-style-type: none"> <li>1. School-Based Project Request Form</li> <li>2. Product Management Prioritization Process School-Based Requests</li> <li>3. Think Through Math Pilot</li> <li>4. Reading Plus Implementation</li> <li>5. Intervention Face Codes and Tier Codes on the Teacher Home Page in Connexus</li> <li>6. Assessment Objective Performance Report             <ol style="list-style-type: none"> <li>a. AOPR ES – Math 3B</li> <li>b. AOPR ES – ELA 4B</li> <li>c. AOPR MS – Essential Math 6B</li> <li>d. AOPR MS – ELA 6B</li> <li>e. AOPR HS – Algebra 1</li> <li>f. AOPR HS – ELA 9B</li> </ol> </li> <li>7. Guide to Multitiered Instruction</li> <li>8. Concepts and Skills Found in Study Island® and SkillsTutor™</li> <li>9. Intervention Cycle</li> <li>10. Language Arts Tracking Sheet Template             <ol style="list-style-type: none"> <li>a. K-8 LA and Math Tracking Sheet Template</li> <li>b. HS Language Arts Tracking Sheet Template</li> </ol> </li> <li>11. Math Tracking Sheet Template</li> <li>12. Overview of Multitiered Systems of Supports and Response to Intervention (RTI)</li> <li>13. Progress Monitoring for SISPs             <ol style="list-style-type: none"> <li>a. SISP Report – All</li> <li>b. SISP Report – MathWhizz</li> <li>c. SISP Report – Reading Eggspress</li> </ol> </li> <li>14. RTI At-A-Glance Flowchart</li> <li>15. RTI Implementation and Progress Monitoring Chart</li> <li>16. RTI Progress Monitoring</li> </ol>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for adopting curriculum based on its evaluation processes.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• School-based project request             <ul style="list-style-type: none"> <li>○ School identifies basic need.</li> <li>○ School makes a request to Connections.</li> <li>○ Current curriculum is evaluated to determine if it has the capabilities. If not, then curriculum must be revised to new curriculum created.</li> <li>○ Connections committee (project management) scores each request. (looking at cost, benefits, students affected)</li> <li>○ Sometimes, a program is piloted before adoption.</li> </ul> </li> </ul> <p><b>Final Evaluation:</b></p>
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<p>Process</p> <ul style="list-style-type: none"> <li>17. RTI Protocol <ul style="list-style-type: none"> <li>a. RTI Protocol</li> <li>b. RTI Protocol – ACA Manual</li> </ul> </li> <li>18. Sample Follow-up Call with a Learning Coach</li> <li>19. Sample Guide to Monitoring Student Progress</li> <li>20. Sample Learning Coach Phone Call Prior to SST</li> <li>21. Sample Learning Coach Phone Call After SST</li> <li>22. Sample Log Entries</li> <li>23. Sample Student WebMail Message (elementary and secondary versions) <ul style="list-style-type: none"> <li>a. Sample Student Webmail Message – Elementary</li> <li>b. Sample Student WebMail Message - Secondary</li> </ul> </li> <li>24. Supplemental Instructional Support Programs</li> <li>25. Summary of Curriculum Review and Adoption Process <ul style="list-style-type: none"> <li>a. ACA Minutes 150423 Approval of Curriculum and EPSA – Curriculum Adoption</li> <li>b. ACA Minutes 140917- Curriculum Advisory Panel Designee</li> <li>c. Curriculum Advisory Committee</li> <li>d. ACA minutes 141015 Curriculum Strategy and Alignments</li> <li>e. Curriculum Strategy Report for 2015_16</li> <li>f. ACA Educational Products and Services Agreement</li> <li>g. ACA Minutes 150917Town Hall vs Advisory</li> <li>h. CE Quarterly Board Metrics</li> <li>i. Curriculum Advisory Memo</li> </ul> </li> <li>26. Curriculum Memo – <ul style="list-style-type: none"> <li>a. p. 14 for ACA specific course development info</li> </ul> </li> <li>27. IA for supplemental programs or new courses PDF of IA 1563524</li> </ul>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
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<p><b>[C.B.2]</b></p> <ol style="list-style-type: none"> <li>1. Course Selection Process</li> <li>2. RTI Protocols for ACA</li> <li>3. Student Support Team (SST) Guidelines and Meetings</li> <li>4. Supplemental Instructional Support Programs Reference Guide</li> <li>5. IAs             <ol style="list-style-type: none"> <li>a. IA Supplemental Program- Think Through Math Pilot</li> <li>b. IA Supplemental Program - Reading Plus</li> </ol> </li> <li>6. End of Course Surveys             <ol style="list-style-type: none"> <li>a. End of Course Survey 1415</li> <li>b. End of Course Survey Sem1 1516</li> </ol> </li> <li>7. Curriculum Memo</li> <li>8. School-Based Project Request Form</li> <li>9. Product Management Prioritization Process School-Based Requests</li> </ol> <p>ACA Request Form completed through IA system (seen at the site visit)</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for evaluating new and/or supplemental curriculum options.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• If ACA is required to, or interested in, adopting new or supplemental curriculum, the ACA administration works with the Connections Curriculum and Instruction Team who assists by reviewing and analyzing the request and then providing a recommendation based on the core instructional model and our students’ individual learning needs .</li> <li>• When a new or supplemental curriculum is under review for adoption, ACA and Connections Curriculum and Instruction Team work collaboratively to review and analyze the request and then providing a recommendation based on the core instructional model and students’ individual needs.</li> </ul> <p><b>Final Evaluation:</b></p>
<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[C.C.1]</b></p> <ol style="list-style-type: none"> <li>1. End of Course Surveys             <ol style="list-style-type: none"> <li>a. End of Course Survey 1415</li> <li>b. End of Course Survey Sem1 1516</li> </ol> </li> <li>2. StarTrack Ratings</li> <li>3. Course Development and Revision Model</li> <li>4. Parent Satisfaction Surveys</li> <li>5. Teacher Course Liaison</li> <li>6. Teacher Course Reviewers</li> <li>7. Summary of Curriculum Review and Adoption Revision Process</li> <li>8. ACA Minutes 150423 Approval of Curriculum and EPSA</li> <li>9. ACA Educational Products and Services Agreement</li> <li>10. Curriculum Memo</li> <li>11. Course Creation Manual excerpts</li> <li>12. Sample Assessment Question Analysis Report</li> <li>13. Sample Assessment Response Export</li> <li>14. Assessment Process Manual Excerpt Geometry Regular Reporting Template</li> </ol>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for revising curriculum based on its evaluation processes.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The curriculum regularly undergoes audit and revision by the Connections’ Curriculum Department as part of course maintenance. On-going maintenance occurs throughout a six-year cycle based on feedback from teachers, students, and parents.</li> <li>• On-going maintenance occurs throughout a six-year cycle based on feedback from teachers, students, and parents.</li> <li>• Annual revisions are made as needed based on student performance, client feedback, StarTrack ratings, state and iNACOL standards updates, content relevancy and accuracy, and internal assessment analysis.</li> <li>• Input from students, Learning Coaches, and teachers is gathered on an ongoing basis via StarTrack ratings for lessons.</li> <li>• Teacher Course Liaisons, who are experts in their curricular areas, gather feedback from teachers and make updates and revisions based on this input.</li> </ul> <p><b>Final Evaluation:</b></p>
<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[C.C.2]</b></p> <ol style="list-style-type: none"><li>1. Curriculum Development and Revision Process</li><li>2. Course Creation Manual excerpts</li><li>3. Assessment Creation Manual excerpts</li><li>4. Course Lesson Objective Report (CLOR)<ol style="list-style-type: none"><li>a. Course Lesson Objective Report - Algebra 1</li><li>b. Course Lesson Objective Report - ELA 8B</li><li>c. Course Lesson Objective</li></ol></li></ol>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for revising the curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"><li>• Curriculum designers then work backwards to design curriculum maps comprised of learning objectives, lesson activities, and digital and interactive resources that will lead students to successful mastery of concepts. Any gaps between course content and state standards are addressed.</li><li>• Once evidence of mastery is determined, an assessment map is created to indicate the types of assessments to be used to monitor and evaluate performance on each standard.</li><li>• After an in-depth analysis of standards, the team identifies the types of assessments necessary to allow students to showcase their new understanding and demonstrate growth on essential skills and standards.</li></ul> <p><b>Final Evaluation:</b></p>
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<p>Report - Science 3A</p> <ol style="list-style-type: none"> <li>5. Alignment Documents             <ol style="list-style-type: none"> <li>a. LiveLesson Session Map</li> <li>b. Power Standards</li> <li>c. CBA Map</li> </ol> </li> <li>6. Assessment Map Template</li> <li>7. Course Map Writing Review Checklist</li> <li>8. CE Alignment Methodology</li> <li>9. Course Maps             <ol style="list-style-type: none"> <li>a. Kindergarten Course Map_Science</li> <li>b. Language Arts 6A Course Map</li> <li>c. World History Unit 2 Course Map</li> </ol> </li> <li>10. Course Scope and Sequence             <ol style="list-style-type: none"> <li>a. Language Arts 7 Scope and Sequence</li> <li>b. Introduction to Educational Technology and Online Learning 3-8 Scope and Sequence</li> <li>c. American Government Scope and Sequence</li> </ol> </li> <li>11. Curriculum Review Adoption Process             <ol style="list-style-type: none"> <li>a. ACA Minutes 150423 Approval of Curriculum and EPSA – Curriculum Adoption</li> <li>b. ACA Minutes 140917- Curriculum Advisory Panel Designee</li> <li>c. Curriculum Advisory Committee</li> <li>d. ACA minutes 141015 Curriculum Strategy and Alignments</li> <li>e. Curriculum Strategy Report for 2015_16</li> <li>f. ACA Educational Products and Services Agreement</li> <li>g. ACA Minutes</li> </ol> </li> </ol>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
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<p><b>[C.D.1]</b></p> <ol style="list-style-type: none"> <li>1. Observation Logs</li> <li>2. Review of Skipped or Modified Lessons             <ol style="list-style-type: none"> <li>a. Review of Skipped or Modified Lessons - K-8</li> <li>b. Review of Skipped or Modified Lessons - HS</li> </ol> </li> <li>3. Instructional Coaching Logs</li> <li>4. Training Maps (outline)</li> <li>5. Instructional Coach Schedule</li> <li>6. Assistant Principal Observation Schedule</li> <li>7. Assistant Principal One-to-One Schedule</li> <li>8. Curriculum-Based Assessment (CBA) Maps</li> <li>9. LiveLesson Session Maps</li> <li>10. Professional Development Plan</li> <li>11. Teacher Orientation Course</li> <li>12. School Year Cycle Tasks</li> <li>13. Teacher Evaluation Process and sample self-reflection</li> <li>14. Principal Evaluation Process</li> <li>15. Core Standards for Facilitating Student Learning at Connections Academy</li> <li>16. Skipping Lessons – Best Practices</li> <li>17. Arizona Connections Academy Employee Handbook</li> <li>18. CE Quarterly Metrics Board Report ACA</li> </ol>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for ensuring the curriculum is implemented with fidelity, and that these expectations have been communicated to instructional staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Teachers engage in training at the beginning of the school year and throughout the school year. This training prepares teachers to understand the curricular design of our program as well as instructional techniques critical to the delivery of quality instruction.</li> <li>• Teachers also map out their LiveLesson session topics to get a sense of what they can address, to fill the standard gaps, during the course of each semester.</li> <li>• Instructional Coaches observe teacher instruction throughout the school year and support the use of program tools and of facilitating lessons that enhance student learning.</li> <li>• As the school year progresses, each teacher receives formal and informal observations of their LiveLesson sessions and phone calls.</li> <li>• Teachers receive feedback on their delivery of instruction as well as their use of the instructional time.</li> <li>• Teacher feedback and grading practices are reviewed electronically and discussed one-to-one with their supervisor every other week.</li> <li>• In addition, teachers map out their curriculum-based assessment (CBA) questions at the onset of each semester so their teams can review the alignment to the standards and the flow of the curriculum.</li> <li>• Administrators conduct their reviews of data on a weekly and monthly basis, compiling information to share with their teachers in their one-to-one meetings that occur every other week.</li> </ul> <p><b>Final Evaluation:</b></p>
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>

<p><b>[C.D.2]</b></p> <ol style="list-style-type: none"> <li>1. Observation Logs</li> <li>2. Review of Skipped or Modified Lessons             <ol style="list-style-type: none"> <li>a. Review of Skipped or Modified Lessons - K-8</li> <li>b. Review of Skipped or Modified Lessons - HS</li> </ol> </li> <li>3. Instructional Coaching Logs</li> <li>4. Training Maps (outline)</li> <li>5. Instructional Coach Schedule</li> <li>6. Assistant Principal Observation Schedule</li> <li>7. Assistant Principal One-to-One Schedule</li> <li>8. Curriculum-Based Assessment (CBA) Maps</li> <li>9. LiveLesson Session Maps</li> <li>10. Professional Development Plan</li> <li>11. Teacher Orientation Course</li> <li>12. School Year Cycle Tasks</li> <li>13. Teacher Evaluation Process and sample self-reflection</li> <li>14. Principal Evaluation Process</li> <li>15. Core Standards for Facilitating Student Learning at Connections Academy</li> <li>16. Skipping Lessons – Best Practices</li> <li>17. Arizona Connections Academy Employee Handbook</li> <li>18. CE Quarterly Metrics Board Report ACA</li> </ol> <p>Teacher Training Plan (seen through IA system at site visit)</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for ensuring consistent use of curricular tools, and that these expectations have been communicated to instructional staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• In addition, the Instructional Coaches support teachers in using curricular tools.</li> <li>• To support the use of these tools, the Teacher Trainers work with all staff. Teacher Trainers spend extra time meeting each week specifically with new teachers. New teachers receive one hour per week of group training.</li> <li>• For returning teachers, we provide several online trainings. The online trainings introduce new advancements with the provided tools and reinforce how to use standard tools.</li> <li>• At each monthly faculty meeting, Instructional Coaches demonstrate the use of various tools.</li> </ul> <p><b>Final Evaluation:</b></p>
<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[C.D.3]</b></p> <ol style="list-style-type: none"> <li>1. Assessment Objective Performance Report (AOPR)             <ol style="list-style-type: none"> <li>a. AOPR ES – Math 3B</li> <li>b. AOPR ES – ELA 4B</li> <li>c. AOPR MS – Essential Math 6B</li> <li>d. AOPR MS – ELA 6B</li> <li>e. AOPR HS – Algebra 1</li> <li>f. AOPR HS – ELA 9B</li> </ol> </li> <li>2. Power Standards</li> <li>3. Course Lesson Objective Report (CLOR)             <ol style="list-style-type: none"> <li>a. Course Lesson Objective Report - Algebra 1</li> <li>b. Course Lesson Objective Report - ELA 8B</li> <li>c. Course Lesson Objective Report - Science 3A</li> </ol> </li> <li>4. Intervention Progress Monitoring Tracking Tools             <ol style="list-style-type: none"> <li>a. K-5 Intervention Progress Monitoring Tool</li> <li>b. 6-12 Math Intervention Progress Monitoring Tool</li> <li>c. 6-12 LA Intervention Progress Monitoring Tool</li> </ol> </li> <li>5. Personalized Learning Plan (PLP) Data View</li> <li>6. Training and Recordings available through the Virtual Library and in the Professional Learning Catalog</li> <li>7. PLC meeting Notes</li> <li>8. School Year Cycle Radar Report             <ol style="list-style-type: none"> <li>a. ACA – SYCRadar-2015-09-14</li> <li>b. ACA – SYCRadar-2015-11-16</li> <li>c. ACA – SYCRadar-2016-02-15</li> </ol> </li> </ol>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process to ensure that all grade-level standards are taught to mastery within the academic year.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Teachers map out the power standards aligned to the curriculum allowing them to identify the gaps between the Arizona Career and College Readiness (ACCR) standards and the curriculum.</li> <li>• The AOPR provides real-time student performance on each of the essential skills and standards based upon individual assessment items which measure standards-based objectives that students should master by the end of that grade level.</li> <li>• Intervention Indicators display in Connexus on the Teacher Home Page to facilitate identification of students who may be in need of additional differentiated instruction or intervention in math, reading, or both.</li> <li>• Teachers work with their PLC teams and their Assistant Principal to identify students who are not on track to master course content.</li> <li>• Teachers collect at least three other data points about student learning for the students who are not demonstrating mastery.</li> <li>• Data metrics are reviewed twice a week (formally) and more frequently when warranted.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<table border="1" style="width: 100%;"> <tr> <td data-bbox="569 878 1245 1484"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.             </td> <td data-bbox="1245 878 1896 1484"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.             </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.	

<p><b>[C.E.1]</b></p> <ol style="list-style-type: none"> <li>1. Connections Alignment Process</li> <li>2. Connections Curriculum Alignment to Arizona State Standards             <ol style="list-style-type: none"> <li>a. CCSS K-12 Math Alignments_August 2015</li> <li>b. CCSS Language Arts Alignments Grades K-12</li> <li>c. ACA Math 9-12 Alignments_July 2015_Final</li> <li>d. Arizona_Science Alignments_K-HS_March 2016</li> <li>e. Arizona_Social Studies Alignments_K-12_March 2016</li> </ol> </li> <li>3. Alignment documents             <ol style="list-style-type: none"> <li>a. LiveLesson Session Map</li> <li>b. PowerStandards</li> <li>c. CBA Map</li> </ol> </li> </ol>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for verifying that the curriculum is aligned to Arizona’s College and Career Ready Standards.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• All ACA courses are aligned to the Arizona State Standards, inclusive of the Arizona College and Career Ready Standards (ACCRS). Teachers map out the power standards aligned to the curriculum allowing them to identify the gaps between the Arizona Career and College Readiness (ACCR) standards and the curriculum.</li> <li>• In order to map each course to the Arizona State Standards, Connections conducted an in-depth analysis of the state standards and existing alignments.</li> <li>• Connections develops a course list which is inclusive of core courses, and courses students are required to complete for graduation. Once the course list is created, Connections matches each course to the Arizona State Standards, or the Common Core State Standards, to create a template for the alignment.</li> <li>• Once the template for each course is created a team of alignment specialists examines the course and lesson objectives, materials, assessments, and instructional content of each lesson to determine where and to what degree the Arizona or national standard is covered. All resources, including videos, itexts, and other resources embedded in the courses are reviewed. Once this process is complete, the completed templates are reviewed for accuracy and depth of each alignment. Once verified by a curriculum expert, the alignments are stored in the Virtual Library and shared with teachers.</li> </ul> <p><b>Final Evaluation:</b></p>
<p><b>[C.E.2]</b></p> <ol style="list-style-type: none"> <li>1. Connections Alignment Process</li> <li>2. Connections Curriculum Alignment to Arizona State Standards             <ol style="list-style-type: none"> <li>a. CCSS K-12 Math Alignments_August 2015</li> <li>b. CCSS Language Arts Alignments Grades K-12</li> <li>c. ACA Math 9-12 Alignments_July 2015_Final</li> <li>d. Arizona_Science Alignments_K-HS_March 2016</li> <li>e. Arizona_Social Studies</li> </ol> </li> </ol>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona’s College and Career Ready Standards when adopting or revising curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• A Connections alignment specialist monitors changes and updates to state standards. Each course is then mapped to the Arizona State Standards, and an in-depth analysis is conducted.</li> <li>• Current courses will be updated.</li> <li>• Initial walkthroughs of how the previous standards match with the new ones.</li> <li>• Create new alignment templates that reflect the updated standards.</li> <li>• Timeline of when the standards updates will take place.</li> </ul>

<p>Alignments_K-12_March 2016</p> <ol style="list-style-type: none"> <li>3. Vertical Alignment of Comprehension Skills</li> <li>4. Course Maps             <ol style="list-style-type: none"> <li>a. Kindergarten Course Map_Science</li> <li>b. Language Arts 6A Course Map</li> <li>c. World History Unit 2 Course Map</li> </ol> </li> <li>5. Course Lesson Objective Report (CLOR)             <ol style="list-style-type: none"> <li>a. Course Lesson Objective Report - Algebra 1</li> <li>b. Course Lesson Objective Report - ELA 8B</li> <li>c. Course Lesson Objective Report - Science 3A</li> </ol> </li> <li>6. ACA minutes 141015 Curriculum Strategy and Alignments</li> <li>7. ACA Minutes 150423 Approval of Curriculum and EPSA AZ Content Alignment (seen at the site visit)</li> </ol>	<p><b>Final Evaluation:</b></p> <p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
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**[C.F.1]**

- Students with proficiency in the bottom 25%; Alternative schools: Non-proficient students
1. Intervention Tracking Tools
    - a. Intervention Tracking Tool – HS ELA
    - b. Intervention Tracking Tool – HS Math
    - c. Intervention Tracking Tool – K-8
  2. Progress Monitoring Tools
    - a. K-5 Intervention Progress Monitoring Tool
    - b. 6-12 Math Intervention Progress Monitoring Tool
    - c. 6-12 LA Intervention Progress Monitoring Tool
  3. Teacher Logs
    - a. Teacher Logs – Administrators Notes 6-12
    - b. Teacher Logs – Administrators Notes K-5
  4. SISP Reports
    - a. SISP Report – All
    - b. SISP Report – MathWhizz
    - c. SISP Report – Reading Eggspress
  5. Formative Assessments
    - a. Formative Assessment Midtest Performance 1516 ACA
    - b. Formative Assessment Performance at ACA ELL 13-14
    - c. Formative Assessment Performance at ACA ELL 14-15
    - d. Formative Assessment Performance at ACA FARM 13-14
    - e. Formative Assessment Performance at ACA FARM 14-15
    - f. Formative Assessment Performance at ACA IEP 13-14
    - g. Formative Assessment Performance at ACA IEP 14-15
  6. Course Grades
  7. CBAs
    - a. CBA Map
    - b. CBA Log Samples
  8. ACA Data Evidence

**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder assesses subgroups to ensure that the supplemental and/or differentiated curriculum is effective for students in each of the four subgroups.

**The documents provided demonstrate evidence of the following:**

- Student progress is monitored and tracked through the ILLP process and by the ELL Coordinator and the Arizona Department of Education (ADE).
- The English Language Learner (ELL) Committee reviews each student’s ability to engage in the program and the modifications or adjustments required to support their ability level and grade level requirements.
- Student progress monitoring is tracked to determine whether or not progress is occurring in a timely manner or if the methodology or tools should change. (SPED)
- The Manager observes teachers to ensure they are utilizing the tools available to best support a student’s progress with the student’s goals. (SPED)
- If it appears a student is showing a decline or a gap in skills, the student’s teachers collect three other points of data that identify, more specifically, what the most basic area of need is for this student. (FRL)
- The Student Support Team (SST), including school administrators, reviews the students’ progress during meetings with the teachers.

**Final Evaluation:**

<p>Table - ELL students</p> <ol style="list-style-type: none"> <li>1. Individual Language Learning Plan (ILLP)             <ol style="list-style-type: none"> <li>a. ILLP-ES</li> <li>b. ILLP-MS</li> <li>c. ILLP-HS</li> </ol> </li> <li>2. Arizona English Language Learner Assessment (AZELLA) Data             <ol style="list-style-type: none"> <li>a. 2a. 1415 SY AZELLA Results</li> <li>b. 2b. 1516 SY AZELLA Test Results</li> <li>c. 2c. Spring 2015 AZELLA Reassessment Results</li> </ol> </li> <li>3. ELL Coordinator Notes</li> <li>4. ELL Case Manager Notes</li> </ol> <p>TABLE - Students eligible for FRL</p> <ol style="list-style-type: none"> <li>1. PLC Notes</li> <li>2. Progress Monitoring Tools             <ol style="list-style-type: none"> <li>a. K-5 Intervention Progress Monitoring Tool</li> <li>b. 6-12 Math Intervention Progress Monitoring Tool</li> <li>c. 6-12 LA Intervention Progress Monitoring Tool</li> </ol> </li> <li>3. Intervention Plans</li> <li>4. ACA Data Evidence</li> </ol> <p>TABLE - Students with disabilities</p> <ol style="list-style-type: none"> <li>1. Tracking Tools             <ol style="list-style-type: none"> <li>a. Tracking Tool – MS Sped PM</li> <li>b. Tracking Tool – HS Sped PM</li> </ol> </li> <li>2. One-to-One Notes</li> <li>3. Log Entries on Student Performance</li> <li>4. ACA Data Evidence</li> </ol>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
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## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Arizona Connections Academy Charter School  
 School Name: Arizona Connections Academy  
 Site Visit Date: March 21, 2016

Required for: Renewal  
 Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
<p><b>[A.A.1]</b>            1. Model Scope and Sequence: Language Arts 7 Scope and Sequence                a. Introduction to Educational Technology and Online Learning 3-8 Scope and Sequence                b. American Government Scope and Sequence            2. Assessment Map            3. Assessment Question Analysis Report (AQAR)            4. Assessment Response Export (ARE)            5. Assessment Creation Manual excerpts            6. Curriculum Memo            7. ACA Minutes 150423 Approval of Curriculum and EPSA            8. Assessment Writing and Review Checklist            9. Assessment Manual, Page 10            10. Preparation of Assessment Documents for Assessment Writers            11. Sample Guidelines and Resources for Course Assessments            12. Guidelines and Resources for American Government Assessments            13. Analysis of Formative Assessment Growth and State</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating assessment tools.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Existing assessment tools were evaluated for appropriateness in an online environment. A computer-based, online component was a key factor in choosing an assessment system.</li> <li>• The Scantron system had been used in a partner school and had already been used within the Connections system, allowing for evaluation based on previous use.</li> <li>• DIBELS provided predictability (based on p-scores) with early literacy.</li> <li>• LEAP was designed by Connections. Connections bought an item bank from a company and created testing items from that bank to align with the system.</li> <li>• LEAP is criterion referenced to ensure the assessment was measured the same standards at any point in time. Multiple forms of the assessment are used to allow for a test/re-test model that ensures continued validity.</li> <li>• Test items were used and then evaluated for review and revision based on student performance on individual items and the test as a whole.</li> <li>• Connections conducted a study to correlate scores with state test data to determine if the assessment was an actual predictor of state test performance.</li> <li>• Test blueprints for PARCC, Smarter Balanced and STAR were utilized in development to ensure correlation with assessments</li> <li>• Acquired an additional item bank from Pearson that included questions with higher order thinking to ensure good coverage of Bloom’s Taxonomy and Depth of Knowledge.</li> <li>• The assessment system is evaluated annually by the Assessment Design Team.</li> <li>• Tools are evaluated using the Assessment Writing and Review Checklist. They are evaluated for:               <ul style="list-style-type: none"> <li>○ Alignment</li> </ul> </li> </ul>

<p>Test Proficiency</p>	<ul style="list-style-type: none"> <li>○ Age appropriateness</li> <li>○ Reading ability</li> <li>○ Cognitive rigor</li> <li>○ Accessibility</li> <li>○ Compatibility with the Connexus assessment engine</li> </ul> <ul style="list-style-type: none"> <li>● The Assessment Design Team approves or denies items as a bank or individually</li> <li>● The Assessment Design Specialists pull the AQAR monthly and the data is analyzed and evaluated to allow for updates to assessments.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[A.A.2]</b>  1. Assessment Scope and Sequence: Language Arts 7 Scope and Sequence  ○ Introduction to Educational Technology and Online Learning 3-8 Scope and Sequence  ○ American Government Scope and Sequence  2. Assessment and Content Editing Checklists  3. Sample Assessment Question Analysis Report  4. Sample Assessment Response Export  5. Sample CBAs  6. Example of a customized assessment  7. Discussion Board prompt example  8. Curriculum Memo  9. ACA minutes 141015 Curriculum Strategy and Alignments</p>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating how assessments are aligned to the curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>● Assessment designers use the scope and sequence document to ensure that items are aligned to standards and curriculum.</li> <li>● Teachers and students use the StarTrack system to rate lessons and provide feedback on the lessons. As a component of the rating system, they can provide feedback on the questions embedded in the lesson assessments.</li> <li>● Teachers can create custom assessments using the item bank that is aligned to the curriculum.</li> <li>● During lesson development, each lesson objective is measured by one or more assessment questions.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>10. CE Quarterly Metrics Report  11. Assessment Design – Analysis  12. CE Alignment Methodology  13. Regular Reporting Tracking Template  14. ACA Educational Products and Services Agreement</p>		
<p><b>[A.A.3]</b>  1. Course Scope and Sequence: Language Arts 7 Scope and Sequence  a. Introduction to Educational Technology and Online Learning 3-8 Scope and Sequence  b. American Government Scope and Sequence  2. AOPR example  3. Department Meeting Recordings  4. Communications  5. Professional Learning Community (PLC) Notes  6. 1:1 Logs  7. Observation Logs  8. Alignment Spreadsheets for Arizona  9. Course Lesson Objective Report  10. Assessment Creation manual excerpts (pages 11-22)  11. Assessment Design – Analysis  12. Assessment checklist  13. Assessment Revision example  14. Sample Assessment Question Analysis Report  15. Sample Assessment Response Export</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating how the assessment system is aligned to the instructional methodology.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The school’s instructional methodology is based in an online, computer-based system. Scantron was chosen due to its online components that aligned with the school’s instructional delivery.</li> <li>• The LEAP assessment system was designed by the Connections Assessment Design Team and is embedded into the school’s Connexus system.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



<p><b>[A.B.1]</b></p> <ol style="list-style-type: none"><li>1. CBA Schedule</li><li>a. CBA Schedule – Timeline</li><li>b. CBA Schedule - Map</li><li>2. Logs Samples – CBAs</li><li>3. Grade Book</li><li>4. Feedback (Grade Book)</li><li>5. ACA Data Evidence</li><li>6. Completed Tracking Tool for Elementary, Middle, and High School</li><li>7. IEP Progress Reports</li><li>8. Student Logs- Special Education</li><li>9. AOPR Reports</li></ol>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the assessment system assesses each subgroup to determine the effectiveness of supplemental and/or differentiated instruction and curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"><li>• Teachers are provided a list of students in each subgroup so that they can more frequently monitor the progress of subgroup students.</li><li>• Teachers conduct phone calls with students to discuss what they are learning and provide re-teaching or probing to determine what the student needs. Interventions are recorded in the logs to demonstrate targeted interventions. Additionally, Live Lesson support is provided, and CBA questions are used to monitor progress.</li><li>• AOPR reports can be used to monitor student progress in the provided supplemental curriculum.</li><li>• The tracking tool is used by Interventionists, Special Education Teachers, and General Education teachers to document and track progress monitoring. The tracking tool includes attendance, standards, and skills. A baseline, monitoring dates, and post-test are inserted.</li><li>• Progress monitoring occurs every two weeks for tier 2 interventions and weekly for tier 3 interventions.</li><li>• The Compass System is used to provide differentiated coursework for students with IEPs. Assessments are embedded in the system to monitor progress.</li><li>• Student IEP Goals are tracked based on progress. The special education teacher conducts phone calls and keeps logs of progress for students with disabilities.</li></ul> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p><b>[A.C.1]</b></p> <ol style="list-style-type: none"> <li>1. One-to-One Schedule</li> <li>2. CBA Data Schedule – Timeline</li> <li>3. ACA Data Evidence             <ol style="list-style-type: none"> <li>a. Bott 25% - ELA HS</li> <li>b. Bott 25%- ELA K-8</li> <li>c. Bott 25%- Math HS</li> <li>d. Bott 25%- Math K-8</li> </ol> </li> <li>4. ACA Educational Products and Services Agreement</li> <li>5. Curriculum Memo</li> <li>6. Principal Updates to the Board</li> </ol>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for collecting and analyzing assessment data.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The Charter Holder utilizes DIBELS NEXT, LEAP, Scantron, Unit Tests, Portfolios, CBAs, and phone calls to assess student performance.</li> <li>• Phone calls between teachers and the assistant principal analyze student data and determine whether teachers are making progress with students.</li> <li>• The Board receives an academic report that includes grade distribution from the principal and conducts a high level analysis of data to determine if there are problems and discuss with administration whether adjustments need to be made.</li> <li>• Team members use the Assessment Question Analysis Report (AQAR) and the Assessment Response Export (ARE) to perform item analyses.</li> <li>• The ARE can also be used to show student response patterns. Team members look for answer choices that are selected too frequently or too infrequently to guide revisions</li> <li>• LEAP provides scores to students and teachers immediately to provide instant feedback and item analysis.</li> <li>• The Assessment Design Specialists pull the AQAR monthly and the data is analyzed and evaluated to allow for updates to assessments.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p><b>[A.C.2]</b></p> <ol style="list-style-type: none"> <li>1. Curriculum Revision Six-Year Process Graphic</li> <li>2. Assessment Question Analysis Report (AQAR)</li> <li>3. StarTrack Rating Report</li> <li>4. Summary of Connections test scores</li> <li>5. Course Creation Manual Excerpts</li> <li>6. Sample Assessment Response Export</li> <li>7. Regular Reporting Template</li> <li>8. Summary of Curriculum Review and Adoption Process             <ol style="list-style-type: none"> <li>a. ACA Minutes 150423 Approval of Curriculum and EPSA – Curriculum Adoption</li> <li>b. ACA Minutes 140917- Curriculum Advisory Panel Designee</li> <li>c. Curriculum Advisory Committee</li> <li>d. ACA minutes 141015 Curriculum Strategy and Alignments</li> </ol> </li> <li>e. Curriculum Strategy Report for 2015_16</li> <li>f. ACA Educational Products and Services Agreement</li> <li>g. ACA Minutes 150917Town Hall vs Advisory</li> <li>h. CE Quarterly Board Metrics</li> <li>i. Curriculum Advisory Memo IA for Learning Sciences</li> </ol>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the data analysis is used to make adjustments to curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The curriculum is updated based on a rigorous national analysis of student performance on state testing results and school-based assessments, including individual course assessments for specific units and lessons.</li> <li>• In addition to the small edits made throughout the year, annual revisions are made as needed based on student performance, client feedback, StarTrack ratings, state and iNACOL standards updates, content relevancy and accuracy, and internal assessment analysis.</li> <li>• Team members use the Assessment Question Analysis Report (AQAR) and the Assessment Response Export (ARE) to perform item analyses.</li> <li>• The ARE can also be used to show student response patterns. Team members look for answer choices that are selected too frequently or too infrequently to guide revisions to curriculum.</li> <li>• The Regular Reporting Template provides information about changes to question assessments based on Teacher Liaison feedback.</li> <li>• Student math performance data led to research by a Curriculum Team. This led to discussion through the IA process and adjustments to mathematics in grades K-12 as part of the “Math, We’ve Got This!” initiative. Revisions are piloted with students and data, surveys, and feedback are further analyzed to determine success.</li> </ul> <p><b>Final Evaluation:</b></p>		
	<table border="1" style="width: 100%;"> <tr> <td data-bbox="571 922 1245 1265"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td> <td data-bbox="1245 922 1896 1265"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[A.C.3]</b></p> <ol style="list-style-type: none"> <li>1. PLP Data View</li> <li>2. Guide to Implementing Multi-tiered Instruction</li> <li>3. SSTAIR Process Teacher Log notes             <ol style="list-style-type: none"> <li>a. SSTAIR Process- Teacher Intervention Plans</li> <li>b. SSTAIR Process- Sample Log Entries</li> </ol> </li> <li>4. RTI Process Guidelines</li> <li>5. Teacher Observation notes</li> <li>6. Instructional Coach notes</li> <li>7. Assessment Objective Performance Report (AOPR)</li> <li>8. Power Standards</li> <li>9. Course Lesson Objective Report (CLOR)</li> <li>10. Intervention Progress Monitoring Tracking Tools</li> <li>11. Intervention Face Codes and Tier Codes on the Teacher Home Page in Connexus</li> <li>12. Concepts and Skills Found in Study Island® and SkillsTutor™</li> <li>13. Intervention Cycle</li> <li>14. LA Tracking Sheet Template</li> <li>15. Math Tracking Sheet Template</li> <li>16. Overview of Multitiered Systems of Supports and RTI</li> <li>17. Progress Monitoring for SISPs</li> <li>18. RTI at-a-Glance Flowchart</li> <li>19. RTI Implementation and Progress Monitoring Chart</li> <li>20. RTI Progress Monitoring Process</li> <li>21. RTI Protocol</li> <li>22. Supplemental Instructional Support Programs</li> <li>23. Various training and recordings available through the Virtual Library and in the Professional Learning Catalog</li> <li>24. IA Ticket for the Snag it Adoption</li> </ol>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the data analysis is used to make adjustments to instruction.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Teachers use the benchmark assessment data to identify students who may need more support.</li> <li>• Once a teacher determines that a student has an academic deficit, the teacher collects other information to determine which intervention tier group the student should be placed. Once placed, he or she receives more focused support in the area of greatest need.</li> <li>• Teachers use the AOPR to view individual student and whole class performance to determine a need for adjustments.</li> <li>• Based on data analysis, teachers and/or administrators can submit an IA ticket to make a change to the instructional methodology (such as requesting the Snag It system to provide short videos that included both writing and voice overs to provide instruction to students).</li> </ul>		
	<p><b>Final Evaluation:</b></p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="569 1349 1247 1446"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td> <td data-bbox="1247 1349 1913 1446"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Arizona Connections Academy Charter School  
 School Name: Arizona Connections Academy  
 Site Visit Date: March 21, 2016

Required for: Renewal  
 Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome			
<p><b>[M.A.1]</b></p> <ol style="list-style-type: none"> <li>1. Assessment Objective Performance Reports</li> <li>2. Course Lesson Objective Reports</li> <li>3. PLP Data View</li> <li>4. Teacher Log notes               <ol style="list-style-type: none"> <li>a. Teacher Logs – Administrator Notes 6-12</li> <li>b. Teacher Logs – Administrator Notes k-5</li> </ol> </li> <li>5. RTI Process Guidelines</li> <li>6. Teacher Observation notes</li> <li>7. Instructional Coach Logs</li> <li>8. Curriculum Based Assessment (CBA) Map</li> <li>9. Announced and unannounced observations</li> <li>10. Review of student Log entries</li> <li>11. Student course grades</li> <li>12. School Year Cycle Radar Report</li> <li>13. School Year Cycle Status Report</li> <li>14. School Year Cycle Tasks</li> <li>15. Participation in professional learning and training sessions</li> <li>16. Teacher Evaluation Process and sample self-reflection</li> <li>17. Principal Evaluation Process</li> </ol>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for monitoring that instruction is aligned with ACCRS standards, implemented with fidelity, effective throughout the year, and addressing the identified needs of students in all four subgroups.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• During the observations, supervisors monitor the teachers’ instruction to ensure it is aligned with ACCRS.</li> <li>• The formative observations last about 15 minutes each and are followed up with written and verbal feedback.</li> <li>• Typically, the interventions and service hours are designed to support students in the specific four subgroups.</li> <li>• Formal observations occur once each semester and last the entire length of the lesson.</li> <li>• Teachers collaborate with instructional coaches, throughout the school year. These collaborations focus on helping teachers reflect on how their data analysis and planning can impact the engagement and learning that takes place during their instruction.</li> </ul> <p><b>Final Evaluation:</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td> </tr> </table>		<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[M.A.2]</b></p> <ol style="list-style-type: none"> <li>1. Assessment Objective Performance Report</li> <li>2. Course Lesson Objective Report</li> <li>3. PLP Data View</li> <li>4. Teacher Log notes             <ol style="list-style-type: none"> <li>a. Teacher Logs – Administrator Notes 6-12</li> <li>b. Teacher Logs – Administrator Notes k-5</li> </ol> </li> <li>5. RTI Process Guidelines</li> <li>6. Teacher Observation notes</li> <li>7. Instructional Coach notes</li> <li>8. Curriculum Based Assessment (CBA) Map</li> <li>9. Escalation metrics</li> <li>10. School Year Cycle Radar Report</li> <li>11. CBAs – Log Samples</li> <li>12. Course Grades – Grade Distribution</li> <li>13. LiveLesson session attendance and participation</li> <li>14. Formative assessments (pre-, mid-, and post-test) Performance</li> </ol>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how does the Charter Holder monitor instruction to ensure it is leading all students to mastery of the standards.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Administrators monitor overall student progress through lessons as well as overall levels of mastery through metrics within Connexus. We review the overall lesson completion based on the time in the semester and then we look at the overall grade distribution.</li> <li>• The administrators develop a plan for both behavioral and academic concerns and guide the teachers through the appropriate intervention plan accordingly.</li> <li>• Teachers report to their administrator every other week to determine if these efforts are showing progress or if the plan needs to be adjusted or additional support provided. This information is tracked by the administrator and teacher.</li> </ul> <p><b>Final Evaluation:</b></p>
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>

<p><b>[M.B.1]</b></p> <ol style="list-style-type: none"> <li>1. Evaluation Calendar</li> <li>2. Evaluation Tool</li> <li>5. AOPR and CLOR</li> <li>6. Formative assessments (pre-, mid-, and post-tests)</li> <li>7. Announced and unannounced observations</li> <li>8. Log entries</li> <li>9. IA tracking teacher-supervisor meetings</li> <li>    a. IA tracking teacher-supervisor meetings 6-12</li> <li>    b. IA tracking teacher-supervisor meetings K-5</li> <li>10. Sample teacher self-assessment</li> </ol>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for evaluating instructional practices of all staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Connections uses a Performance Evaluation System to create a collaborative school culture focused on student success. Employees are evaluated based on competencies along with state metrics on student performance as required by law and may vary by type of teaching position.</li> <li>• Competencies are reviewed with employees upon hire, and are available to employees for viewing and comment throughout the school year on the Human Resources Information System’s Performance Management module.</li> <li>• Employees receive a formal mid-year review in December or January and a formal end-of-year review in May. The observation tool is reviewed as a part of the mid-year and end-of-year evaluation process, in conjunction with the competencies which cover the wide spectrum of teacher responsibilities.</li> <li>• Employees also receive periodic feedback both formally and informally from their manager throughout the school year. Both include a teacher self-assessment followed by a supervisor’s reflection in the performance management module.</li> <li>• In addition, teachers meet with their supervisor twice a month. The content of those meetings is formative in nature and informs the overall evaluation as it encompasses the events of each semester.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[M.B.2]</b></p> <ol style="list-style-type: none"> <li>1. Teacher Feedback to Students (Gradebook)</li> <li>2. Observation Notes</li> <li>3. Professional Development Artifacts (ePortfolio)</li> <li>4. Parent Satisfaction Survey</li> <li>5. Instructional Coach Log</li> <li>6. Inter-rater Reliability Notes</li> <li>7. Professional Development pre- and post-session activities</li> <li>9. Participation in the Teacher Course Liaison collaborative discussions</li> <li>10. Shared Content in SharePoint®</li> <li>11. Log or IA showing review notes             <ol style="list-style-type: none"> <li>a. Log or IA Showing Review Notes 6-12</li> <li>b. Log or IA Showing Review Notes K-5</li> </ol> </li> </ol>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process to identify the quality of instruction.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Instructional Coaches observe all classrooms for all staff.</li> <li>• Our administrative team meets monthly to jointly review LiveLesson session recordings. This provides us the opportunity to establish inter-rater reliability and the opportunity to jointly view lessons that incorporate all of the components of a high quality lesson.</li> <li>• Formal and informal observations are conducted by administration to determine the quality of instruction.</li> <li>• Data and teacher feedback to students are reviewed by administration to determine instructional quality.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[M.B.3]</b></p> <ol style="list-style-type: none"> <li>1. Teacher Self Reflection</li> <li>2. Teacher Observation Notes</li> <li>3. Mid-Year Performance Evaluation Document</li> <li>4. End of Year Performance Evaluation Document</li> <li>5. Administrator Tracking Tools (Log notes, Issue Aware entries, PLC notes)</li> <li>6. An example of a completed review</li> <li>7. Documentation of Meetings             <ol style="list-style-type: none"> <li>a. Documentation of Meetings - 6-12</li> <li>b. Documentation of Meetings - K-5</li> </ol> </li> <li>8. PLC IAs</li> </ol>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how this process identifies individual strengths, weaknesses, and needs of instructional staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• We identify teachers with specific strong skills and ask them to share live or via recording with other teachers their best practices.</li> <li>• Highlight any instructional practices that need improvement.</li> <li>• Reflections from both the teacher and the administrator help to identify areas for professional growth.</li> <li>• The school leader reviews all evaluations. The school leader ensures each administrator is prepared for the evaluation conference and is able highlight for each teacher both strengths and challenges with a plan for growth.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[M.C.1]</b>  Table - Students with proficiency in the bottom 25%  Alternative schools: Non-proficient students  1. Communications sent from administrators about how to monitor  2. Tracking tools  3. Administrative tracking tools  4. Intervention Plans  5. PLC IAs  6. PLP DV  7. Guide to Multitiered Instruction at Connections Education  8. Intervention Face Codes and Tier Codes  9. AOPR  10. Student Log entries  11. Course Grades  12. SST Meeting notes  13. SISP reports  a. SISP Report – All  b. SISP Report – MathWhizz  c. SISP Report – Reading Eggspress  14. School Year Cycle Radar Reports  Table - ELLS  1. ELL Team IA  2. Individual Student IAs  3. ILLPs  a. ILLP-ES  b. ILLP-MS  c. ILLP-HS  4. Student Logs  5. Grade Book  6. Teacher feedback  a. Teacher Feedback – Samples  b. Teacher Feedback – Demo</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process to evaluate supplemental instruction that is targeted to address the needs of students in all four subgroups.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Communications are sent from administrators about how to monitor students in the subgroups. (Communications-AP)</li> <li>• Intervention plans are monitored to ensure that teachers are providing appropriate support. (SST)</li> <li>• Intervention Face Codes and Tier Codes are used to monitor teacher instruction and interaction with students in RTI.</li> <li>• Service Time Reports and student logs are monitored to ensure students are receiving appropriate instruction and that it is allowing students to meet IEP goals.</li> </ul> <p><b>Final Evaluation:</b></p>
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<p>7. CBAs</p> <p>8. Targeted LiveLesson sessions Table – Students with Disabilities</p> <p>2. Service time reports</p> <p>4. Student Logs</p> <p>5. Grade book</p> <p>Lesson Modifications and accommodations</p> <p>9. Custom assessments</p> <p>10. IEP Progress reports</p> <p>a. IEP Progress Reports – ES</p> <p>b. IEP Progress Reports – MS</p> <p>c. IEP Progress Reports – HS</p> <p>11. Progress monitoring data</p> <p>a. Progress Monitoring Data – ES</p> <p>b. Progress Monitoring Data – MS</p> <p>c. Progress Monitoring Data – HS</p> <p>12. Student’s log notes</p>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
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<p><b>[M.D.1]</b></p> <p>1. Status Report: communications to administrative team about the status reports</p> <p>2. Administrative notes from 1:1 meetings</p> <p>a. Administrator Tracking Tools 6-12</p> <p>b. Administrator Tracking Tools k-5</p> <p>3. Instructional coaching schedule</p> <p>4. Administrative observation schedule</p> <p>5. Blank PIP form</p> <p>6. School Year Cycle Radar Reports</p> <p>a. ACA – SYCRadar-2015-09-14</p> <p>b. ACA – SYCRadar-2015-11-16</p> <p>c. ACA – SYCRadar-2016-02-15</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder analyzes information about strengths, weaknesses, and needs of instructional staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The administrative team reviews data metrics twice per week to determine the levels at which teachers are completing their tasks such as: contacting students and parents, grading assignments, providing feedback, logging contacts, conducting CBAs, ensuring students attend their lessons, updating information on message boards, and providing interventions.</li> <li>• The administrative team discusses the schoolwide data and overall focus. The administrative team also discusses the performance of grade bands and if appropriate, the performance of specific teachers.</li> <li>• For those teachers with unfavorable data sets, the administrative team identifies key common issues facing these teachers and then works together with the teachers to map a plan of action for improvement. The administrative team helps teachers on a one-to-one basis and directly addresses any issues.</li> <li>• An employee with at least one area needing improvement will be placed on an individualized Performance Improvement Plan (PIP) and given opportunities for professional development, specifically in the areas requiring improvement.</li> </ul>	
	<p><b>Final Evaluation:</b></p> <p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[M.D.2]</b></p> <p>1. Observation protocols (formative and summative)</p> <p>a. Observation Protocol Form 1 – Walkthroughs</p> <p>b. Observation Protocol Form - Formals</p> <p>2. Administrative observation logs</p> <p>3. Professional Learning Schedule – Optional Sessions</p> <p>4. Mentor Program Outline</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder uses the analysis to provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• As a result of observations, the administrative team provides teachers feedback in both written and verbal formats.</li> <li>• Administrators highlight teachers’ strengths on a weekly basis either via email or phone contact.</li> <li>• The team will provide the teacher with a mentor to discuss issues with a focus on finding a solution.</li> <li>• Administrators email teachers first requesting the teacher to review the feedback. Administrators then set a time with the teacher to review the teacher’s thoughts on the feedback and actions the teacher will take as a result of the feedback.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Arizona Connections Academy Charter School  
 School Name: Arizona Connections Academy  
 Site Visit Date: March 21, 2016

Required for: Renewal  
 Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p><b>[P.A.1]</b></p> <ol style="list-style-type: none"> <li>1. Professional Development Catalog</li> <li>2. ACA Professional Development Plan</li> <li>3. PLC topics               <ol style="list-style-type: none"> <li>a. PLC Topics K-5</li> <li>b. PLC Topics 9-12</li> </ol> </li> <li>4. Teacher ePortfolio Data View</li> <li>5. Professional Learning Schedule               <ol style="list-style-type: none"> <li>a. Professional Learning Schedule for 100 series</li> <li>b. Professional Learning Schedule for 200 series</li> <li>c. Professional Learning Schedule for 300 series</li> </ol> </li> <li>6. Professional Learning Participation Overview               <ol style="list-style-type: none"> <li>a. Participation in Professional Learning - 100 series</li> <li>b. Participation in Professional Learning - 200 series</li> <li>c. Participation in Professional Learning - 300 series</li> </ol> </li> <li>7. ACA Requested Professional Learning Sessions</li> <li>8. PLC link from Connexus</li> <li>9. Post-session survey and analysis by PD team</li> <li>10. End-of-year survey and analysis by PD team</li> </ol>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process to determine what professional development topics will be covered throughout the year, and the data and analysis used to make those decisions.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Administrators, working with Connections, select several topics for professional development prior to the beginning of the school year.</li> <li>• Topics are based on feedback from teachers, areas requiring additional support, upcoming legislative changes or state-level standard changes, and curriculum or program model changes.</li> <li>• The school uses the time to expand upon topics resulting from teacher observations and discussions, analyzing student academic performance to focus train on student success.</li> </ul>		
	<p><b>Final Evaluation:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td> <td style="width: 50%; border: none; vertical-align: top;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td> </tr> </table>		<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.		

<p><b>[P.A.2]</b></p> <ol style="list-style-type: none"> <li>1. Post-session survey and analysis by the PD team</li> <li>2. End-of-year survey and analysis by the PD team</li> <li>3. Additional optional sessions based on school-specific needs (e.g. Early Literacy Instruction)</li> <li>4. Teacher ePortfolio Data View</li> <li>5. School Radar Report             <ol style="list-style-type: none"> <li>a. ACA – SYCRadar-2015-09-14</li> <li>b. ACA – SYCRadar-2015-11-16</li> <li>c. ACA – SYCRadar-2016-02-15</li> </ol> </li> <li>6. School Status Report             <ol style="list-style-type: none"> <li>a. ACA – SYCStatus-2015-09-14</li> <li>b. ACA – SYCStatus-2015-11-16</li> <li>c. ACA – SYCStatus-2016-02-15</li> </ol> </li> <li>7. PD Attendance Record             <ol style="list-style-type: none"> <li>a. PD Attendance Record - 100 series</li> <li>b. PD Attendance Record - 200 series</li> <li>c. PD Attendance Record - 300 series</li> </ol> </li> <li>8. Quarterly Metrics Reports             <ol style="list-style-type: none"> <li>a. Quarterly Metrics Board Report-Q1 1516</li> <li>b. Quarterly Metrics Board Report-Q2 1516</li> </ol> </li> <li>9. Professional Learning Catalog</li> <li>10. Back to School Survey Results Flyer</li> <li>11. BTS Survey Results</li> </ol>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> that Charter Holder’s process to ensure the professional development plan is aligned with instructional staff learning needs.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• We survey staff about their professional development needs to further inform the topics selected.</li> <li>• Administrators determine instructional strategies on which to focus based on student learning needs.</li> </ul> <p><b>Final Evaluation:</b></p>
<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[P.A.3]</b></p> <ol style="list-style-type: none"> <li>1. LEAP and Scantron data             <ol style="list-style-type: none"> <li>a. LEAP and Scantron Data-Midtest Performance 1516</li> <li>b. LEAP Data PrePost 1415_revbtm25</li> <li>c. Scantron Data PrePost 1415_revbtm25</li> </ol> </li> <li>2. State assessment data (prior to new assessment system)</li> <li>3. Intervention tracking tools             <ol style="list-style-type: none"> <li>a. Intervention Progress Monitoring – K-8</li> <li>b. Intervention Progress Monitoring HS LA</li> <li>c. Intervention Progress Monitoring HS Math</li> </ol> </li> <li>4. Grade distribution: trends</li> <li>5. Observation notes: trends identified by the administrative team</li> <li>6. Post-session survey and analysis by the PD team</li> <li>7. End-of-year survey and analysis by the PD team</li> <li>8. Teacher ePortfolio Data View</li> <li>9. School Year Cycle Tasks</li> <li>10. Connexus updates and functionality changes</li> <li>11. Teacher Course Liaison Collaborative IssueAware Tickets</li> <li>12. Additional optional sessions based on school-specific needs (e.g. Early Literacy Instruction)</li> <li>13. Various trainings and recordings found in the Virtual Library</li> </ol>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process to determine and address the areas of high importance in the professional development plan.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The administrative team determines the areas of high importance by analyzing the overall student learning data from benchmark assessments, state testing data, and overall grade distribution data.</li> <li>• The administrative team uses root-cause analysis to identify areas of high importance.</li> </ul> <p><b>Final Evaluation:</b></p>
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>

<p><b>[P.B.1]</b></p> <ol style="list-style-type: none"> <li>1. Trainings/Presentations             <ol style="list-style-type: none"> <li>a. ELL Presentation 7.31</li> <li>b. ELL Presentation 8.6</li> <li>c. ELL Presentation 9.15</li> <li>d. ELL Presentation 2.06</li> </ol> </li> <li>2. Meeting schedule where topics are covered</li> <li>3. ELL schedule of meetings</li> <li>4. ILLP training             <ol style="list-style-type: none"> <li>a. ILLP Training</li> <li>b. ILLP Training Document from ADE</li> </ol> </li> <li>5. Differentiated groupings for the Professional Learning 300 series – by grade level, content area, special needs (GT/Special Education)</li> <li>6. Post-session survey and analysis by the PD team</li> <li>7. End-of-year survey and analysis by the PD team</li> <li>8. Teacher ePortfolio Data View</li> <li>9. Supplemental Instructional Support Programs</li> <li>10. Guide to Multitiered Instruction at Connections Education</li> <li>11. Additional optional sessions based on school-specific needs (e.g. Early Literacy Instruction)</li> </ol>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the charter holder provides professional development to ensure instructional staff is able to address the needs of students in all four subgroups.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The ELL Manager provides monthly professional development sessions focused on best practices for ELL instruction.</li> <li>• Teachers are a part of the ILLP process and are given guidance on strategies to use in LiveLesson sessions and during their CBAs to promote the development of English language skills for these students.</li> <li>• Arizona Department of Education webinar updates (ELL)</li> <li>• Special education teachers also participate in monthly professional development sessions provided by Connections.</li> <li>• ELL Lead teachers present annual ELL updates to general education teachers and work with them as a team throughout the school year to provide strategies for working with ELL students.</li> <li>• The Manager of Special Education trains teachers on to how to implement accommodations and modifications appropriately to best support students with IEPs.</li> </ul> <p><b>Final Evaluation:</b></p>
<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[P.C.1]</b></p> <ol style="list-style-type: none"> <li>1. Professional Development Plan</li> <li>2. Instructional Coaching Plan for support</li> <li>3. Teacher ePortfolio       <ol style="list-style-type: none"> <li>a. Teacher ePortfolio – 100 series report</li> <li>b. Teacher ePortfolio – 200 series report</li> <li>c. Teacher ePortfolio – 300 series report</li> </ol> </li> <li>4. Schedule of specific trainings (PL 100, 200, 300)       <ol style="list-style-type: none"> <li>a. Schedule for 100 Series PL</li> <li>b. Schedule for 200 Series PL</li> <li>c. Schedule for 300 Series PL</li> </ol> </li> <li>5. Differentiated groupings for the Professional Learning 300 series – by grade level, content area, special needs (GT/Special Education)</li> <li>6. Post-session survey and analysis by the PD team</li> <li>7. End-of-year survey and analysis by the PD team</li> <li>8. Teacher ePortfolio Data View</li> <li>9. Supplemental Instructional Support Programs</li> <li>10. Guide to Multitiered Instruction at Connections Education</li> <li>11. Teacher Course Liaison program</li> <li>12. Shared Content in SharePoint</li> <li>13. Variety of trainings and</li> </ol>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process to provide support to the instructional staff on the high quality implementation of the strategies learned in professional development.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Teachers may also attend “open office hours” with Connections for individualized assistance and guidance with school year cycle tasks, planning and implementing instruction, determining the best supplemental instructional support for students, and creating a nurturing learning environment.</li> </ul> <p><b>Final Evaluation:</b></p>
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recordings in the Virtual Library 14. Additional optional sessions based on school-specific needs (e.g. Early Literacy Instruction) 15. Open Office Chats for SISPs	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<b>[P.C.2]</b> 1. PLC IAs 2. Course/Resource Request Process 3. Guide to Multitiered Instruction at Connections Education 4. Recommended Websites 5. Instructional Support Database 6. Shared Content in SharePoint 7. Supplemental Instructional Support Programs 8. ACA Requested Professional Learning Sessions Teacher IAs (for large ticket items)	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder identifies the resources that are necessary for high quality implementation.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• When a teacher locates a resource to support high quality instructional practices, they submit a request to the school leader that includes the item name, quantity, and cost.</li> <li>• Administrators collaborate with Connections’ colleagues to learn about other resources that work well with the online school instructional model.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.



<p><b>[P.D.1]</b></p> <ol style="list-style-type: none"> <li>1. Teacher ePortfolio</li> <li>2. Administrative Discussion Notes</li> <li>a. Administrative Discussion Notes 6-12</li> <li>b. Administrative Discussion Notes K-5</li> <li>3. Evaluation process</li> <li>4. PLC IAs</li> <li>5. Teacher ePortfolio Data View exports and data analysis</li> <li>a. Teacher ePortfolio Data View Export - 100 series</li> <li>b. Teacher ePortfolio Data View Export - 200 series</li> <li>c. Teacher ePortfolio Data View Export - 300 series</li> <li>6. School Leader feedback to post-session artifacts</li> <li>7. Teacher reflections following PD sessions</li> </ol>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder monitors the implementation of the strategies learned in professional development sessions.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Administrators monitor teacher participation in assigned professional development through observations of teacher in instructional and collaborative situations.</li> <li>• Administrators meet with teachers twice a month to review teacher feedback in regard to implementing professional development.</li> <li>• Student data often reflects if teachers are implementing the strategies included in the professional development.</li> <li>• Audits, evaluations, and site-visits are used to gauge the effectiveness of the training and to ensure initiatives are implemented with high fidelity.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[P.D.2]</b></p> <ol style="list-style-type: none"> <li>1. Department Meeting Agendas</li> <li>2. Faculty Meeting Agendas</li> <li>3. Administrative Meeting Tracking Tools</li> <li>a. Administrative Meeting Tracking 6-12</li> <li>b. Administrative Meeting Tracking K-5</li> <li>c. Administrative Meeting Tracking Tool</li> <li>4. School Leader feedback to post-session artifacts</li> </ol>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder monitors and follows-up with instructional staff regarding implementation of the strategies learned in professional development.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Administrators meet with teachers every other week. During the meetings, administrators discuss instructional strategies as they are a primary focus for professional learning. These meetings with teachers occur one-on-one which allows the teacher and administrative to inspect student learning data at a deep level.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Arizona Connections Academy Charter School  
 School Name: Arizona Connections Academy  
 Site Visit Date: March 21, 2016

Required for: Renewal  
 Evaluation Criteria Area: Grad Rate

Document Name/Identification	Intended Purpose and Discussion Outcome	
<b>[G.A.1]</b> 1. College and Career Readiness Data View 2. Education and Career Action Plan (ECAP) documents uploaded to Arizona LEA Tracker (ALEAT) for ADE 3. College and Career Readiness Contact Schedule 4. College and Career Readiness Contact Logs	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder creates academic and career plans.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Every high school student has a College and Career Readiness Data View</li> <li>• A Progression Plan defines and tracks requirements that must be accomplished to meet a goal.</li> <li>• Students meet with their homeroom teachers and counselors during specific times of the year to update their progress.</li> <li>• Counselors communicate with students and parents to ensure post-secondary plans are established and students are following through on actions to realize their post-graduation goals.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<b>[G.A.2]</b> 1. College and Career Readiness Contact Schedule 2. Logs (College and Career Readiness Contact Log Samples)	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder's process to monitor and follow-up on student progress toward completing goals in academic and career plans.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The Academic Counseling Team monitors student engagement in the College and Career Readiness Data View.</li> <li>• Counselors contact students at specific times throughout each semester to discuss progress towards post-secondary goals.</li> <li>• The homeroom teachers contact their assigned students throughout the school year to discuss the actions they have taken, aligned with their post-secondary plans. These calls are logged so that the student, homeroom teacher, and counselor can review the ongoing planning.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p><b>[G.B.1]</b></p> <ol style="list-style-type: none"> <li>1. Behavioral Intervention Protocol</li> <li>2. PLP DV</li> <li>3. Credits and Final Grade Report Data View export</li> <li>4. Description of STARS</li> <li>5. SSTAIR Description</li> <li>6. Guide to Implementing Multitiered Instruction</li> <li>7. School Counselor Job Description</li> <li>8. Missing QT 1_2 ECAP.xlsx</li> <li>9. Crisis IA Management 1.25.16</li> <li>10. Crisis Protocol</li> <li>11. ECAP Goal Samples</li> <li>12. School Counselor Message Board: Behavioral and Health Resources</li> </ol>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process to provide timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Administrators, teachers, and counselors work to identify the struggling students at the beginning of the school year by reviewing all students who are “off cohort” due to insufficient credits.</li> <li>• The Advisory Teachers work with struggling students using STARS, a self-developed program.</li> <li>• Placement in the correct intervention helps support students who are struggling with academic and behavioral issues. (RTI)</li> <li>• The counselor collaborates with school staff to ensure the student is supported by teachers and the family is connected with resources.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[G.B.2]</b></p> <ol style="list-style-type: none"> <li>1. Quarterly updates</li> <li>2. Manager IA with Manager of Counseling</li> <li>3. Survey of Graduates</li> <li>4. Class of SY Data Report</li> <li>5. Counselor Status Report</li> <li>6. Sample State Grad Plan</li> <li>7. ECAP Implementation Plan 15-16</li> </ol>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> that Charter Holder’s process to evaluate the effectiveness of the process for providing timely supports</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Students in grades 9–12 complete a “State Graduation Plan”.</li> <li>• The Manager of Counseling reviews these plans and provides the administrative team with data and quarterly updates regarding progress toward students’ completion of the College and Career Readiness Data View and STARS program.</li> <li>• The Class of School Year Data Reports</li> <li>• Counselor Status Reports monitor tasks for the Counseling Team</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

**APPENDIX E**  
**FY2014 DSP SUBMISSION**



## DEMONSTRATION OF SUFFICIENT PROGRESS REPORT

CHARTER INFORMATION			
<b>Charter Holder Name</b>	Arizona Connections Academy Charter School, Inc.	<b>Schools</b>	Arizona Connections Academy
<b>Charter Holder Entity ID</b>	<b>87407</b>	<b>Dashboard Year</b>	FY14
<b>Submission Date</b>	<b>February 26, 2016</b>	<b>Purpose of DSP Submission</b>	<b>Renewal</b>

### DSP CHECKLIST

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



**AREA I: DATA**

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

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

Dashboard Ratings for All Measures			
School Name: Arizona Connections Academy (ACA)			
Measure	Prior Year Dashboard	Current Year Dashboard	Data Required (any measure that did not meet/exceed for both years)
	School Rating	School Rating	
Student Median Growth Percentile (SGP)—Math	Falls Far Below	Does Not Meet	Yes
Student Median Growth Percentile (SGP)—Reading	Does Not Meet	Meets	Yes
Student Median Growth Percentile (SGP), Bottom 25%—Math (Traditional and Small Schools Only)	Does Not Meet	Does Not Meet	Yes
Student Median Growth Percentile (SGP), Bottom 25%—Reading (Traditional and Small Schools Only)	Meets	Meets	No
Improvement—Math (Alternative High Schools Only)	Not Applicable	Not Applicable	Not Applicable
Improvement—Reading (Alternative High Schools Only)	Not Applicable	Not Applicable	Not Applicable
Percent Passing—Math	Does Not Meet	Does Not Meet	Yes
Percent Passing—Reading	Meets	Meets	No
Subgroup, ELL—Math	No Rating	No Rating	Yes
Subgroup, ELL—Reading	No Rating	No Rating	Yes
Subgroup, FRL—Math	Falls Far Below	Does Not Meet	Yes
Subgroup, FRL—Reading	Meets	Meets	No
Subgroup, students with disabilities—Math	Does Not Meet	Meets	Yes
Subgroup, students with disabilities—Reading	Meets	Meets	No
High School Graduation Rate (High Schools Only)	Does Not Meet	Does Not Meet	Yes
Academic Persistence (Alternative Schools Only)	Not Applicable	Not Applicable	Not Applicable
<i>Comments: It is important to note that Arizona Connections Academy is proud of the progress it made in one year by <b>moving four of the categories up one rating</b>. We recognize that we still need to ensure that the school is continuously improving but we are optimistic that we are headed in a positive direction. Also please note that the State Board approved a new grading scale in 2013-14 for AOI schools. <b>Under that new accountability framework, ACA scored a B.</b></i>			

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

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



**DATA TABLE 1**

Assessment	Assessment Tool	Notes
<b>Internal Benchmarking data</b> has been disaggregated for <b>READING</b> from:	<b>Multiple (explain in Notes column)</b>	Grades K-1 DIBLES NEXT Grades 2-8 : Longitudinal Evaluation of Academic Progress® (LEAP) Grades 9-12: Scantron® Performance Series™ (SPS)
<b>Internal Benchmarking data</b> has been disaggregated for <b>MATH</b> from:	<b>Multiple (explain in last column)</b>	Grades K-8 : Longitudinal Evaluation of Academic Progress® (LEAP) Grades 9-12: Scantron® Performance Series™ (SPS)
<b>High School Graduation Rate</b>	<b>State and Site Calculations</b>	We review the graduation rate information available from the Arizona Department of Education (ADE) relative to 4-, 5-, 6-, and 7-year graduates. At the school level, the 12 <sup>th</sup> grade graduation rate is calculated by considering the percentage of Full Academic Year 12 <sup>th</sup> grade students who meet graduation requirements. This calculation does not differentiate how many years it took the student to meet the requirements. The calculation simply considers that the student was in 12 <sup>th</sup> grade for that academic year and has met the graduation requirements. We include summer graduates in these calculations. A Full Academic Year is defined as a student enrolled with our school by October 1 of a given year and staying continuously enrolled until either the student graduates or until the last day of the school year.
<b>Academic Persistence</b>	<b>Not Applicable</b>	<b>Not Applicable</b>

**VALID and RELIABLE DATA**

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

**DIBELS® Next – used for English Language Arts grades K-1**

DIBELS® Next is the latest version of DIBELS measures produced by Dynamic Measurement Group. It includes standardized, individually-administered measures of early literacy designed to monitor the development of pre-reading and early reading skills. DIBELS Next includes essential early literacy domains determined by the National Reading Panel (2000) and National Research Council (1998). DIBELS Next goals and cut scores are research-based, criterion-referenced scores with strong evidence of reliability and validity. Benchmark levels in DIBELS Next are based on the DIBELS Composite Score which combines multiple DIBELS scores and provides the best overall estimate of the student’s early literacy skills and/or reading proficiency. As the logic and procedures used to establish benchmark goals are consistent across grades and times of year, the percent of students at or above benchmark can be compared across fall and spring assessments.



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**Longitudinal Evaluation of Academic Progress® (LEAP)**

The LEAP diagnostic tool, used for students in grades 2-8 reading and K-8 math, is a technology-facilitated pre-, mid-, and post-test. It provides essential diagnostic information for developing and planning instruction. It provides an early read on a student's performance on state-mandated tests and reports key accountability data on student progress throughout the academic year. LEAP is integrated into Connexus so students do not need to travel to a testing location to complete this assessment.

The test was created by Connections in 2008. The test was revised in the 2013-14 School Year to align with the Common Core State Standards and also to incorporate new items, many of which utilize higher-order thinking skills. LEAP is regularly reviewed and updated for the appropriateness of questions and responses.

**Scantron® Performance Series™ (SPS)**

Students in high school are assessed with the Scantron Performance Series. The Scantron Performance Series assessment is a valid, reliable, current test that measures student proficiency in reading and mathematics, and provides a scaled score that can be used to measure academic growth, and therefore serves as a useful tool in assessing student curricular needs. The online test is a computer-adaptive assessment which automatically adjusts to each student's ability level, generating more difficult questions if the student is answering correctly and easier ones if the student is answering incorrectly. It provides a valid and reliable scale score in math and reading so that student learning growth can be tracked over time. It is aligned with the Arizona State Standards and provides teachers with reports and information to address individual student needs. The Scantron Performance Series has a pre-, mid- and post-testing schedule similar to LEAP. This assessment is available in a paper-pencil format.

**Validity and Reliability of LEAP and Scantron Performance Series:** Connections conducted an internal analysis of the relationship between academic growth, as assessed by LEAP and the Scantron Performance Series (SPS), and state test proficiency based on data from the 2013-14 school year. Results indicated that growth as assessed by both assessments displayed a statistically significant relationship (through a logistic regressions analysis) with state test scores. For both reading and math, the presence of growth during the year on LEAP and SPS was associated with proficiency on state assessments in the spring.

Test validity was established in several ways. Face and construct validity were first established by creating and using content standard-aligned test plans for each grade level. Connections created test plans for Math by grade level that aligned with the National Council of Teachers of Mathematics Focal Point standards and for Reading by grade level that aligned with the National Council of Teachers of English standards as well as the International Reading Association best practices guidelines for Reading instruction. All tested areas were reviewed to ensure that they were covered in both the Connections curriculum and aligned with state test blueprints. Content validity was first established by using a research-based test bank. This extensive databank of criterion-referenced items that had been previously tested for grade appropriateness and item readability were used by Educate, Inc. in the development of three forms for the Assessment of Student Achievement (ASA). In developing the LEAP, item statistics in the form of p-values were examined in order to ensure appropriate distributions of item difficulty within each form and to enable general equating of forms. This analysis was possible as all items in the bank purchased from Educate had been tested with students at appropriate grade levels, both as online and paper-and-pencil assessments.

In addition, when choosing items from the test bank to include in the assessments, an assessment specialist at Connections worked closely with the Connections curriculum team to ensure that each item:

- Assessed the content the item purported to measure
- Was a clearly written question that contained a set of distracters which reflected a distinct set of answer choices
- Was in full alignment with state test plans for its intended grade level

Our philosophy for designing an assessment system based on a pretest and a posttest aimed to ensure that: The pretest and posttest assess the same objectives; to achieve this, the same test plan is utilized for both the pretest and the posttest. The pretest and the posttest are at the same difficulty level; to achieve this, the pretest and posttest have the same expected average achievement score if given at the end of the school year. Although the scores vary slightly, there is no statistically significant difference in performance at each grade level between the two assessments. Therefore, we have evidence that the expected student outcomes on these assessments are reliable and equivalent.

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

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

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

**DATA TABLE 2**

Assessment Measure	HOW the data was analyzed	WHAT conclusions were drawn
Student Median Growth Percentile (SGP)— <b>Math</b>	Teachers and administrators compared Grade Book data with the benchmark assessment data. This process occurred during each of the three benchmarking periods, allowing teachers the ability to compare growth and change during the school year. During this review, teachers identified students who had daily performance and assessment results that did not align. Data was then reviewed to determine the specific objective level skills that were not translating into mastery. Teachers then reviewed the level of engagement of students who were not showing growth. The level of engagement was reviewed in terms of attendance in LiveLesson sessions, scheduled contacts, and any assigned intervention lessons.	Our early elementary students in grades K-2 had <b>significantly high percentages meeting the growth target</b> by the time the post-test was administered. Using the raw data, teachers were able to compare the benchmark assessment objectives with the objectives within the curriculum using the Assessment Objective Performance Report (AOPR). This highlighted specific objectives to teach in small group and individual synchronous lessons. The results also showed that there is room for improvement specifically in grades 6-8. The results of the analysis emphasized the importance of utilizing the <b>synchronous instruction time to focus on filling specific gaps</b> in math. Teachers are making a concerted effort to encourage students who struggle with math to attend the synchronous instructional opportunities.
Student Median Growth Percentile (SGP)— <b>Reading</b>	Teachers and administrators compared Grade Book data with the benchmark assessment data. This process occurred during each of the three benchmarking periods, allowing teachers the ability to compare growth and change during the school year. During this review, teachers identified students who had daily performance and assessment performance that did not align. Data was then reviewed to determine the specific objective level skills that were not translating into mastery. Teachers then reviewed the level of engagement of students who were not showing growth. The level of engagement was reviewed in terms of attendance in LiveLesson sessions, scheduled contacts, and any	For reading students in grades 2-8, <b>each tested grade level increased their average reading test scores on the pre- and post-benchmark assessment</b> . The conclusion drawn is that the growth in Reading was positive and that learning was happening. Using the raw data, teachers compared the benchmark assessment objectives with the objectives within the curriculum using the Assessment Objective Performance Report (AOPR). This highlighted specific objectives to teach in small group and individual synchronous lessons. It became clear through the analysis that some students are struggling with applying critical thinking to their reading skills. The analysis also emphasized the importance of utilizing synchronous instruction time to create



Assessment Measure	HOW the data was analyzed	WHAT conclusions were drawn
	assigned intervention lessons.	opportunities for students to practice critical thinking through modifying the Curriculum-Based Assessments (CBA) conducted via phone. In addition, teachers are making a concerted effort to encourage students who struggle with reading to attend the synchronous instructional opportunities.
Student Median Growth Percentile (SGP) Bottom 25%/Improvement— <b>Math</b>	<p>Teachers and administrators compared Grade Book data with the benchmark assessment data. This process occurred during each of the three benchmarking periods, allowing teachers the ability to compare growth and change during the school year. During this review, teachers identified students who had daily performance and assessment performance that did not align.</p> <p>Data was then reviewed to determine the specific objective level skills that were not translating into mastery. The level of engagement was reviewed in terms of attendance in LiveLesson sessions, scheduled contacts, and any assigned intervention lessons.</p> <p>This particular population was reviewed to determine whether placement in interventions was appropriate and if it was appropriate, teachers examined which skills sets they were choosing as a focus.</p>	<p>Students in grades who were at the <b>bottom 25% of the SGP for math increased their average math scores on the benchmark assessments between the pre- and post-test at all grades levels.</b> More students in grades K-8 in the bottom 25% showed overall growth from the pre- to post-test than their peers who were in the top 75% of each grade level. At the high school level, there was a <b>significant increase in the percentage of students in the bottom 25% who met or exceeded the standard on the end of year (post-test) benchmark assessment (15.2%).</b> Teachers reviewed the specific objectives from the benchmark assessment to target their intervention lessons for the students in the bottom 25% based on their math benchmark assessment data. <b>All of the grade ranges showed significant growth from the pre- to the post-assessment.</b> It can take more than one school year for a student to catch up when he/she is significantly behind academically.</p>
Student Median Growth Percentile (SGP) Bottom 25%/Improvement— <b>Reading</b>	Not Required	Not Required
Percent Passing— <b>Math</b>	<p>Teachers and administrators compared Grade Book data with the benchmark assessment data. This process occurred during each of the three benchmarking periods, allowing teachers the ability to compare growth and change during the school year. During this review, teachers identified students who had daily performance and assessment performance that did not align.</p> <p>Data was then reviewed to determine the specific objective level skills that were not translating into mastery. Teachers then reviewed the level of engagement of students who were not showing growth. The level of engagement was reviewed in terms of attendance in LiveLesson sessions, scheduled contacts, and any assigned intervention lessons.</p>	<p>The schoolwide data shows a positive trend in the percentage of students passing the math benchmark assessment from the pre- to the post-test. The grade level specific data shows the <b>average benchmark scores increasing or staying flat from pre- to mid- to post-test</b> in all grades except 8, 9, and 10. In those three grades, the decline occurred between the mid- and post-tests. In grades K-8 combined, <b>76.4% of our students showed growth in math from the pre- to the post-test.</b> In high school grades combined, <b>70.1% of our students showed growth in math from the pre- to the post-test.</b> This data shows that students who are with our school for the Full Academic Year are likely to show growth in math.</p>



Assessment Measure	HOW the data was analyzed	WHAT conclusions were drawn
Percent Passing— <b>Reading</b>	Not Required	Not Required
Subgroup, ELL— <b>Math</b>	<p>Teachers and administrators compared Grade Book data with the benchmark assessment data. This process occurred during each of the three benchmarking periods, allowing teachers the ability to compare growth and change during the school year. During this review, teachers identified students who had daily performance and assessment performance that did not align. Data was then reviewed to determine the specific objective level skills that were not translating into mastery. Teachers then reviewed the level of engagement of students who were not showing growth. The level of engagement was reviewed in terms of attendance in LiveLesson sessions, scheduled contacts, and any assigned intervention lessons. This particular population was reviewed in terms of their level of proficiency and whether that appeared to be a factor in how they responded to the assessment.</p>	<p>Our students identified as English Language Learners (ELL) showed an increase in the percent passing from the pre- to mid- to post-test periods based on the benchmark assessment. We noticed for those students who had previously been in school, math skills were more likely to develop more readily than some other more language-based skills. This subgroup in grades K-8 had a significant number of students show growth from the beginning of the school year to the end of the school year. An average of <b>81.3% of the elementary school ELL students showed growth</b>. Each grade level had 50% or more of their students demonstrate growth in the area of mathematics. Our high school ELL students also showed significant growth. <b>A combined 68.8% of our high school ELL students demonstrated growth in the area of math</b>. Each grade level had more than 60% of their students showing growth from the pre- to post-test. Since this is a small subgroup, teachers reviewed each student individually to determine the type of academic support required. This gap analysis considered the type of support needed linguistically in all courses, including math. Each student was assigned specific time to work directly with their teachers in small groups as a part of their Individual Language Learning Plan (ILLP). The close relationship developed with teachers made the students more comfortable and ask for help in ways they may not have otherwise.</p>
Subgroup, ELL— <b>Reading</b>	<p>Teachers and administrators compared Grade Book data with the benchmark assessment data. This process occurred during each of the three benchmarking periods, allowing teachers the ability to compare growth and change during the school year. During this review, teachers identified students who had daily performance and assessment performance that did not align. Data was then reviewed to determine the specific objective level skills that were not translating into mastery. Teachers then reviewed the level of engagement of students who were not showing growth. The level of engagement was reviewed in terms of attendance in LiveLesson sessions, scheduled contacts, and any assigned intervention lessons. This particular</p>	<p>The ELL subgroup is a small percentage of our student population. In the area of reading, students in grades 2-8, with the exception of grade 6, had 50% or more of the identified students show growth from the pre- to the post-test. At the high school level, all of the ELL students demonstrated growth in reading between the pre- and the post-test. Each student was reviewed independently to determine the appropriateness of an ILLP based on their proficiency exam. A challenge teachers faced when serving these students is the complexity of the language in the assessment compared to the English reading ability of each student. In addition, it was noted that some students may have received support at the onset of their</p>



Assessment Measure	HOW the data was analyzed	WHAT conclusions were drawn
	<p>population was reviewed in terms of their level of proficiency and whether that appeared to be a factor in how they responded to the</p>	<p>enrollment. It took several meetings with Learning Coaches to confirm that the student needed to test on his/her own without English support to get an accurate picture of his/her comprehension abilities. Using student performance data, we refined progress monitoring tracking to match their English learning needs.</p>
Subgroup, FRL— <b>Math</b>	<p>Teachers and administrators compared Grade Book data with the benchmark assessment data. This process occurred during each of the three benchmarking periods, allowing teachers the ability to compare growth and change during the school year. During this review, teachers identified students who had daily performance and assessment performance that did not align. Data was then reviewed to determine the specific objective level skills that were not translating into mastery. Teachers then reviewed the level of engagement of students who were not showing growth. The level of engagement was reviewed in terms of attendance in LiveLesson sessions, scheduled contacts, and any assigned intervention lessons.</p>	<p><b>Nearly all students identified as FRL showed growth at each grade level when the average pre- and post-test scores were compared, except grade 9 which stayed the same. In addition, an average of 73.9% of K-8 students identified in this subgroup showed growth in math. An average of 59.5% of high school students in this subgroup showed growth in math from the pre- to the post-test. Teachers focused on students and who lacked evidence of subject area mastery or active engagement in school, especially those students performing academically in the bottom 25%. We concluded that we need to cross-identify students to see which students belong in multiple subgroups and to see if any are not receiving the necessary level of support.</b></p>
Subgroup, FRL— <b>Reading</b>	Not Required	Not Required
Subgroup, students with disabilities— <b>Math</b>	<p>Teachers and administrators compared Grade Book data with the benchmark assessment data. This process occurred during each of the three benchmarking periods, allowing teachers the ability to compare growth and change during the school year. During this review, teachers identified students who had daily performance and assessment performance that did not align. Data was then reviewed to determine the specific objective level skills that were not translating into mastery. Teachers then reviewed the level of engagement of students who were not showing growth. The level of engagement was reviewed in terms of attendance in LiveLesson sessions, scheduled contacts, and any assigned intervention lessons. Student engagement in service minutes was reviewed in comparison to assessment results. In addition students’ IEP goals were reviewed to determine alignment with the academic performance that was documented.</p>	<p><b>Our students with disabilities in grades K-8 showed an increase in the average math pre-test scores compared to the average math post-test scores (average pre-test score 45.4 – average post-test score 57).</b> This demonstrated that students who engage in their service time with clear goals were able to show growth in their math abilities. The percentages of students in this subgroup showing improvement when comparing the average pre- and post-test scores declined at the high school level. This mirrored the same trend for their peers who are not a part of this category. Nearly each grade level in high school had over 50% of the identified students who were enrolled in our school from the pre-test to the post-test demonstrate growth in the area of math. The exceptions were grades 6, 9, and 10. It is important to consistently and appropriately place students to ensure that students participate in the program offerings to support learning.</p>



Assessment Measure	HOW the data was analyzed	WHAT conclusions were drawn
Subgroup, students with disabilities— <b>Reading</b>	Not Required	Not Required
High School Graduation Rate (Schools serving 12 <sup>th</sup> grade only)	Teachers and administrators review students who are off cohort throughout the school year and identify ways to support academic success for each student. We review factors such as a student’s overall academic history and a student’s history of exhibiting habits that promote success in an online learning environment. We review each student’s overall levels of mastery over time in school. We then create a plan of action for each student to engage the student in creating agreement and a plan to guide the student’s next steps in school.	Our graduation rate for <b>the 2013-14 school year was 83.2% and our graduation rate for the 2014-15 school year was 83.8%</b> . When we analyze the performance of a student who is off track, we consider the reasons why and what is in the student’s best interest. We consider what path should be followed so the student can catch up with coursework and make responsible decisions with the time remaining till graduation. We identify these students during the enrollment process and at the onset of the school year. This allows teachers the opportunity to work with these students from the beginning of their enrollment to establish the support level necessary for success. This early engagement helps students find ways to make school a priority.
Academic Persistence (Alternative High Schools Only)	Not Applicable	Not Applicable

**AREA II: CURRICULUM**

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

**A. Evaluating Curriculum**

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

ACA selected to implement Connections’ developmentally appropriate curriculum. Connections has applied its 13+ years of experience to develop innovative online curriculum which brings significant benefits to ACA students and families. Connections is committed to **constant improvement** of its curriculum, systems, and techniques to **incorporate best practices and lessons learned**. ACA works with Connections to evaluate curriculum options and resources. This includes a robust course selection process, feedback through Teacher Course Liaisons, and ongoing feedback in StarTrack lesson ratings and comments. ACA administrators and teachers may communicate through Webmail to the Connections Curriculum team.

Each course includes **active learning elements** (online and/or offline activities) that address **diverse learning styles** and preferences, including textual, visual, auditory, and/or hands-on. Courses include over **1,800 Teachlet tutorials** (proprietary instructional movies) and instructional videos. Integrated "etext" electronic textbooks are licensed from a variety of leading publishers and non-proprietary technology-based content is licensed from providers such as Pearson Education, Grolier Online™, Houghton Mifflin Harcourt, and Discovery Education.® Technology enhances student-to-student collaboration via live synchronous instruction (LiveLesson sessions) and threaded discussions.



ACA selected Connections because the research-based<sup>1</sup> curriculum uses the following proven instructional principles:

- Curriculum fosters breadth and depth of understanding.
- Content is **aligned to the Arizona State Standards**.
- Curriculum is supported by quality, reputable, recent textbooks, and/or proven instructional resources.
- Content and assessments are accurate and unbiased.
- Content is **current, relevant, and provides real-world applications**.
- Content is **appropriate for the learner** (age, ability, background, reading level, style).
- Instructional design is **adaptable and flexible**.
- Instructional design provides opportunities to improve learning skills using technology (virtual labs and instruments, Teachlet tutorials, business software, online calculator).
- Navigation is **intuitive and age-appropriate**.
- Courses are appropriate in amount of content, length of course and lessons, and course requirements.
- Lesson introduction is effective, presents lesson objectives, accesses prior knowledge, sets expectations, and motivates students.
- Curriculum includes opportunities for developing **problem-solving and critical thinking skills, real-world applications, collaboration and independent study, and developing oral and written communication skills**.
- Curriculum incorporates ongoing formative assessment and provides timely and appropriate feedback.
- Curriculum incorporates a variety of assessment strategies, including teacher graded assignments, as a means for students to demonstrate their learning and mastery of skills and concepts.
- Curriculum promotes **active learning** through interactive elements (including online and/or offline interaction) that address diverse learning styles and preferences, including textual, visual, auditory, and/or hands-on.

#### Documentation

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

- Teacher Orientation Course (including the previously separate Explore My Course)
- Feedback provided within the course
- Course Feedback IAs
- Course Demonstrations
- Lesson Tree
- Course Syllabi
- Course Objectives
- Alignment documents

**Question # 2:** What ongoing process does the Charter Holder use to evaluate how effectively the curriculum enables students to meet all **standards**? What criteria guide that process?

#### Answer

Write answer here. Suggested word count is 400 words.

To deliver high quality courses, Connections continually **assesses course effectiveness** and uses the information gathered as the basis for improvement. Evaluation methods include the following:

- **Student Performance Results** - Course assessments, exit exams, and state testing
- **Course/Lesson Performance** - User feedback from students, teachers, and parents
- **Assessment Analysis Reports** – Analysis that includes user responses and p-values to analyze assessment validity
- **Course Review** - Standards alignment, graduation requirements, and state and district requirements

Connections courses have been tested against state standards for rigor, depth, and breadth, and are subject to continuous improvement based on state assessment outcomes, user feedback, and standards alignment. Connections courses are developed with clarity and consistency in mind. Every unit begins with a list of unit objectives and every lesson begins with a list of lesson objectives.

<sup>1</sup> American Psychological Association’s Learner-Centered Psychological Principles: A Framework for School Reform and Redesign <http://www.apa.org/ed/governance/bea/learner-centered.pdf>



To guide and inform curriculum development and maintenance, Connections uses ADDIE, a five-phase iterative curriculum development model consisting of **Analysis, Design, Development, Implementation, and Evaluation**. In ADDIE, each step has an outcome that feeds into the next step in the sequence.

- **Analysis** - During analysis, the curriculum team identifies the goals and objectives, the audience’s needs, existing knowledge, student performance data, and any other relevant characteristics. This step also considers the learning environment, any constraints, the delivery options, and the timeline for the project.
- **Design** – During this systematic process of specifying learning objectives, detailed storyboards and prototypes are often made, and the look and feel, graphic design, user-interface, and content are determined.
- **Development** – In this step, production and actual creation of the content, assessments, and learning materials based on the Design phase occurs. A backwards-mapping design process is employed, beginning with the creation of assessment maps.
- **Implementation** - During implementation, the curriculum is deployed and a professional development plan is put into action. Materials are delivered or distributed to students and teachers. After delivery of the course, feedback is monitored and acted upon.
- **Evaluation** - This phase consists of **(1) formative and (2) summative evaluation**. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for criterion-related referenced items and providing opportunities for feedback from the users. Analysis of multiple data points is conducted, and revisions are made as necessary.

**Documentation**

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

- Assessment Objective Performance Report (AOPR)
- Alignment Documents
- ADDIE Process

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

When Connections and ACA are evaluating curriculum for use in the school, they identify **curricular gaps** by completing an in-depth alignment of each course to the state standards. The standards drive what is included in the courses. The analysis is done by examining the course content, which includes unit and lesson objectives, activities, resources, and assessments to ensure alignment to the standards. Based on this analysis, ACA and the Connections Curriculum and Instruction team determine the course of action. If a course is fully aligned to state standards, no content adjustments are needed. If gaps are identified, a number of steps are taken which may include the **creation of a new course; the development of units, lessons, or resources; or the creation of professional development** to support teachers in curriculum implementation. Curriculum maps, modification documents, and/or teacher resources may be created to further support a course alignment.

If teachers identify any learning gaps, they can supplement the coursework with LiveLesson sessions with the students. Teachers can also develop their own content or make revisions to the curriculum if needed.

**Documentation**

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

- Alignment Documents
- Curriculum-Based Assessment (CBA) Logs
- Course Lesson Objective Report



**B. Adopting Curriculum**

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

ACA follows a systematic model of **multi-tiered instruction** enabling students to receive instructional support through Supplemental Instructional Support Programs (SISPs). These supplemental programs are **systematic, research-based**, comprehensive, and provide targeted instruction. SISPs are subject to change based on curriculum updates and continuous review of effectiveness of the curriculum.

- **Elementary School:** SkillsTutor™ Language Arts, SkillsTutor™ Math, Skills for Success, Headsprout®, Raz-Kids, Reading Eggs, Reading Eggspress, SuccessMaker®, Math-Whizz®, and WritetoLearn™
- **Middle School:** SkillsTutor™ Language Arts, SkillsTutor™ Math, Skills for Success, SuccessMaker®, Math-Whizz®, and WriteToLearn™
- **High School:** WriteToLearn™, SkillsTutor™ Language Arts, SkillsTutor Math, Skills for Success, and Math XL®

The **Guide to Multi-tiered Instruction at Connections Education** provides a framework for teachers as they personalize instruction to meet their students’ individual needs. Students who demonstrate a need for more intensive instruction in ELA, writing, or math, are placed into our multi-tiered instructional program.

At **Tier I** (core curriculum with differentiation), teachers modify the curriculum and provide instructional supports, as needed, and continually monitor student performance. Students who need additional support may be recommended for Tier II.

At **Tier II**, teachers review formative assessment data, course grades, and the calculated formulas derived from the AOPR to identify the student’s greatest area of need. This results in recommending intervention, often through approved SISPs. Students take a placement assessment which creates a learning path designed to bring the student up to grade level. Tier II participation is two to three times per week for a minimum of 30 minutes per session. Teachers evaluate student performance within these programs. Every two weeks, teachers create a Log entry documenting the student progress in the SISP, participation rates, and impact on performance in the course.

**Tier III** includes the most intensive level of instructional support and is the next step in the multi-tiered approach. Students complete a minimum of 30 minutes per session four to five times per week using a research-based intervention, such as one of our approved SISPs. At Tier III, teachers monitor student performance weekly, create Log entries to document student progress, and meet regularly with the Student Support Team (SST) to analyze the appropriateness of the student’s placement and level of intervention.

Connections curriculum includes gifted and talented math, language arts, and science for grades 3-8; Honors and AP courses; foreign language courses; over 30 CTE courses, and electives.

**Documentation**

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

- Intervention Face Codes and Tier Codes on the Teacher Home Page in Connexus
- Assessment Objective Performance Report
- Guide to Multitiered Instruction
- Concepts and Skills Found in Study Island® and SkillsTutor™
- Intervention Cycle
- Language Arts Tracking Sheet Template
- Math Tracking Sheet Template
- Overview of Multitiered Systems of Supports and Response to Intervention (RTI)
- Progress Monitoring for SISPs
- RTI At-A-Glance Flowchart
- RTI Implementation and Progress Monitoring Chart



- RTI Progress Monitoring Process
- RTI Protocol
- Sample Follow-up Call with a Learning Coach
- Sample Guide to Monitoring Student Progress
- Sample Learning Coach Phone Call Prior to SST
- Sample Learning Coach Phone Call After SST
- Sample Log Entries
- Sample Student WebMail Message (elementary and secondary versions)
- Supplemental Instructional Support Programs

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

ACA adheres to Connections’ core instructional model in which the approved K–12 core curriculum, electives, and supplemental instructional resources are utilized based on the guidelines and training provided by Connections to ensure fidelity to the model. During the Course Selection Process, ACA selects courses that adhere to the core model. If ACA is required to, or interested in, adopting new or supplemental curriculum, the ACA administration works with the Connections Curriculum and Instruction Team who assists by reviewing and analyzing the request and then providing a recommendation based on the core instructional model and our students’ individual learning needs.

When a new or supplemental curriculum is under review for adoption, ACA and Connections Curriculum and Instruction Team work **collaboratively to review and analyze the request** and then providing a recommendation based on the core instructional model and **students’ individual needs**.

Most importantly, as part of the Connections provided curriculum, **supplemental software is provided** that can be strategically assigned to students who are struggling as part of the Response to Intervention process (RTI). The following chart outlines various software tools available based upon what types of interventions are needed.

**Documentation**

- Provide a bulleted list of documents that serve as evidence of implementation of this process:*
- Course Selection Process
  - RTI Protocols for ACA
  - Student Support Team (SST) Guidelines and Meetings

**C. Revising Curriculum**

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

The curriculum regularly undergoes **audit and revision** by the Connections’ Curriculum Department as part of course maintenance. On-going maintenance occurs throughout a **six-year cycle based on feedback** from teachers, students, and parents. In addition to the minor edits made throughout the year, **annual revisions** are made as needed based on student performance, client feedback, **StarTrack ratings**, state and iNACOL standards updates, content relevancy and accuracy, and internal assessment analysis. Major revisions occur as needed within a course’s six-year life cycle. The curriculum is updated based on a **rigorous national analysis of student performance** on state testing results and assessments, including individual course assessments for specific units and lessons. Teacher Course Liaisons, who are experts in their curricular areas, gather feedback from teachers and make updates and revisions based on this input.



Input from students, Learning Coaches, and teachers is gathered on an ongoing basis via StarTrack ratings for lessons. On every lesson, and on the home page for each Learning Coach, is a StarTrack rating box inviting ratings on a five-star scale and text feedback. Since the StarTrack rating tool was launched, parents and students have provided more than **one million lesson** ratings. For the 2014-15 school year, 913,103 lesson ratings were submitted with an average rating of **4.21 out of five stars**. Feedback is used to inform curriculum edits, modifications, and enhancements.

**End of Course surveys** provide students with an opportunity to reflect on their experience taking the courses. The surveys provide critical feedback to improve instruction and courses, as well as how students feel about their learning.

The surveys consist of questions rated on a Likert scale and free response questions.

- **My Course:** Students comment on the course material and assessments.
- **My Teacher:** Students comment on the instructional practices of their teacher.
- **My Learning:** Students reflect on their own learning style and degree of engagement in the course.

There are surveys for grades K-2, 3-5, and 6-12. Surveys are administered via a web-based survey tool. Student responses are anonymous. Students complete questions for each course. Surveys are conducted near the middle and at the end of the year. Teachers use results to inform their teaching practices. Results at the course level are used to drive improvements in content.

Curriculum is also evaluated via the **Parent Satisfaction Surveys** which are administered by a third party evaluator. In the survey, there are several questions regarding the curriculum.

### Documentation

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

- End of Course Surveys
- StarTrack Ratings
- Course Development and Revision Model
- Parent Satisfaction Surveys

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

### Answer

*Write answer here. Suggested word count is 400 words.*

If a course needs to be revised or a new course built, Connections will use the Arizona State Standards to employ a “**backwards mapping**” approach. After an in-depth analysis of standards, the team identifies the **types of assessments necessary** to allow students to showcase their new understanding and demonstrate growth on essential skills and standards. Once evidence of mastery is determined, an **assessment map** is created to indicate the types of assessments to be used to monitor and evaluate performance on each standard. Curriculum designers then work backwards to design curriculum maps comprised of learning **objectives, lesson activities, and digital and interactive resources** that will lead students to successful **mastery of concepts**. Any gaps between course content and state standards are addressed.

Teachers can customize any lesson in their LiveLesson sessions with students. To further **differentiate instruction** to meet the needs of students, teachers may use the **lesson modification tool and/or create custom assessments**.

Instructional content and activities that align to the Arizona State Standards are integrated in units and embedded within lessons where the content and concepts are a natural fit within the scope and sequence of a course. This information is presented to teachers through the **alignment documents** that are available in the Virtual Library, as well as through the **Course Lesson Objective Report (CLOR)** available from a teacher’s Section Grade Book. The CLOR presents teachers with the objectives and associated lessons for selected courses. Training is provided to teachers on the use of the alignment documents, as well as the CLOR.



**Documentation**

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

- Course Lesson Objective Report (CLOR)
- Alignment Documents

**D. Implementing Curriculum**

**Question #1:** What ongoing process does the Charter Holder use to ensure curriculum is implemented with **fidelity**? How have these expectations been communicated to instructional staff?

**Answer**

*Write answer here. Suggested word count is 400 words.*

Teachers engage in training at the beginning of the school year and throughout the school year. This training prepares teachers to understand the curricular design of our program as well as instructional techniques critical to the delivery of quality instruction. This training is preplanned at the beginning of the school year with general **online and in-person training** to provide new information and reinforce routines. As the school year progresses, each teacher receives **formal and informal observations** of their LiveLesson sessions and phone calls. These observations are both announced and unannounced. Teachers receive **feedback on their delivery of instruction** as well as their use of the instructional time. In addition, teacher feedback and grading practices are **reviewed electronically and discussed one-to-one** with their supervisor every other week. These meetings, in conjunction with grade band department meetings, allow opportunities for tailored professional learning throughout the school year based on the observed needs. In addition, teachers map out their **curriculum-based assessment (CBA)** questions at the onset of each semester so their teams can review the **alignment to the standards** and the flow of the curriculum. Teachers also map out their **LiveLesson session topics** to get a sense of what they can address, to fill the standard gaps, during the course of each semester.

Administrators conduct their **reviews of data on a weekly and monthly basis**, compiling information to share with their teachers in their **one-to-one meetings** that **occur every other week**. If there are issues with the fidelity of program implementation, the administrators work closely with individuals to assist them with modifying their practices.

Instructional Coaches observe teacher instruction throughout the school year and supporting the use of program tools and of facilitating lessons that enhance student learning. Instructional Coaches are able to see where their peers need assistance with implementing our program and provide helpful side-by-side support.

**Documentation**

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

- Observation Logs
- Review of Skipped or Modified Lessons
- Instructional Coaching Logs
- Training Maps (outline)
- Instructional Coach Schedule
- Assistant Principal Observation Schedule
- Assistant Principal One-to-One Schedule
- Curriculum-Based Assessment (CBA) Maps
- LiveLesson Session Maps
- Professional Development Plan
- Teacher Orientation Course
- School Year Cycle Tasks



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

**Answer**

*Write answer here. Suggested word count is 400 words.*

We introduce each year, via online training, the curricular tools available to teachers. To support the use of these tools, the **Teacher Trainers** work with all staff. Teacher Trainers spend extra time meeting each week specifically with new teachers. In addition, the **Instructional Coaches support teachers in using curricular tools**. We advise teachers to master using the basic tools. Then, over time, to add to their skill set the additional tools that enhance engagement for both students and teachers.

New teachers receive **one hour per week of group training**. Additional training is available as requested or as needed based on observation. Administrators may determine after observing a new teacher that more support is needed. The Teacher Trainer or Assistant Principal will provide the training depending on the need.

For returning teachers, we provide several online trainings. The online trainings introduce new advancements with the provided tools and reinforce how to use standard tools. The Instructional Coaches are experts with the tools available within our program. They highlight the use of tools, for the whole staff, during department and faculty meetings **throughout the school year**. At each monthly faculty meeting, Instructional Coaches demonstrate the use of various tools. Instructional Coaches select the tools to demonstrate based on their observations of teachers throughout the month.

The Instructional Coaches inform the school leader of trends in the school and their ideas for **increasing the use of specific tools** to potentially **increase student academic progress, engagement and excitement** about learning. In addition, teachers may request Instructional Coaches to address topics they wish to learn more about.

**Documentation**

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

- Department Meetings
- Email Communications
- Trainings
- Instructional Coach Trainings and Notes
- The Scoop
- Professional Development sessions
- Trainings and Recordings in the Virtual Library

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

Teachers map out the **power standards aligned to the curriculum** allowing them to identify the **gaps** between the Arizona Career and College Readiness (ACCR) standards and the curriculum. Teachers work with their PLC teams and their Assistant Principal **to identify students who are not on track to master course content**. Teachers collect **at least three other data points** about student learning for the students who are not demonstrating mastery. These data points show a common thread of challenges and guide the teacher closer to identifying the skill sets that require intervention. Teachers are trained in the **RTI process** for providing instructional interventions throughout the school year to include progress monitoring and scaffolding.

Administrators review the progress students and teachers are making through their interventions. This review is both **data- and observation-driven**. Data metrics are reviewed twice a week (formally) and more frequently when warranted. The intervention data is compared to the grade distribution and overall student levels of mastery for each course. Administrators speak with their teachers individually (biweekly) about specific students and why each student is or is not a candidate for intervention. These conversations guide next steps and are intended to lessen the likelihood that students are overlooked in the analysis of mastery data.



**Intervention Indicators** display in Connexus on the Teacher Home Page to facilitate identification of students who may be in need of additional **differentiated instruction or intervention in math, reading, or both**. These indicators are data-driven codes and are the first step of multi-tiered instruction. Intervention Indicators are updated during each school year based on formative assessment.

The **AOPR displays** the essential skills and standards for a course, as well as where in the language arts and math curricula each of these is assessed. The **AOPR provides real-time student performance** on each of the essential skills and standards based upon **individual assessment items** which measure standards-based objectives that students should master by the end of that grade level. Teachers run this report as frequently to see how students are progressing with regard to each of the skills and standards for that subject and grade. This method accomplishes the following:

- Enhances the multi-tiered instruction model
- Identifies essential skills and standards by subject/grade level
- Identifies how and where these essential skills and standards are assessed within the program
- Provides RtI model
- Provides access to and analysis of real-time data to determine mastery/proficiency
- Incorporates data-driven decisions throughout instruction
- Maximizes use of the instructional support programs, resources, and data
- Identifies the need for tiered interventions for non-mastered/proficient skills and standards
- Identifies students' response to the implemented interventions

### Documentation

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

- Assessment Objective Performance Report (AOPR)
- Power Standards
- Course Lesson Objective Report (CLOR)
- Intervention Progress Monitoring Tracking Tools
- Personalized Learning Plan (PLP) Data View
- Training and Recordings available through the Virtual Library and in the Professional Learning Catalog

## E. Alignment of Curriculum

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

### Answer

*Write answer here. Suggested word count is 400 words.*

There is a **multi-level effort** to ensure alignment to current and future standards. All ACA courses are aligned to the Arizona State Standards, inclusive of the Arizona College and Career Ready Standards (ACCRS). Teachers **map out the power standards** aligned to the curriculum allowing them to identify the gaps between the Arizona Career and College Readiness (ACCR) standards and the curriculum. Connections has extensive experience aligning courses to state-specific standards. In order to map each course to the Arizona State Standards, Connections conducted an in-depth analysis of the state standards and existing alignments.

The Connections Curriculum Department follows the same methodology for aligning each of its courses. Connections develops a course list which is inclusive of core courses, and courses students are required to complete for graduation. This list forms the basis of the alignment projects. Once the course list is created, Connections matches each course to the Arizona State Standards, or the Common Core State Standards, to create a template for the alignment.

Once the template for each course is created a team of **alignment specialists** examines the course and lesson objectives, materials, assessments, and instructional content of each lesson to determine where and to what degree the Arizona or national standard is covered. **All resources**, including videos, itexts, and other resources embedded in the courses are reviewed. Once this process is complete, the **completed templates are reviewed for accuracy and depth** of each alignment. Once verified by a curriculum expert, the alignments are stored in the Virtual Library and shared with teachers.



**Documentation**

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

- Connections Alignment Process
- Connections Curriculum Alignment to Arizona State Standards

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

A Connections alignment specialist monitors changes and updates to state standards. Each course is then mapped to the Arizona State Standards, and an in-depth analysis is conducted.

If there are any gaps in the alignment, the Curriculum Development team will **examine each gap**, and determine the appropriate next steps: current courses will be updated with units, lessons, activities, and/or assessments to meet the standards; a new course will be built to meet the standards; and/or resources will be shared with teachers to enhance the existing courses to strengthen the alignment.

If Arizona revises its standards, Connections will first determine the **timeline of when the standard updates** will take place. The Connections alignment specialist reviews draft documents and completes **initial crosswalks** of how the previous standards match with the new ones. Once the standards are finalized by Arizona, Connections creates **new alignment templates** that reflect the updated standards, and then a specialist realigns the course to the new standards, using the same resources and processes as stated.

Connections evaluates its **compilation of supplemental curriculum providers** and ensures all curriculum is aligned to the Arizona State Standards. A team of alignment specialists, who are trained in analyzing course content (lessons, resources, and assessments) and indicating where the standard is met, **review all course content for its alignment to standards**. If a standard is not sufficiently met, courses, lessons or teacher resources are developed to strengthen the alignment.

**Documentation**

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

- Connections Alignment Process
- Connections Curriculum Alignment to Arizona State Standards

**F. Adapted to Meet the Needs of Subgroups**

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

**Subgroup Curriculum Table**

Subgroup	Exempt	How does the Charter Holder assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	List documents that serve as evidence of implementation of this process
Traditional Schools: Students with proficiency in the bottom 25%	<input type="checkbox"/>	Once teachers identify students in the bottom 25%, they collect two points of data that identify, more specifically, what the most basic area of need is for each of these students. The teachers use <b>specific supplemental tools</b> during their intervention groups to target skills and growth. The <b>Student Support Team (SST)</b> , including	<ul style="list-style-type: none"> <li>• Intervention Tracking Tools</li> <li>• Progress Monitoring Tools</li> <li>• Teacher Logs</li> <li>• SISP Reports</li> <li>• Formative Assessments</li> <li>• Course Grades</li> </ul>



Subgroup	Exempt	How does the Charter Holder assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	List documents that serve as evidence of implementation of this process
Alternative schools: Non-proficient students		school administrators, reviews the students’ progress during meetings with the teachers. The SST inquires as to <b>what is and is not working for students</b> and why. This assists the teachers in determining a <b>plan of action</b> . Students should rotate out of an intervention after a six-week period if the intervention has been successful. If the student has not shown success after a three-week period, teachers reexamine their methodology for addressing the needs of the student and <b>adjust the intervention</b> as appropriate.	<ul style="list-style-type: none"> <li>• CBAs</li> <li>• ACA Data Evidence</li> </ul>
ELL students	<input type="checkbox"/>	Students in this subgroup are assessed individually. The English Language Learner (ELL) Committee reviews each student’s ability to engage in the program and the <b>modifications or adjustments required to support their ability level and grade level requirements</b> . Students in this category participate in additional support with their assigned ELL teacher. During this time, they work on the goals within their Individual Language Learning Plan (ILLP) and on developing strategies for accessing the online curriculum. Student progress is monitored and tracked through the ILLP process and by the ELL Coordinator and the Arizona Department of Education (ADE).	<ul style="list-style-type: none"> <li>• Individual Language Learning Plan (ILLP)</li> <li>• Arizona English Language Learner Assessment (AZELLA) Data</li> <li>• ELL Coordinator Notes</li> <li>• ELL Case Manager Notes</li> </ul>
Students eligible for FRL	<input type="checkbox"/>	Students in this subgroup are reviewed in much the same way as the general student population. Student mastery is reviewed. If it appears a student is showing a <b>decline or a gap in skills</b> , the student’s teachers collect three other points of data that identify, more specifically, what the most <b>basic area of need</b> is for this student. The teachers use <b>specific supplemental tools</b> during their intervention groups to target skills and growth. Administrators review student progress during their meetings with the teachers. Administrators inquire about what is and is not working for students and why. This assists the teachers in determining a plan of action. Students should rotate out of an intervention after a six-week period if the intervention has been successful. If a student has not shown success after a three-week period, <b>teachers reexamine their methodology</b> for addressing the needs of the student.	<ul style="list-style-type: none"> <li>• PLC Notes</li> <li>• Progress Monitoring Tools</li> <li>• Intervention Plans</li> <li>• ACA Data Evidence</li> </ul>
Students with disabilities	<input type="checkbox"/>	Students in this subgroup are supported primarily via direct specially <b>designed instruction delivered via inclusion, small group, or individual LiveLesson® sessions</b> . The <b>Manager of Special Education</b> reviews all students’ goals to ensure they are aligned to the grade level academics as well as to the specific instructional level and type of disability outlined in the students’ IEPs. The Manager observes teachers to ensure they are	<ul style="list-style-type: none"> <li>• Tracking Tools</li> <li>• One-to-One Notes</li> <li>• Log Entries on Student Performance</li> <li>• ACA Data Evidence</li> </ul>



Subgroup	Exempt	How does the Charter Holder assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	List documents that serve as evidence of implementation of this process
		utilizing the tools available to best support a student’s progress with the student’s goals. Student progress <b>monitoring is tracked</b> to determine whether or not progress is occurring in a timely manner or if the methodology or tools should change. The Case Managers review their data on a biweekly basis with their Supervisors and discuss what their tracking tools indicate about student learning.	

**AREA III: ASSESSMENT**

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

**A. Developing the Assessment System**

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

**Assessment System Table**

Assessment Tool	What grades use this assessment tool?	How is it used? (formative, summative, benchmark, etc.)	What <u>performance measures</u> are assessed?	What assessment data is generated?	When/how often is it administered?
DIBELS® NEXT	K-1	Formative (pre- and mid-test) , benchmark, and summative	Phonemic awareness, alphabetic principle and phonics, accurate and fluent reading, vocabulary, and comprehension	Total points for First Sound Fluency, Total correct for Letter Naming Fluency and Response Patterns	Fall, winter, spring
Longitudinal Evaluation of Academic Progress® (LEAP)	K-8	Formative (pre- and mid-test)and Summative (post-test)	Progressive/Cumulative standard mastery depending on pre-, mid-, or post-test	Overall achievement bands, specific standard scores	Pre-test – August Mid-test – January Post-test - May
Scantron® Performance Series™ (SPS)	9-12	Formative (pre- and mid-test) and Summative (post-test)	Progressive/Cumulative standard mastery depending on pre-, mid-, or post-test	Overall achievement bands, specific standard scores	Pre-test – August Mid-test – January Post-test - May
Unit Tests	K-12	Summative	Overall Standard Mastery	Grade and break down by objective mastery	At the end of each unit of study
Portfolios	K-12	Formative	Power Standards	Written work	2-4 times per course, per



Assessment Tool	What grades use this assessment tool?	How is it used? (formative, summative, benchmark, etc.)	What <u>performance measures</u> are assessed?	What assessment data is generated?	When/how often is it administered?
				that typically expands on concept development and provides a sample of student work - teachers can determine levels of personal mastery	semester depending on grade level and course
Curriculum-Based Assessments	K-12	Formative	Discrete Standards	Log notes including a plan for follow up if mastery is not achieved	Monthly with a minimum of 4 occurring per student per semester

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

During the Analysis phase of the ADDIE curriculum development process, the Connections Assessment Design team works with Curriculum Development and other key stakeholders to define the **pedagogy and efficacy plan** for a course. A thorough analysis of students' **existing knowledge and skills** is conducted to identify any learning constraints and characteristics. During the Development phase, **assessment maps** are created by the Assessment Design team to focus on key concepts and determine the type of assessments that could be utilized. The Curriculum Development team works "backward" to create units, lessons, and activities in order to provide students the instruction and support that they need in order to demonstrate understanding of the standards on the assessments. The team establishes the **assessment criteria** including the types of assessments and questions allowable within a course and the resources available for assessment writing. These resources may be **assessment banks, as well as project based assessments and portfolios** developed by the assessment writers. The team creates a scope and sequence to ensure correlation between instruction and assessment. To evaluate the effectiveness of any assessment, during the evaluation phase of ADDIE, the Assessment Design and Curriculum Support teams generate reports on assessment data to evaluate student's performance on assessment. Team members use the **Assessment Question Analysis Report (AQAR)** and the **Assessment Response Export (ARE)** to perform **item analyses**. Reports are used to calculate the p-value, which is the ratio of average points scored to points possible on a question. Team members use p-values below .4 or above .9 as indicators of potential issues (though they can use their discretion on questions performing between those values, based on content).

The ARE also shows student response patterns. Team members look for answer choices that are selected too frequently or too infrequently to guide revisions. These reports can be generated in Connexus as needed to investigate any assessment concern brought by teachers, administrators, or other stakeholders. They can also be used to evaluate student performance for planning revisions and future builds. As part of the ongoing curriculum revision process, the Curriculum team runs assessment quality reports on course assessments. These reports provide assessment specialists with data that identifies patterns in student performance. The team uses this data to guide revisions to instruction and/or assessments.

**Documentation**



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

- Model Scope and Sequence
- Assessment Map
- Assessment Question Analysis Report (AQAR)
- Assessment Response Export (ARE)

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

**Answer**

Write answer here. Suggested word count is 400 words.

During course development, we identify standards and create an assessment map. The team establishes the **assessment criteria including the types of assessments and questions** allowable within a course and the resources available for assessment writing. The team creates a **scope and sequence** to ensure correlation between instruction and assessment. The team uses information from the Analysis phase of ADDIE to inform the **location and frequency of each type of assessment used**.

During lesson development, each lesson objective is measured by one or more assessment questions. A Bloom's level is also identified to ensure cognitive rigor. **Content Editors, Assessment Design Specialists, Editorial, and Quality Assurance** teams review the assessments to ensure the content adheres to each team's standards.

In language arts and math, teachers can view student performance in the AOPR to see how students are progressing in each standard. **The AOPR report provides real-time student performance data on essential skills and standards** based upon individual math, language arts, and science assessment items and displays students' performance against the objectives allowing teachers to identify and react to individual student needs.

Teachers have the ability to create custom assessments in any course. A custom assessment can be for enrichment, an extension activity, or extra credit to students in a particular section. Teachers create assessments by accessing the Custom Assessment Creator. Teachers also add activities in a discussion, the online message boards, or via WebMail.

These may be a **Quick Check, quiz, portfolio, or test**. Additionally, teachers conduct Curriculum Based Assessments (CBAs). Students are required to participate in a minimum of eight CBAs per school year but teachers often administer many more. Teachers conduct two types of CBAs: verified curriculum-based assessment (VCBA) and diagnostic curriculum-based assessment (DCBA). **VCBAs are informal phone conversations or individual LiveLesson sessions** with the student in which the teacher asks a variety of questions about recently completed assignments to verify that the student has indeed done the work independently and that the student has grasped the key components of the lesson(s). **DCBAs are used to identify specific skill or concept issues students are having, develop strategies for remediation, and determine what future instructional support** is necessary to help underperforming students achieve success. These contacts occur during the regularly scheduled biweekly or semester phone calls and are targeted toward students who receive a C or lower on an assessment or have an overall GPA of less than B.

**Documentation**

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

- Assessment Scope and Sequence
- Assessment and Content Editing Checklists
- Sample CBAs
- Example of a customized assessment
- Discussion Board prompt example



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

**Answer**

*Write answer here. Suggested word count is 400 words.*  
 During the analysis phase of ADDIE, the Curriculum Development and Assessment Design teams create a purposefully **structured and logically sequenced framework** for the course. This framework is called the scope and sequence. Using a standards-based model, the team first reviews the grade or grade band’s national and state standards. After the standards are reviewed, the team defines a scope and sequence. A scope and sequence briefly outlines the standards, a suggested order for teaching content and skills, and a recommended number of lessons for each unit. The Scope and Sequence Template is individualized for each course, to ensure alignment of instruction and assessment across skills.

Teachers review assessment data as a regular part of their daily routine. Teachers implement **power standards to guide their efforts in identifying standard gaps**. This practice has been a pivotal part of reviewing unit tests and aligning CBA questions. Teachers review student progress on the benchmark assessments and student membership in various subgroups. During this review, teachers note which students, in which subject areas, need additional assistance to achieve mastery. Power standards, which have an enduring impact on the progressive nature of specific standards, guide this process. In addition, teachers identify what a student must know to move forward in a course in order to be successful in the next course in the sequence. The instructional methodology depends on teachers monitoring data sets that indicate if a student is or is not learning. These data sets guide teachers towards identifying a student’s specific skill set that needs remediation. The tools within Connexus (Connections’ proprietary educational management system), such as the AOPR for students in grades K-8, are helpful in **showing alignment between assessments and the adopted curriculum**. With some work on the part of the administrative team, teachers use that data to determine the difference between a whole group reiteration and a small group remediation.

**Documentation**

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

- Course Scope and Sequence
- AOPR example
- Department Meeting Recordings
- Communications
- Professional Learning Community (PLC) Notes
- 1:1 Logs
- Observation Logs
- Alignment Spreadsheets for Arizona
- Course Lesson Objective Report

**B. Adapted to Meet the Needs of Subgroups**

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



**Subgroup Assessment Table**

Subgroup	Exempt	How does the assessment system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	List documents that serve as evidence of implementation of this process.
Students with proficiency in the bottom 25%/non-proficient students	<input type="checkbox"/>	The benchmark system assesses all students at the grade level they are assigned. The formative assessments can be adjusted to provide students with more flexibility to use their notes, to provide responses verbally, and to turn the assessment into a learning opportunity.	<ul style="list-style-type: none"> <li>• CBA Schedule</li> <li>• Logs</li> <li>• Grade Book</li> <li>• Feedback (Grade Book)</li> <li>• ACA Data Evidence</li> </ul>
ELL students	<input type="checkbox"/>	The benchmark system assesses all students at the grade level they are assigned. The formative assessments can be adjusted to provide students with more flexibility to use their notes, to provide responses verbally, and to turn the assessment into a learning opportunity.	<ul style="list-style-type: none"> <li>• CBA Schedule</li> <li>• Logs</li> <li>• Grade Book</li> <li>• Feedback (Grade Book)</li> </ul>
Students eligible for FRL	<input type="checkbox"/>	The benchmark system assesses all students at the grade level they are assigned. The formative assessments can be adjusted to provide students with more flexibility to use their notes, to provide responses verbally, and to turn the assessment into a learning opportunity.	<ul style="list-style-type: none"> <li>• CBA Schedule</li> <li>• Logs</li> <li>• Grade Book</li> <li>• Feedback (Grade Book)</li> <li>• ACA Data Evidence</li> </ul>
Students with disabilities	<input type="checkbox"/>	The benchmark system assesses all students at the grade level they are assigned. The formative assessments can be adjusted to provide students with more flexibility to use their notes, to provide responses verbally, and to turn the assessment into a learning opportunity.	<ul style="list-style-type: none"> <li>• CBA schedule</li> <li>• Logs</li> <li>• Grade Book</li> <li>• Feedback (Grade Book)</li> <li>• ACA Data Evidence</li> </ul>

**C. Analyzing Assessment Data**

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

Administrators and teachers review **benchmark assessment data** at the closing of each testing window. The data is compiled off site into general categories and onsite into specific categories. Administrators provide teachers with preliminary data showing performance levels on the benchmark assessment. The data highlights students’ most basic level of challenge academically. We also use this **preliminary data** to celebrate academic growth for students who are doing well with the curriculum and the students’ ability to demonstrate learning.

The administrative team reviews **formative assessment data** as a whole and then with individual teachers. Assistant Principals meet with teachers every other week to talk about student learning. During these conversations, they review formative assessment data, including student performance on portfolios and assessments and how students are doing overall with CBA contacts.

**Documentation**

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

- One-to-One Schedule
- CBA Data Schedule



- ACA Data Evidence

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

As stated previously in response to Section II.C. Revising Curriculum Question #1, the curriculum regularly undergoes specific audit and revision by the Connections’ Curriculum Department. The curriculum is updated based a rigorous national analysis of student performance on state testing results and school-based assessments, including individual course assessments for specific units and lessons. **Teacher Course Liaisons**, who are experts in their curricular areas, gather feedback from teachers across all schools supported by Connections and work with the Curriculum Department to make updates and revisions based on this input. On-going maintenance occurs throughout a **six-year cycle** based on feedback from teachers, students, and parents. In addition to the small edits made throughout the year, **annual revisions** are made as needed based on student performance, client feedback, StarTrack ratings, state and iNACOL standards updates, content relevancy and accuracy, and internal assessment analysis. Major revisions only occur as needed within a course’s six-year life cycle. The **Assessment Design and Curriculum Support teams** generate reports on assessment data to evaluate assessment performance. Team members use the **Assessment Question Analysis Report (AQAR)** and the **Assessment Response Export (ARE)** to perform item analyses. Reports are used to calculate the *p*-value, which is the ratio of average points scored to points possible on a question.

The ARE can also be used to show **student response patterns**. Team members look for answer choices that are selected too frequently or too infrequently to guide revisions. These reports can be generated in Connexus as needed to investigate any assessment concern brought by teachers, administrators, or other stakeholders. They can also be used to evaluate student performance for planning revisions and future builds. As part of the ongoing curriculum revision process, the Curriculum team runs assessment quality reports on course assessments. These reports provide assessment specialists with data that identifies patterns in student performance.

**Documentation**

- Provide a bulleted list of documents that serve as evidence of implementation of this process:*
- Curriculum Revision Six-Year Process Graphic
  - Assessment Question Analysis Report
  - Star Track Rating Report

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

Data is used throughout the year to implement, for all students, **a RTI model**. Students who are struggling with the curriculum are identified by teachers and assigned **Tier I** (differentiation within the core curriculum) or Tier II (more intensive instruction with frequent progress monitoring) interventions). **Tiers II and III** decisions are made in the cooperation with the Student Assistance Team (SAT). The SAT is part of the process and is facilitated by Connexus which provides teachers with data to help identify students’ intervention needs. A teacher’s Home Page shows, for each student, an icon indicating if **interventions have been identified and provided**. The teacher also uses his or her judgment to override these indicators and log the decision and rationale within Connexus. Data is collected to demonstrate that these student-level decisions are effective for each student.

Teachers use the **benchmark assessment data** to identify students who may need more support. Once a teacher determines that a student has an **academic deficit**, the teacher collects other information to determine which **intervention tier group** the student should be placed. Once placed, he or she receives more focused support in the area of greatest need. Teachers monitor



the student's progress based on specific goals. Teachers and students set the **goals** based on the **academic challenges** experienced by the student.

Students who are working below grade level based on mandated assessment results also benefit from **intervention programs focusing on building proficiency**. Parents are notified if their students qualify for these programs, and their cooperation is secured for a series of intensive LiveLesson sessions with the student and his or her teacher focusing on areas needing improvement. The student continues in the regular curriculum while receiving intervention, but the **LiveLesson sessions** allow for **focused remediation on topics** likely to be problematic on the next mandated assessment.

Teachers also implement the **SSTAIR Instruction Model, a systematic approach to instruction**, ensuring that all students receive the necessary level of support via technology throughout the online learning process. Beginning with identified essential skills and standards based on the Arizona State Standards, teachers easily see what students should know and be able to do by the end of a specific grade in each of the core area subjects.

### Documentation

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

- PLP Data View
- Guide to Implementing Multitiered Instruction
- SSTAIR Process Teacher Log notes
- RTI Process Guidelines
- Teacher Observation notes
- Instructional Coach notes
- Assessment Objective Performance Report (AOPR)
- Power Standards
- Course Lesson Objective Report (CLOR)
- Intervention Progress Monitoring Tracking Tools
- Intervention Face Codes and Tier Codes on the Teacher Home Page in Connexus
- Concepts and Skills Found in Study Island® and SkillsTutor™
- Intervention Cycle
- LA Tracking Sheet Template
- Math Tracking Sheet Template
- Overview of Multitiered Systems of Supports and RTI
- Progress Monitoring for SISPs
- RTI at-a-Glance Flowchart
- RTI Implementation and Progress Monitoring Chart
- RTI Progress Monitoring Process
- RTI Protocol
- Supplemental Instructional Support Programs
- Various training and recordings available through the Virtual Library and in the Professional Learning Catalog



**AREA IV: MONITORING INSTRUCTION**

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

**A. Monitoring Instruction**

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

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

Supervisors observe teachers during both formative and summative reviews. During the observations, supervisors monitor the teachers’ instruction to ensure it is **aligned with ACCRS**, that the program and curriculum are being **implemented with fidelity**, that instruction is effective throughout the school year, and that instruction **addresses identified needs of students** in the subgroups.

During formative observations, supervisors look for teachers to **implement objectives (aligned to the ACCRS), set expectations (behavioral/engagement), and use tools to engage students** in the learning. As administrators observe, they take notes on the strategies teachers use for engaging students. Administrators note the types of questions teachers ask and the types of responses student provide. The **formative observations** last about 15 minutes each and are followed up with written and verbal feedback. Administrators provide teachers with an opportunity to request feedback in areas of interest for their professional growth. LiveLesson sessions are not mandatory for students, with the exception of those students assigned to interventions or service hours. Typically, **the interventions and service hours are designed to support students** in the specific four subgroups. During observations, administrators review where the students should be in the curriculum and the particular topic being addressed by the teacher. Formal observations occur once each semester and last the entire length of the lesson. Teachers may preplan for their **formal observation**. Teachers provide a **written reflection** at the end of the lesson. The written reflection is included in the formal lesson evaluation. Teachers receive both **written and verbal feedback** after the formal lesson evaluation. When observing a teacher, administrators note which students participating in the lesson are members of a subgroup. Teachers also note which students in attendance are in the different subgroups and whether those students are active participants in the lesson.

Teachers **collaborate with instructional coaches**, throughout the school year. These collaborations focus on helping teachers reflect on how their **data analysis and planning** can impact the engagement and learning that takes place during their instruction. The instructional coaches **conduct observations on a regular schedule** and guide teachers using **cognitive coaching methods**. Teachers can self-select their engagement with the instructional coaches and the **administrators can also refer teachers to have additional support** provided by the instructional coaches. This support is **feedback and action driven**, focused on student learning.

**Documentation**

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

- Assessment Objective Performance Report
- Course Lesson Objective Report
- PLP Data View
- Teacher Log notes
- RTI Process Guidelines
- Teacher Observation notes
- Instructional Coach notes
- Curriculum Based Assessment (CBA) Map
- Announced and unannounced observations
- Review of student Log entries
- Student course grades
- School Year Cycle Radar Report



- School Year Cycle Status Report
- School Year Cycle Tasks
- Participation in professional learning and training sessions

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

Given our program design, students have **self-directed learning time** as well as instructional time provided by the teacher. The **synchronous and asynchronous opportunities for learning** require that we monitor not only the synchronous instruction but also the asynchronous engage of students with the curriculum. Administrators monitor overall student progress through lessons as well as **overall levels of mastery** through metrics within Connexus. We review the **overall lesson completion** based on the time in the semester and then we look at the **overall grade distribution**. This can be broken down to the teacher and individual student level. This information prompts **conversations with teachers** about students who are not making progress and whether **behavioral or academic issues** are preventing student learning. The administrators develop a plan for both behavioral and academic concerns and guide the teachers through the appropriate intervention plan accordingly. Teachers report to their administrator every other week to determine if these efforts are showing progress or if the plan needs to be adjusted or additional support provided. This **information is tracked** by the administrator and teacher. Plans are put in place, both formal and informal, to support student learning.

**Documentation**

- Provide a bulleted list of documents that serve as evidence of implementation of this process:*
- Assessment Objective Performance Report
  - Course Lesson Objective Report
  - PLP Data View
  - Teacher Log notes
  - RTI Process Guidelines
  - Teacher Observation notes
  - Instructional Coach notes
  - Curriculum Based Assessment (CBA) Map
  - Escalation metrics
  - School Year Cycle Radar Report
  - CBAs
  - Course Grades
  - LiveLesson session attendance and participation
  - Formative assessments (pre-, mid-, and post-test)

**B. Evaluating Instructional Practices**

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

ACA works with Connections to implement **effective performance evaluation practices** built on the national experience of Connections in the area of online education. Connections uses a Performance Evaluation System to create a collaborative school culture focused on student success. Employees are evaluated based on **competencies along with state metrics** on student performance as required by law and may vary by type of teaching position. Competencies are reviewed with employees upon hire, and are available to employees for viewing and comment throughout the school year on the Human Resources Information System’s Performance Management module.



Employees receive a **formal mid-year review** in December or January and a formal end-of-year review in May. Employees also receive **periodic feedback both formally and informally** from their manager throughout the school year.

Both include a **teacher self-assessment** followed by a **supervisor’s reflection in the performance management module**. The review is completed with a conference. The teacher self-assessment and the supervisor reflection **include references to data** that demonstrate the **teacher’s overall implementation of instructional practices and efforts** to support the learning of all students. Teacher instructional practices are **formally observed twice a year** and the **observation tool is reviewed as a part of the mid-year and end-of-year evaluation process**, in conjunction with the competencies which cover the wide spectrum of teacher responsibilities. This evaluation also includes **student progress, student and parent survey information, and an overall rating in relation to the ratings** within each subcategory. The evaluation focuses on **collaboration, engagement in professional learning, attention to individual students, communication and feedback to students and families**, as well as the timely implementation of the RTI process for students in need of interventions.

In addition, teachers meet with their supervisor twice a month. The content of those meetings is formative in nature and informs the overall evaluation as it encompasses the events of each semester.

Competencies for teachers are evaluated in the **context of the school’s goals**, which evaluate **student growth and achievement metrics**, and **observations of an employee’s proficiency** within each competency are evaluated using various methods, including parent and student feedback, observations of lessons and interactions, and review of relevant documentation and data. The outcome of an individual teacher’s evaluation will affect **future employment, promotion, and disciplinary decisions**.

The competencies are aligned with student achievement metrics and may include any of the following:

- Parent feedback,
- Supervisor observations,
- Statewide assessment results,
- School assessment results, and/or
- Student participation/completion.

**Documentation**

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

- Evaluation Calendar
- Evaluation Tool
- Student Satisfaction Survey
- Parent Satisfaction Survey
- AOPR and CLOR
- Formative assessments (pre-, mid-, and post-tests)
- Announced and unannounced observations
- Log entries

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

There are two key processes in place to identify **quality instruction** for the purpose of sharing quality examples. 1) Instructional Coaches observe all classrooms for all staff. They observe for student engagement and fidelity of program delivery. They are able to see strengths in the staff and capture ideas for how to engage students creatively using available tools within Connexus. 2) Our administrative team meets monthly to jointly review LiveLesson session recordings. This provides us the opportunity to establish **inter-rater reliability and the opportunity to jointly view lessons** that incorporate all of the components of a high quality lesson. All teachers, including general and special education teachers, are observed at least twice per year.

We identify teachers with specific strong skills and ask them, if they are comfortable; to share live or via recording with other **teachers their best practices** to ensure instructional strategies occur in lessons. Instructional Coaches replicate effective



practices during department meetings and faculty meetings so everyone has the opportunity to learn new techniques.

Both of these processes also highlight any instructional practices that need improvement and allow us to put in place strategies that support teacher growth. These strategies may include **conferring with a teacher**, providing the teacher time with the Instructional Coaches, **sending direct messages to the teacher**, and providing the **teacher opportunities to observe** his/her peers. The strategy selected depends on the issue observed and the teacher's goals and objectives.

### Documentation

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

- Teacher Feedback to Students (Gradebook)
- Observation Notes
- Professional Development Artifacts (ePortfolio)
- Parent Satisfaction Survey
- Instructional Coach Log
- Inter-rater Reliability Notes
- Professional Development pre- and post-session activities
- Professional Learning reflections in the Teacher ePortfolio Data View
- Participation in the Teacher Course Liaison collaborative discussions
- Shared Content in SharePoint®

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

### Answer

*Write answer here. Suggested word count is 400 words.*

The evaluation process encompasses all areas of a teacher's role and aims to identify each **teacher's strengths, weaknesses, and needs**. We train teachers and provide guidance to establish the intent of an evaluation. The intent of an evaluation is to **collaborate with a teacher on areas in which the teacher is excelling** (positive action to promote student growth and learning) and on areas where the teacher needs to focus to become more effective.

In addition, during the evaluation process if a teacher is unable to see his or her own needs clearly, our administrators provide suggestions for growth. These suggestions should not come as a surprise as teachers and administrators meet and talk about instruction and their job functions on a regular basis. Administrators ask the **teachers to share areas** in which they would like to grow, administrators point out **teacher strengths**. **Reflections** from both the teacher and the administrator help to identify areas for professional growth. The **school leader reviews all evaluations**. The school leader ensures each administrator is prepared for the evaluation conference and is able highlight for each teacher both strengths and challenges with a plan for growth.

The ultimate measure of a teacher's success is **student performance**. School leaders and teachers engage in **ongoing review and revisions of policies, processes, and systems, with improvements based on student data analyzed and lessons learned**. This is facilitated by teacher evaluations focused on **improving student outcomes**, including weekly school-based data reviews and **SMART goal-focused teacher Professional Learning Community (PLC)** meetings focused on key processes from Welcome Calls to regular Curriculum-Based Assessments. Monthly School Data, training sessions, and PLCs are used to process data, review student outcomes, and share and discuss best practices. Periodic after-action reviews focus on outcomes and lessons learned from major improvement initiatives, such as beginning of the school year on-boarding of new families and the winter school leadership intervention identification and assignment campaigns. At quarterly and annual meetings school leadership are provided opportunities to reflect on **Quarterly Metrics, School Focus Goals, and School Improvement Plans** – reviewing results, efforts related to those results, and ways to improve those continuous improvement processes and tools themselves. Assessment data is the main focus of this work, however numerous other data types from multiple data sources are also used.



**Documentation**

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

- Teacher Self Reflection
- Teacher Observation Notes
- Mid-Year Performance Evaluation Document
- End of Year Performance Evaluation Document
- Administrator Tracking Tools (Log notes, Issue Aware entries, PLC notes)
- An example of a completed review

**C. Adapted to Meet the Needs of Subgroups**

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

**Subgroup Monitoring Instruction Table**

Subgroup	Exempt	What is the Charter Holder’s ongoing process to evaluate supplemental instruction targeted to address the needs of students in the following subgroups?	List documents that serve as evidence of implementation of this process.
Traditional Schools: Students with proficiency in the bottom 25% Alternative schools: Non-proficient students	<input type="checkbox"/>	Administrators monitor instruction provided by our teachers to the students in the bottom 25%. Administrators and the SST help their teachers identify these students and decipher how these students learn best. The SST and administrators monitor the teachers’ use of intervention groups and research-based practices to help fill the learning gaps. In addition, administrators review how the teachers are monitoring progress for students who are in interventions.	<ul style="list-style-type: none"> <li>• Communications sent from administrators about how to monitor</li> <li>• Tracking tools</li> <li>• Administrative tracking tools</li> <li>• Intervention Plans</li> <li>• PLC IAs</li> <li>• PLP DV</li> <li>• Guide to Multitiered Instruction at Connections Education</li> <li>• Intervention Face Codes and Tier Codes</li> <li>• AOPR</li> <li>• Student Log entries</li> <li>• Course Grades</li> <li>• SST Meeting notes</li> <li>• SISP reports</li> <li>• School Year Cycle Radar Reports</li> </ul>
ELL Students	<input type="checkbox"/>	Administrators monitor instruction for students identified as ELL. Administrators help their teachers identify these students and decipher how these students learn best. Administrators talk with teachers about the ILLP and the success of instructional strategies. In addition, administrators review how the teachers are monitoring progress for students who are in interventions.	<ul style="list-style-type: none"> <li>• ELL Team IA</li> <li>• Individual Student IAs</li> <li>• ILLPs</li> <li>• Student Logs</li> <li>• Grade Book</li> <li>• Teacher feedback</li> <li>• CBAs</li> <li>• Targeted LiveLesson sessions</li> </ul>
Students eligible for FRL	<input type="checkbox"/>	Administrators monitor instruction for students identified as eligible for FRL. Administrators help teachers identify these students and decipher how these students learn best. Administrators ask	<ul style="list-style-type: none"> <li>• Tracking Tools</li> <li>• Administrative tracking tools</li> <li>• Intervention Plans</li> <li>• PLC IAs</li> </ul>



Subgroup	Exempt	What is the Charter Holder’s ongoing process to evaluate supplemental instruction targeted to address the needs of students in the following subgroups?	List documents that serve as evidence of implementation of this process.
		teachers how they decide upon interventions for these students and what types of interventions are most suitable. In addition, administrators review how the teachers are monitoring progress for students who are in interventions.	<ul style="list-style-type: none"> <li>• PLP DV</li> <li>• Student Logs</li> <li>• Grade Book</li> <li>• Teacher feedback</li> <li>• CBAs</li> <li>• Targeted LiveLesson sessions</li> </ul>
Students with disabilities	<input type="checkbox"/>	The Manager of Special Education and the administrative team monitor students with disabilities through LiveLesson session observations and reviewing goals assigned to these students. The Manager of Special Education collects progress monitoring documentation for all students with IEPs each quarter and discusses student progress with the teachers, noting if a student is not making adequate progress. In addition, the Manager of Special Education discusses with the teacher the amount of service time a student is receiving, determines if students are attending appropriately and making effective use of special education services with the intention of making changes as needed.	<ul style="list-style-type: none"> <li>• Tracking Tools</li> <li>• Service time reports</li> <li>• Administrative communication logs/notes</li> <li>• Student Logs</li> <li>• Grade book</li> <li>• Teacher feedback</li> <li>• Targeted LiveLesson sessions</li> <li>• Lesson Modifications and accommodations</li> <li>• Custom assessments</li> <li>• IEP Progress reports</li> <li>• Progress monitoring data</li> <li>• Student’s log notes</li> </ul>

**D. Providing Feedback that Develops the Quality of Teaching**

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

The administrative team reviews **data metrics twice per week** to determine the levels at which teachers are completing their tasks such as: contacting students and parents, grading assignments, providing feedback, logging contacts, conducting CBAs, ensuring students attend their lessons, updating information on message boards, and providing interventions.

The administrative team discusses the **schoolwide data and overall focus**. The administrative team also discusses the **performance of grade bands** and if appropriate, the performance of specific teachers. The administrative team identifies those teachers who have solid strategies in place to produce effective academic results consistently. The administrative team talks with the teacher about practices he/she is implementing that is generating positive academic results.

For those teachers with unfavorable data sets, the administrative team **identifies key common issues** facing these teachers and then works together with the **teachers to map a plan of action for improvement**. The administrative team helps teachers on a **one-to-one basis and directly addresses any issues**. Each administrator troubleshoots with the teacher to determine the root cause of the issue and works collaboratively with the teacher to create a solution. The solution focuses on **creating positive academic results for students in a sustainable manner**.

The outcome of an individual’s evaluation affects future decisions regarding staff retention, promotional opportunities, or disciplinary action and termination decisions. An employee with at least one area needing improvement will be placed on an individualized **Performance Improvement Plan (PIP)** and given opportunities for professional development, specifically in the areas requiring improvement.

The goal is to help a teacher resume effective instructional practices.



**Documentation**

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

- Status Report: communications to administrative team about the status reports
- Administrative notes from 1:1 meetings
- Instructional coaching schedule
- Administrative observation schedule
- Blank PIP form

**Question #2:** How is the analysis used to provide feedback to instructional staff on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?

**Answer**

*Write answer here. Suggested word count is 400 words.*

As a result of observations, the administrative team provides teachers feedback in both written and verbal formats. Feedback is critical for all teachers, regardless of their performance.

Administrators provide **feedback for high performing teachers** who have consistently positive or outstanding data sets often. Administrators highlight **teachers’ strengths on a weekly basis** either via email or phone contact. If the administrative team notices that a teacher is in need of additional support, the team will provide the teacher with a mentor to discuss issues with a focus on finding a solution. The teacher may also be required to participate in **specific professional learning sessions** offered by Connections.

Administrators email teachers first requesting the teacher to review the feedback. Administrators then set a time with the teacher to review the teacher’s thoughts on the feedback and actions the teacher will take as a result of the feedback. At all times, administrators remain **positive and solutions-oriented**. Administrators provide direct and specific feedback to help the teacher move to a solutions-based mindset.

**Documentation**

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

- Observation protocols (formative and summative)
- Administrative observation logs
- Professional Learning Schedule – Optional Sessions

**AREA V: PROFESSIONAL DEVELOPMENT**

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

**A. Development of the Professional Development Plan**

**Question #1:** What is the Charter Holder’s ongoing process to determine what professional development topics will be covered throughout the year? What data and analysis is utilized to make those decisions?

**Answer**

*Write answer here. Suggested word count is 400 words.*

Administrators, working with Connections, select **several topics for professional development** prior to the beginning of the school year. Topics are based on feedback from teachers, areas requiring additional support, upcoming legislative changes or state-level standard changes, and curriculum or program model changes. Professional learning is provided both online and in person throughout the school year.



Presenters with various backgrounds and areas of content expertise conduct live sessions on a rotating basis. Teachers are required to attend sessions virtually on topics such as:

- Implementing research-based instructional strategies,
- Effective teaching practices and communication skills for an online environment,
- Using data to guide instruction.

The school uses the time to expand upon topics resulting from **teacher observations and discussions, analyzing student academic performance to focus the training on student success**. For example, the administrative team noticed that teachers were struggling with math interventions. The team met with the math teachers and reviewed the student learning data. During this process, the administrative team discovered that some math teachers did not know how to provide math interventions based on a student’s specific skills. The teachers were tutoring students on advanced skills and not focusing on specific skills. Therefore, the administrative team decided to use professional development to focus on this observed need to rectify the situation immediately.

ACA implements **school-based PLCs**. ACA also has a **virtual, robust PLC Resources portal in Connexus** which lists opportunities as well as message boards, recorded LiveLesson sessions, shared resources, and more. The portal is dedicated to shared values and vision, collaboration, shared decision-making, collective creativity, and supportive and shared leadership. Teachers are encouraged to share and collaborate with colleagues in Arizona and across the country in their support of student learning. Educators stay current with new products and resources, through continued collaboration and participation in regular curriculum meetings.

Connections provides exceptional communication, support, and training on programs and procedures. They send weekly communications within the Scoop newsletter; support school staff with operational flow; operate the School Support Help Desk; and develop, deliver, and evaluate training initiatives.

Teachers participate in **ongoing collaborative online discussions** through the **Teacher Course Liaison program**. Discussions are led by teachers who have experience facilitating online conversations between teachers who teach the same course. Teachers describe this area as “a community created and dedicated to shared values and vision, working and learning collaboratively, shared decision making, collective creativity, and supportive and shared leadership.”

**Documentation**

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

- Professional Development Catalog
- ACA Professional Development Plan
- PLC topics
- Teacher ePortfolio Data View
- Professional Learning Schedule
- Professional Learning Participation Overview

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

Working with Connections, ACA creates the **professional development plan** prior to the beginning of the school year. This plan ensures teachers have time to strengthen their **instructional practices and grow professionally**. The plan includes required school training, training to address state-level changes, and other training regarding curriculum and instructional practices.

Administrators determine **instructional strategies** on which to focus based on student learning needs. For example, to address students struggling with articulating critical thought, we provide professional development to teachers on understanding students’ **depth of knowledge and challenging students** to think more deeply about their answers. We may then add this topic to the ongoing interactive professional development for the school year. We survey staff about their professional development needs to further inform the topics selected.



Teachers benefit from **ongoing and effective professional growth** based on their expressed needs. Professional Development begins each school year with an **initial teacher orientation course** and **several days of face-to-face pre-service training**. An interactive program manual is provided as a resource to teacher training course segments and specific professional development courses. Teachers build **a strong foundation for teaching in the online environment** with student success as a focus. Graduate courses in online learning, professional learning communities, and weekly teacher updates keeps teachers up-to-date on online learning.

It is important to note that our partner Connections was recognized in April 2015 with a silver award for **Best Practices for Distance Learning Programming by the United States Distance Learning Association (USDLA)** for its Professional Learning Model. This prestigious award recognizes organizations that have designed and delivered outstanding and comprehensive best practices in distance learning programming, including program content and delivery, integration of technology, presentation, and impact on participant learning.

Teacher professional development is critically important in ensuring that the staff is **optimally effective in teaching in an online environment** and addressing the Arizona State Standards in their daily instructional practice. The school also uses the National Standards for Quality Online Teaching published by the International Association for K-12 Online Learning (iNACOL)<sup>2</sup> and the Connections Core Standards for Facilitating Student Learning, as guides for pinpointing necessary teacher skills and professional development requirements. The Core Standards for Facilitating Student Learning are:

- Provide High Quality Instruction Resulting in Student Learning
- Personalize Student Programs
- Monitor Student Performance and Provide Timely Feedback and Intervention
- Monitor Student Participation
- Communicate Frequently
- Document and Review All Interactions
- Collaborate and Develop Professionally

### Documentation

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

- Post-session survey and analysis by the PD team
- End-of-year survey and analysis by the PD team
- Additional optional sessions based on school-specific needs (e.g. Early Literacy Instruction)
- Teacher ePortfolio Data View
- School Radar Report
- School Status Report
- PD Attendance Record
- Quarterly Metrics Reports

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

### Answer

*Write answer here. Suggested word count is 400 words.*

The Principal develops a systematic approach to professional development for all staff. Topics for trainings are selected based on **school goals, student performance data, national initiatives in education**, and **research-based best practices**. ACA provides teachers with a comprehensive teacher training and professional development programs to equip them with:

- A working knowledge of the curriculum and Arizona Readiness Standards;
- Strategies and best practices for online learning and instruction;

<sup>2</sup> National Standards for Quality Online Teaching, iNACOL, [www.inacol.org](http://www.inacol.org/resources/nationalstandards/NACOL%20Standards%20Quality%20Online%20Teaching.pdf), <http://www.inacol.org/resources/nationalstandards/NACOL%20Standards%20Quality%20Online%20Teaching.pdf>



- How to utilize and navigate the tools of Connexus;
- How to develop Personalized Learning Plans (PLP);
- Forms of assessment and how to utilize test results to guide instruction and monitor student progress;
- Knowledge of program processes and policies; and
- How to foster an online school community.

The administrative team determines the areas of high importance by **analyzing the overall student learning data from benchmark assessments, state testing data, and overall grade distribution data**. Connections supports specific professional development needs as determined by the Principal and in alignment with school goals.

For example, if the administrative team identifies a category of students who are struggling academically and are in need of interventions, the team determines this is an area of high importance and plans the professional development to address this area. The team may also add another area to the focus (e.g. progress monitoring) to increase the likelihood of the professional development having a positive impact on student learning. The administrative team uses **root-cause analysis** to identify areas of high importance. The team then organizes the areas of high importance to differentiate for the various needs within the staff group.

Connections also offers monthly trainings for ACA. The annual professional development series focuses on:

- Making data-driven instructional decisions,
- Identifying risk factors that may require more intensive instructional interventions,
- Monitoring student performance based on data available at different points in the school year, and
- Providing strategies for giving effective feedback to students and evaluating evidence of learning.

**Documentation**

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

- LEAP and Scantron data
- State assessment data (prior to new assessment system)
- Intervention tracking tools
- Grade distribution: trends
- Observation notes: trends identified by the administrative team
- Post-session survey and analysis by the PD team
- End-of-year survey and analysis by the PD team
- Teacher ePortfolio Data View
- School Year Cycle Tasks
- Connexus updates and functionality changes
- Teacher Course Liaison Collaborative IssueAware Tickets
- Additional optional sessions based on school-specific needs (e.g. Early Literacy Instruction)
- Various trainings and recordings found in the Virtual Library

**B. Adapted to Meet the Needs of Subgroups**

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

Each year, administrators provide teachers with specific guidance regarding supporting students identified as part of key subgroups.

**ELL:** Administrators provide teachers with information regarding recognizing the students who are English Language Learners. Teachers are a part of the ILLP process and are given guidance on strategies to use in **LiveLesson sessions and during their CBAs** to promote the development of **English language skills for these students**. The **ELL Manager** provides monthly professional



development sessions focused on **best practices for ELL instruction**. ELL Lead teachers present annual ELL updates to general education teachers and work with them as a team throughout the school year to provide strategies for working with ELL students. Additionally, general education teachers who teach ELL students are provided opportunities to attend Arizona Department of Education webinar updates.

**Bottom 25%:** Administrators provide teachers with a list of students who are performing in the bottom 25%. Administrators **provide guidance in the department meetings** about questions teachers should ask themselves about this subgroup of students to determine the level of support required in reading or math. Supervisors provide teachers with additional support in their **one-to-one meetings** regarding how to properly place these **students in interventions**. This schoolwide training is ongoing throughout the school year based on size and critical nature of the learning gaps noticed in this subgroup.

**FRL:** ACA has Title I status and therefore **schoolwide efforts support all students**. Teachers monitor the progress of students and the need for specific interventions in reading or math.

**Special Education:** The **Manager of Special Education** trains teachers on to how to implement **accommodations and modifications appropriately to best support students with IEPs**. Special education teachers also participate in monthly professional development sessions provided by Connections. The professional development is targeted at topics in need of assistance based on data collected and needs of new special education teachers.

**Documentation**

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

- Trainings/Presentations
- Meeting schedule where topics are covered
- ELL schedule of meetings
- ILLP training
- Differentiated groupings for the Professional Learning 300 series – by grade level, content area, special needs (GT/Special Education)
- Post-session survey and analysis by the PD team
- End-of-year survey and analysis by the PD team
- Teacher ePortfolio Data View
- Supplemental Instructional Support Programs
- Guide to Multitiered Instruction at Connections Education
- Additional optional sessions based on school-specific needs (e.g. Early Literacy Instruction)

**C. Supporting High Quality Implementation**

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

Connections coordinates, plans, delivers, and continuously supports professional development initiatives through a **systematic and comprehensive multi-year plan**. Connections provides educators with **professional growth opportunities** designed to increase student achievement, personalize learning for students preparing for college and careers, and increase teaching effectiveness. After participating in a session, teachers are required to upload an **“artifact” to their e-portfolio** that includes a reflection of the session, and describes how they will incorporate a strategy presented into their instructional practices. This follow-up activity **holds teachers accountable** for what they learned during the session and allows ACA administration to review their mastery of the session objectives.

ACA’s administrative team has access to all trainings that the teachers engage in throughout the school year. Based on the training, administrators reinforce new learning or implementing new skills. Administrators review the training prior to observing teachers so that they are aware of certain skills to look for during the observation. Administrator note and share



when the teacher positively implements a strategy or topic that was part of professional development. The in-person training focuses on immediate implementation requests. The supervisors directly generate the in-person training requests.

Professional Learning is:

- **Intensive** – Participants identify the purpose of educational practices and examine how they can be implemented in the online environment. Participants collaboratively discuss strategies that can be implemented with students.
- **Ongoing** – New instructional strategies and the latest learning research are connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effective instruction. Further discussion and exploration at the school level strengthens these connections.
- **Connected to Practice** – Following each session, participants apply what they have learned to their professional practice. They integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio data view, an online portfolio which allows them to document their attendance and upload resources related to their professional learning.

Teachers may also attend “**open office hours**” with Connections for **individualized assistance and guidance** with school year cycle tasks, planning and implementing instruction, determining the best supplemental instructional support for students, and creating a nurturing learning environment.

Teaching in an online environment offers **flexibility and allows for a greater level of professional learning** throughout the school year. Although designated professional development days have a specific focus, additional professional learning support is available on a daily basis.

### Documentation

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

- Professional Development Plan
- Instructional Coaching Plan for support
- Teacher ePortfolio
- Schedule of specific trainings (PL 100, 200, 300)
- Differentiated groupings for the Professional Learning 300 series – by grade level, content area, special needs (GT/Special Education)
- Post-session survey and analysis by the PD team
- End-of-year survey and analysis by the PD team
- Teacher ePortfolio Data View
- Supplemental Instructional Support Programs
- Guide to Multitiered Instruction at Connections Education
- Teacher Course Liaison program
- Shared Content in SharePoint
- Variety of trainings and recordings in the Virtual Library
- Additional optional sessions based on school-specific needs (e.g. Early Literacy Instruction)

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

### Answer

*Write answer here. Suggested word count is 400 words.*

Teachers provide information to the administrative team for identifying **concrete resources to student learning**. When a teacher locates a resource to support high quality instructional practices, they submit a request to the school leader that includes the item name, quantity, and cost. In addition, teachers share how they learned about the resource and how many students it will impact. In reviewing these requests, administrators often learn of other options. Administrators prioritize the resource request based on student impact schoolwide. In addition, administrators collaborate with Connections’ colleagues to learn about other resources that work well with the online school instructional model.

Research on **effective professional development** indicates that it must be **intensive, ongoing, and connected to practice**. Teachers need to try out new ideas and strategies with their students and to reflect on the results of these strategies. Intensive



professional development, especially when it includes application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning. ACA staff participate in Connections' Foundations for Teaching program. Teachers learn about the school year cycle and associated tasks, and become familiar with instructional tools and resources used to engage learners.

Professional learning sessions use **evaluation surveys and collaborative tools to elicit teacher and administrator feedback**. **Audits, evaluations, and site-visits** are used to gauge the effectiveness of the training and to ensure initiatives are implemented with high fidelity.

**Documentation**

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

- PLC IAs
- Course/Resource Request Process
- Guide to Multitiered Instruction at Connections Education
- Recommended Websites
- Instructional Support Database
- Shared Content in SharePoint
- Supplemental Instructional Support Programs

**D. Monitoring Implementation**

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

Administrators **monitor teacher participation in assigned professional development** through observations of teacher in instructional and collaborative situations. Administrators review teacher feedback and comments regarding the professional development and ask teachers to share what is useful and how they are implementing the strategies. Administrators meet with teachers twice a month and include these reflective conversations. **Student data** often reflects if teachers are implementing the strategies included in the professional development. Administrators reference the training when meeting with teachers so that teachers can **implement a solutions-based plan** to use the strategies.

Teachers are expected to meet within their **vertical and horizontal Professional Learning Communities (PLCs)**. This allows teachers the time to discuss the new strategies and resources, as well as an opportunity to talk about how their implementation is actually unfolding. Teachers all strive to **personalize instruction and make data-driven decisions**, their **PLC agendas and notes reflect their focus on individualizing the educational experience** for our students. Through the use of a PLC, our teachers are encouraged to share and collaborate with colleagues in Arizona and across the country. Educators stay current with new products and resources, through continued collaboration and participation in regular curriculum meetings. PLCs are critical tools for improving student success.

Professional development sessions use **evaluation surveys and collaborative tools** to elicit teacher and administrator feedback. Audits, evaluations, and site-visits are used to gauge the effectiveness of the training and to ensure initiatives are implemented with high fidelity.

Following each professional development session, teachers are required to **upload an artifact to their professional development e-portfolio**. This artifact is intended to give teachers the opportunity to put what they learned during the session into practice. For example, after a session focusing on **instructional strategies for at-risk students**, teachers are required to identify the data within Connexus that they will use to identify students who may be at-risk and how this data will change their instructional planning and practices. Along with the artifact, teachers also submit a reflection of what they learned from the session. Completion of the artifact and reflection is estimated to take 30-minutes.



**Documentation**

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

- Teacher ePortfolio
- Administrative Discussion Notes
- Evaluation process
- PLC IAs
- Teacher ePortfolio Data View exports and data analysis
- School Leader feedback to post-session artifacts
- Teacher reflections following PD sessions

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

Administrators meet with teachers every other week. During the meetings, administrators discuss **instructional strategies** as they are a primary focus for professional learning. Professional development often covers **implementing the RTI process and working with struggling students in smaller intervention groups**. Administrators discuss intervention regularly and reference strategies and how they are or are not working for the teacher and students. Administrators follow up through observation and discussion.

These meetings with teachers occur one-on-one which allows the teacher and administrative to inspect student learning data at a deep level. They talk about individual student learning as well as how each teacher is using the strategies they have learned about to support how they are providing instruction to their students. Teachers are able to talk about situations in context and expand on the learning that occurred both during and after the professional development sessions.

**Documentation**

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

- Department Meeting Agendas
- Faculty Meeting Agendas
- Administrative Meeting Tracking Tools
- School Leader feedback to post-session artifacts

**AREA VI: GRADUATION RATE (if applicable)**

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

**A. Monitoring Progress Toward Timely Graduation**

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

Every high school student has a **College and Career Readiness Data View** (a space within Connexus providing information and prompts students to complete tasks which lead to preparing for college or career). This Data View **includes personal academic information including links to learning profiles, transcripts, Grade Books, and four-year progression plans**. There are activities which prepare students for careers, including career interest activities, matching college majors to careers, and being able to track community service hours.

A **Progression Plan** defines and tracks requirements that must be accomplished to meet a goal. Teachers and counselors use academic progression plans for students to ensure they are **on target for graduation and meeting their college and career goals**.



Students use the **college readiness feature in Connexus** which includes an opportunity to explore and evaluate colleges and prepare for the college admissions process. It provides **skill inventories** and other useful information to help students consider different post-secondary pathways. Students meet with their homeroom teachers and counselors during specific times of the year to update their progress. This **Data View turns into a student's academic and career plan** and is created in small steps over time with the collaboration of the teachers, counselors, the student, and their Learning Coach.

Counselors communicate with students and parents to **ensure post-secondary plans** are established and students are following through on actions to realize their post-graduation goals. Counselors review each student's transcripts to determine when an Honors or Advanced Placement® course is appropriate. Counselors help students prepare for college and career with:

- College and Career Readiness Data View focusing on steps needed to meet post-graduation goals;
- Interactive LiveLesson sessions connecting families with real-time information on financial aid and scholarships, college application processes, entrance requirements, and more;
- College test preparation courses for the SAT/ACT;
- Early identification of students who may be off track for graduating on time; and
- 1-to-1 counseling with students as needed to provide resources and assistance with post-secondary planning, including career options, vocational training, and selecting the right college.

There are additional student supports and activities available including the following:

- Counseling LiveLesson sessions each Friday;
- Career Fireside Chats offered twice each month;
- College admissions LiveLesson sessions;
- Monthly college newsletters;
- Chat-with-a-Grad sessions

Students are encouraged to enroll clubs focused on post-secondary planning including:

- College Planning Club (grades 9-12),
- First Generation Club (grades 9-12),
- High School Career Club (grades 9-12), and
- Middle School Career Club (grades 6-8).

### Documentation

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

- College and Career Readiness Data View
- Education and Career Action Plan (ECAP) documents uploaded to Arizona LEA Tracker (ALEAT) for ADE

**Question #2:** What is the Charter Holder's ongoing process to monitor and follow-up on student progress toward completing goals in academic and career plans? What criteria guide that process?

### Answer

*Write answer here. Suggested word count is 400 words.*

The Academic Counseling Team monitors student engagement in the **College and Career Readiness Data View**. In addition, counselors contact students at specific times throughout each semester to discuss progress towards post-secondary goals. The conversation focuses on setting realistic goals and supporting long-term goals with short-term goals.

Advisory Teachers and counselors review this data throughout the year to plan for ways to encourage and support students who are struggling with their post-secondary planning. Each student is assigned a homeroom teacher. The **homeroom teachers contact their assigned students** throughout the school year to discuss the actions they have taken, aligned with their post-secondary plans. These calls are logged so that the student, homeroom teacher, and counselor can review the ongoing planning.



**Documentation**

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

- College and Career Readiness Contact Schedule
- Logs
- Credits and Final Grade Report Data View export

**B. Addressing Barriers to Timely Graduation**

**Question #1:** What is the Charter Holder’s ongoing process to provide timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time?

**Answer**

*Write answer here. Suggested word count is 400 words.*

Administrators, teachers, and counselors work to identify struggling students at the beginning of the school year by reviewing all students who are “off cohort” due to insufficient credits. The assigned Advisory Teacher, Homeroom Teacher, and Counselor discuss the reasons the student is behind and assign supports as needed.

The Advisory and Homeroom Teachers review grades and escalation data each month to update a master list of struggling students.

**The Advisory Teachers work with struggling students using STARS, a self-developed program.**

- Starting strong
- Time Management
- Asking for help
- Resource utilization
- Staying on track

This program focuses on the key strategies that help a student become a **strong learner in an academic environment**. These strategies were developed based on the types of challenges the advisory teachers experienced with students most frequently. The requirements of online learning at the high school level can be arduous.

Students needing more **specific academic and/or behavioral support work** with the teachers and administrative team through the **Response to Intervention (RtI) framework of strategies**. Placement in the correct intervention helps support students who are struggling with academic and behavioral issues.

The **guidance program** serves all students and is delivered by certified school counselors with the support of the Connections' Director of Counseling. The counseling program **offers individual and group counseling**, as needed, and focuses on academic development, personal and social growth, and college and career readiness activities through a variety of communication tools (LiveLesson sessions, phone calls, message boards, Virtual Library, newsletters, and face-to-face events). The counseling team works to engage students and support both their academic and emotional growth.

With **master's degrees and specialized training**, counselors are skilled at helping students address the non-academic barriers in school and life. Counselors have appropriate Arizona certification. The **counseling program is built on relationships**, so counselors are readily accessible to students and families online, in person, and by phone. **Counselors are at the heart of fostering students' engagement, safety, and wellness**. As they become aware of issues concerning students' school participation, mental and emotional health, or overall well-being, the counselor collaborate with school staff to ensure the student is supported by teachers and the family is connected with resources, as needed. With the additional support from Connections and its collaborative network of school counselors, ACA brings both individual attention and national expertise to students and families.



**Documentation**

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

- Behavioral Intervention Protocol
- PLP DV
- Credits and Final Grade Report Data View export

**Question #2:** What is the Charter Holder’s ongoing process to evaluate the processes described above to determine effectiveness? What criteria guide that process?

**Answer**

*Write answer here. Suggested word count is 400 words.*

Students in grades 9-12 complete a “**State Graduation Plan**”. Once a year, the Manager of Counseling reviews these plans and provides the administrative team with data. The Manager also provides the administrative team with quarterly updates regarding progress towards students’ completion of the **College and Career Readiness Data View** and the implementation of the **STARS program**. This information allows the administrative team to determine the overall impact of current practices and initiatives. The administrative team provides the Manager of Counseling with feedback to share with the counseling team to consider next steps.

In 2015, Connections conducted a **survey of graduates** which validates the rigor and the preparedness that graduates feel for their school, college, and their future career. Of students who graduated from a school supported by Connections, **88% feel confident in their ability** to choose or make their own career path.

The Class of School Year Data Reports (Class of 2015 Data Report) calculates the number of graduates, percent graduating with their cohorts, rate of applications and acceptances to two- and four-year colleges, ACT and SAT performance, and the percent of students engaging in AP courses and sitting for AP exams.

The Counselor Status Report monitors tasks for the Connections Counseling team and is prepared quarterly for the ACA Principal.

**Documentation**

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

- Quarterly updates
- Manager IA with Manager of Counseling
- Survey of Graduates
- Class of SY Data Report
- Counselor Status Report



AREA VII: ACADEMIC PERSISTENCE (if applicable)

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

A. Strategies for Continuous Enrollment

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

Answer

Write answer here. Suggested word count is 400 words.
Arizona Connections Academy is not an alternative school. Therefore this section is not applicable to our renewal application.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:
Not Applicable

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

Answer

Write answer here. Suggested word count is 400 words.
Not Applicable

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:
Not Applicable

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

Answer

Write answer here. Suggested word count is 400 words.
Not Applicable

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:
Not Applicable

