

## Cortez Park Charter Middle School, Inc. - Entity ID 79988

School: Imagine Cortez Park Middle

### Renewal Executive Summary

#### I. Performance Summary

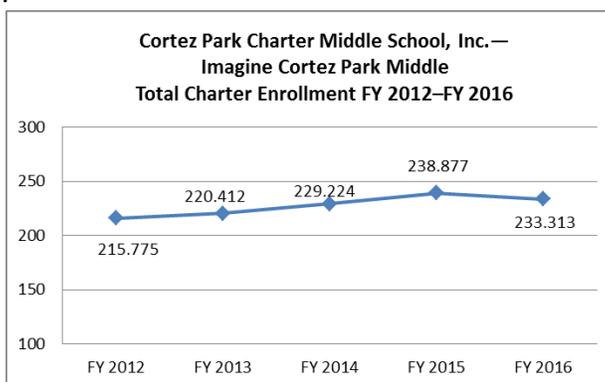
Renewal application requirements are based upon the Charter Holder’s past performance as measured by the Board’s Academic, Financial, and Operational<sup>1</sup> Performance Frameworks. The table below identifies areas for which the Charter Holder demonstrated acceptable performance. For “Acceptable” 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, Cortez Park Charter Middle School, Inc. was required to submit a Performance Management Plan (PMP) as an intervention because the school operated by the Charter Holder, Imagine Cortez Park Middle, did not meet the academic expectations set forth by the Board. At the time Cortez Park Charter Middle School, Inc. became eligible to apply for renewal, the Charter Holder did not meet the Academic Performance Expectations of the Board as set forth in the Performance Framework and was required to submit a Demonstration of Sufficient Progress (DSP) as part of the renewal application package. The Charter Holder was unable to demonstrate that 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, Imagine Cortez Park Middle received an overall rating of “Does Not Meet” the Board’s academic standards.

#### II. Profile

Cortez Park Charter Middle School, Inc. operates one school, Imagine Cortez Park Middle, serving grades 6–8 in Phoenix. The graph below shows the Charter Holder’s actual 100<sup>th</sup> day average daily membership for fiscal years 2012–2016.



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

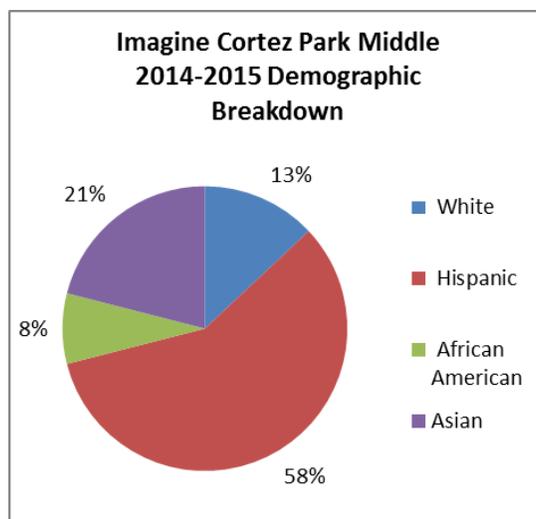


The academic performance of Imagine Cortez Park Middle is represented in the table below. The Academic Dashboard for the school can be seen in appendix: B. Academic Dashboard.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Imagine Cortez Park Middle	08/12/2003	6–8	64.69 / B	62.5 / C	57.5 / C

The Charter Holder serves a population that includes refugee students from Burma and Thailand that enrolled in FY2011.

The demographic data for Imagine Cortez Park Middle from the 2014–2015 school year is represented in the chart below.<sup>2</sup>



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	Imagine Cortez Park Middle
Free and Reduced Lunch (FRL)	*
English Language Learners (ELLs)	14%
Special Education	9%

Cortez Park Charter Middle School, Inc. has not been brought before the Board for any items or actions in the past 12 months.

### III. Additional School Choices

Imagine Cortez Park Middle received a letter grade of C and an overall rating of “Does Not Meet” the Board’s academic performance standard for FY 2014. The school site is located in Phoenix near N. 35<sup>th</sup> Ave. and W. Dunlap Ave. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

<sup>2</sup> Information provided by the Research and Evaluation Division of the ADE.

<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.



There are 67 schools serving grades 6–8 within a five mile radius of Imagine Cortez Park Middle 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 Imagine Cortez Park Middle, 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.

Imagine Cortez Park Middle				ELA 24%	Math 23%		
Letter Grade	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable ELA (± 5%)	Comparable Math (± 5%)	Charter Schools	Meets Board’s Standard
A	13	9	8	1	2	5	5
B	26	12	6	6	9	3	2
C	21	0	0	10	18	2	1
D	6	0	0	1	4	0	0
F	1	0	0	0	1	0	0

The table below presents the number of schools, sorted by FY 2014 letter grade, within a five mile radius of Imagine Cortez Park Middle serving a comparable percentage of students (± 5%) in the identified subgroups.<sup>4</sup>

Imagine Cortez Park Middle	*%	14%	9%
Letter Grade	Comparable FRL (± 5%)	Comparable ELL (± 5%)	Comparable SPED (± 5%)
A		2	8
B		9	11
C		8	14
D		4	6
F		0	0

#### IV. Success of the Academic Program

In FY 2012, Imagine Cortez Park Middle met the Board’s academic performance standards and earned an A–F letter grade of B. In FY 2013, the school’s Overall Rating decreased 2.19 points to 62.5 points, and the school received an evaluation of “Does Not Meet” on the Academic Dashboard. Additionally, the school’s A–F letter grade fell to C. FY 2014 demonstrated an additional decline of five points in the Overall Rating to 57.5, and the school maintained an evaluation of “Does Not Meet” and a letter grade of C.

The following is a timeline of activities that have occurred related to the academic performance of Cortez Park Charter Middle School, Inc.:

<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



**January 2012:** Cortez Park Charter Middle School, Inc. was notified that the Charter Holder was required to submit a PMP on or before July 1, 2012 for the five-year interval review because Imagine Cortez Park Middle, a school operated by the Charter Holder, did not meet the Academic Expectations set forth by the Board.

**June 2012:** Cortez Park Charter Middle School, Inc. timely submitted a PMP.

**July 2012:** Board staff completed a final evaluation of the Charter Holder's FY 2012 PMP and made the evaluation available to the Charter Holder

**February 2013:** The Board released FY 2012 Academic Dashboards; Imagine Cortez Park Middle received an overall rating of "Meets" the Board's academic standards. In accordance with the Board's academic framework intervention schedule at that time, the Charter Holder was waived from any specific monitoring requirements.

**October 2013:** The Board released FY 2013 Academic Dashboards; Imagine Cortez Park Middle received an overall rating of "Does Not Meet" the Board's academic standards. Therefore, Cortez Park Charter Middle School, Inc. did not meet the Board's Academic Performance Expectations. The Charter Holder was assigned a DSP as part of an annual reporting requirement.

**February 2014:** Following a preliminary evaluation of the FY 2014 DSP, Board staff conducted a site visit to meet with the school's leadership and review all evidence provided by the Charter Holder.

**July 2014:** Board staff completed a final evaluation of the Charter Holder's FY 2014 DSP and made the evaluation available to the Charter Holder. In that final evaluation of the FY 2014 DSP, Board staff determined that the Charter Holder's DSP was not acceptable in all areas. In areas that were evaluated as not acceptable, Board staff provided the Charter Holder with technical guidance. The findings contained in the final evaluation of the FY 2014 DSP were grounded in a limited evaluation of the school's evidence as compared to the evaluation used in completing final evaluation of the FY 2016 DSP submitted as part of the renewal application package.

**October 2014:** The Board released FY 2014 Academic Dashboards; Imagine Cortez Park Middle received an overall rating of "Does Not Meet" the Board's academic standards. Therefore, Cortez Park Charter Middle School, Inc. did not meet the Board's Academic Performance Expectations. The Charter Holder was assigned a DSP as part of an annual reporting requirement.

**May 2015:** Board staff completed a final evaluation of the Charter Holder's FY 2015 DSP and made the evaluation available to the Charter Holder. In that final evaluation of the FY 2015 DSP, Board staff evaluated the areas of Curriculum, Monitoring Instruction, and Professional Development as "Meets", the Area of Assessment as "Does Not Meet", and the area of Data as "Falls Far Below" because the Charter Holder failed to demonstrate year-over-year improvement in any of the required measures. In areas that were evaluated as not acceptable, Board staff provided the Charter Holder with technical guidance.

**November 2015:** Board staff provided the Charter Holder, through its authorized representatives, Michael Tucker, Monte Lange, and Bradford Uchacz, 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 instructions on how to access the renewal application, and notification of the requirement to submit a DSP as a component of its renewal application package because the Charter Holder did not meet the Academic Performance Expectations set forth by the Board.



## V. Demonstration of Sufficient Progress

A renewal application package with a Renewal DSP for Cortez Park Charter Middle School, Inc. (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 Cortez Park Charter Middle School, Inc. were present at the site visit:

Name	Role
Heidi Lindsay	Regional Director
Sherry Ruttinger	Regional Director
Brenda Zeisse	Dean of Academics
Jessica Yekin	Academic Coach
Jose Paredes	Principal
Jason Whitaker	Principal
Laura Defibaugh	Data Coordinator
Karen Tankersley	Regional Academic Coordinator
April Blatzheim	Regional Academic Coordinator
Brad Uchacz	Executive Vice President

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"/>

After considering information in the DSP Report and evidence provided at the time of the site visit, the Charter Holder did demonstrate evidence of a sustained improvement plan that includes implementation of a comprehensive curriculum system, a comprehensive assessment system, a comprehensive instructional monitoring system, and a comprehensive professional development system. 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 ELL – Math proficiency, 1 out of the 9 measures required by the Board.

Based on the findings summarized above and described in appendix D. Renewal DSP 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 FY 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 Cortez Park Charter Middle School, Inc.

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

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



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

## Five-Year Interval Report

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# ARIZONA STATE BOARD FOR CHARTER SCHOOLS

## *Renewal Summary Review*

## Interval Report Details

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<b>Report Date:</b>	04/15/2016	<b>Report Type:</b>	Renewal
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## Charter Contract Information

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<b>Charter Corporate Name:</b>	Cortez Park Charter Middle School, Inc.		
<b>Charter CTDS:</b>	07-89-75-000	<b>Charter Entity ID:</b>	79988
<b>Charter Status:</b>	Open	<b>Contract Effective Date:</b>	05/28/2002
<b>Number of Schools:</b>	1	<b>Contractual Days:</b>	<ul style="list-style-type: none"> <li>Imagine Cortez Park Middle: 180</li> </ul>
<b>Charter Grade Configuration:</b>	6-8	<b>Contract Expiration Date:</b>	05/27/2017
<b>FY Charter Opened:</b>	—	<b>Charter Signed:</b>	05/28/2002
<b>Charter Granted:</b>	05/13/2002	<b>Charter Enrollment Cap</b>	325
<b>Corp. Type</b>	Non Profit		

## Charter Contact Information

[Hide Section](#)

<b>Mailing Address:</b>	18052 North Black Canyon Hwy Phoenix, AZ 85053	<b>Website:</b>	—
<b>Phone:</b>	602-547-7961	<b>Fax:</b>	602-547-7922
<b>Mission Statement:</b>	The mission of Cortez Park Charter Middle School is to provide students with a world-class learning opportunity by maintaining a caring learning environment, involving parents and the community in school activities, utilizing innovative teaching techniques delivered by a superior faculty, and offering a challenging curriculum that prepares children for lives of leadership in a rapidly changing world.		
<b>Charter Representatives:</b>	<b>Name:</b>	<b>Email:</b>	<b>FCC Expiration Date:</b>
	1.) Mr. Michael Tucker	michael.tucker2@honeywell.com	06/23/2016
	2.) Monte Lange	monte.lange@imagineschools.com	—
	3.) Bradford Uchacz	Bradford.uchacz@imagineschools.com	—

## Academic Performance - Imagine Cortez Park Middle

[Hide Section](#)

<b>School Name:</b>	Imagine Cortez Park Middle	<b>School CTDS:</b>	07-89-75-101
<b>School Entity ID:</b>	79989	<b>Charter Entity ID:</b>	79988
<b>School Status:</b>	Open	<b>School Open Date:</b>	08/12/2003
<b>Physical Address:</b>	3535 West Dunlap Avenue Phoenix, AZ 85051	<b>Website:</b>	—
<b>Phone:</b>	602-589-9840	<b>Fax:</b>	602-589-9841
<b>Grade Levels Served:</b>	6-8	<b>FY 2014 100<sup>th</sup> Day ADM:</b>	229.225

## Academic Performance Per Fiscal Year

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Imagine Cortez Park Middle

		2012 Traditional Elementary School (6 to 8)			2013 Traditional Elementary School (6 to 8)			2014 Traditional Elementary School (6 to 8)		
<b>1. Growth</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	54	75	12.5	43.5	50	12.5	48	50	12.5
	Reading	58	75	12.5	51	75	12.5	49	50	12.5
1b. SGP Bottom 25%	Math	61	75	12.5	52.5	75	12.5	59.5	75	12.5
	Reading	57	75	12.5	55	75	12.5	52	75	12.5
<b>2. Proficiency</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	56 / 60.6	50	7.5	56.5 / 62.4	50	7.5	52.8 / 61.7	50	7.5
	Reading	70 / 79.3	50	7.5	75.5 / 79.8	50	7.5	67 / 79.3	25	7.5
2b. Composite School Comparison	Math	-0.6	50	7.5	0.2	75	7.5	1.9	75	7.5
	Reading	-6.3	50	7.5	-0.2	50	7.5	-4.3	50	7.5
2c. Subgroup ELL	Math	28 / 41.1	50	3.75	27.3 / 37	50	2.5	25.6 / 26.1	50	2.5
	Reading	42 / 58.2	50	3.75	45.5 / 53.1	50	2.5	32.6 / 42.3	50	2.5
2c. Subgroup FRL	Math	54 / 50.4	75	3.75	54.4 / 52.8	75	2.5	52.8 / 51.1	75	2.5
	Reading	68 / 72	50	3.75	74.2 / 73.1	75	2.5	67 / 71.7	50	2.5
2c. Subgroup SPED	Math	NR	0	0	18.2 / 18.3	50	2.5	21.4 / 18.8	75	2.5
	Reading	NR	0	0	27.3 / 33.3	50	2.5	35.7 / 41.7	50	2.5
<b>3. State Accountability</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		B	75	5	C	50	5	C	50	5
<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		64.69			62.5			57.5		

## Financial Performance

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Charter Corporate Name:	Cortez Park Charter Middle School, Inc.		
Charter CTDS:	07-89-75-000	Charter Entity ID:	79988
Charter Status:	Open	Contract Effective Date:	05/28/2002

## Financial Performance

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## Cortez Park Charter Middle School, Inc.

Near-Term Measures	Fiscal Year 2014		Fiscal Year 2015	
	No	Meets	No	Meets
Going Concern				
Unrestricted Days Liquidity	114.94	Meets	35.03	Meets

Default	No	Meets	No	Meets		
Sustainability Measures (Negative numbers indicated by parentheses)						
Net Income	\$198,164	Meets	\$64,390	Meets		
Fixed Charge Coverage Ratio	2.19	Meets	1.38	Meets		
Cash Flow (3-Year Cumulative)	\$335,832	Meets	(\$2,666)	Does Not Meet		
Cash Flow Detail by Fiscal Year	FY 2014	FY 2013	FY 2012	FY 2015	FY 2014	FY 2013
	\$220,708	\$69,258	\$45,866	(\$292,632)	\$220,708	\$69,258
Meets Board's Financial Performance Expectations						

## Operational Performance

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<b>Charter Corporate Name:</b>	Cortez Park Charter Middle School, Inc.		
<b>Charter CTDS:</b>	07-89-75-000	<b>Charter Entity ID:</b>	79988
<b>Charter Status:</b>	Open	<b>Contract Effective Date:</b>	05/28/2002

## Operational Performance

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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	--
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	--
2.e. Is the charter holder complying with its obligations to the Board?	Meets	--
Timely Submissions	No issue identified	--
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: 2015-11-17 14:00:43*

**APPENDIX B**

**ACADEMIC DASHBOARD**

## Academic Performance

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## Imagine Cortez Park Middle

		2012 Traditional Elementary School (6 to 8)			2013 Traditional Elementary School (6 to 8)			2014 Traditional Elementary School (6 to 8)		
<b>1. Growth</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	54	75	12.5	43.5	50	12.5	48	50	12.5
	Reading	58	75	12.5	51	75	12.5	49	50	12.5
1b. SGP Bottom 25%	Math	61	75	12.5	52.5	75	12.5	59.5	75	12.5
	Reading	57	75	12.5	55	75	12.5	52	75	12.5
<b>2. Proficiency</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	56 / 60.6	50	7.5	56.5 / 62.4	50	7.5	52.8 / 61.7	50	7.5
	Reading	70 / 79.3	50	7.5	75.5 / 79.8	50	7.5	67 / 79.3	25	7.5
2b. Composite School Comparison	Math	-0.6	50	7.5	0.2	75	7.5	1.9	75	7.5
	Reading	-6.3	50	7.5	-0.2	50	7.5	-4.3	50	7.5
2c. Subgroup ELL	Math	28 / 41.1	50	3.75	27.3 / 37	50	2.5	25.6 / 26.1	50	2.5
	Reading	42 / 58.2	50	3.75	45.5 / 53.1	50	2.5	32.6 / 42.3	50	2.5
2c. Subgroup FRL	Math	54 / 50.4	75	3.75	54.4 / 52.8	75	2.5	52.8 / 51.1	75	2.5
	Reading	68 / 72	50	3.75	74.2 / 73.1	75	2.5	67 / 71.7	50	2.5
2c. Subgroup SPED	Math	NR	0	0	18.2 / 18.3	50	2.5	21.4 / 18.8	75	2.5
	Reading	NR	0	0	27.3 / 33.3	50	2.5	35.7 / 41.7	50	2.5
<b>3. State Accountability</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		B	75	5	C	50	5	C	50	5
<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		64.69			62.5			57.5		
		100			100			100		

**APPENDIX C**

**RENEWAL DSP FINAL EVALUATION**

## Demonstration of Sufficient Progress Final Evaluation

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### CHARTER INFORMATION

<b>Charter Holder Name</b>	<b>Cortez Park Charter Middle School, Inc.</b>	<b>Schools</b>	<b>Imagine Cortez Park Middle</b>
<b>Charter Holder Entity ID</b>	<b>79988</b>	<b>Purpose of DSP Submission</b>	<b>Renewal</b>
<b>Site Visit Date</b>	<b>April 4, 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, and Professional Development.
  - 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 1 out of the 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	No	N/A	N/A	N/A	N/A
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	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, ELL – Math	Yes	Yes	No	Yes	Yes
2c. Subgroup, ELL – Reading	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, FRL – Math	No	N/A	N/A	N/A	N/A
2c. Subgroup, FRL – Reading	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, students with disabilities – Math	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, students with disabilities – Reading	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?	YES	A.A.1
What ongoing process does the Charter Holder use to evaluate how the assessments are aligned to the curriculum? What criteria guide that process?	YES	A.A.2
What is the Charter Holder’s ongoing process to evaluate how the assessments are aligned to the <b>instructional methodology</b> ? What criteria guide that process?	YES	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?	YES	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?	YES	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?	YES	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?	YES	A.C.3

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

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

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

Question	Sufficient Evidence	Site Visit Inventory Item
<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

**APPENDIX D**

**RENEWAL DSP SITE VISIT**

**INVENTORY FORMS**



## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Cortez Park Charter Middle School, Inc.  
 School Name: Imagine Cortez Park Middle  
 Site Visit Date: April 4, 2016

Required for: Renewal  
 Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome	
<b>[D.1]</b>  Galileo Student Growth and Achievement Reports	<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>The Charter Holder provided year-over-year comparative data in the form of Galileo Growth and Achievement Reports, demonstrating a 5% improvement from FY15 to FY16 (55% to 60%).</p> <p><b>Final Evaluation:</b></p>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.           </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.           </td> </tr> </table>	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.
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<b>[D.2]</b>  Galileo Student Growth and Achievement Reports	<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.</b></p> <p>The Charter Holder provided year-over-year comparative data in the form of Galileo Growth and Achievement Reports, demonstrating a 1% improvement from FY15 to FY16 (58% to 59%).</p> <p><b>Final Evaluation:</b></p>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.           </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.           </td> </tr> </table>	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.
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<b>[D.3]</b>  <b>N/A</b>	<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>Not Applicable</p>	

<p><b>[D.4]</b></p> <p>N/A</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% – Reading</p> <p>Not Applicable</p>			
<p><b>[D.5]</b></p> <p>Development Summaries Spreadsheets with NCE and PR data</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</b></p> <p>The Charter Holder provided year-over year comparative data in the form of Galileo Development Summary Reports showing NCE (Normal Curve Equivalent) at 50% or more. This data demonstrated a 24% improvement from FY15 to FY 16 (29% to 53%).</p> <p><b>Final Evaluation:</b></p> <table border="1" data-bbox="571 621 1913 721"> <tr> <td data-bbox="571 621 1245 721"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.         </td> <td data-bbox="1245 621 1913 721"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.         </td> </tr> </table>		<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
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<p><b>[D.6]</b></p> <p>Development Summaries Spreadsheets with NCE and PR data</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>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Reading.</b></p> <p>The Charter Holder provided year-over year comparative data in the form of Galileo Development Summary Reports showing NCE (Normal Curve Equivalent) at 50% or more. This data demonstrated a 12% improvement from FY15 to FY 16 (44% to 56%).</p> <p><b>Final Evaluation:</b></p> <table border="1" data-bbox="571 1110 1913 1208"> <tr> <td data-bbox="571 1110 1245 1208"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.         </td> <td data-bbox="1245 1110 1913 1208"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.         </td> </tr> </table>		<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
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<p><b>[D.7]</b></p> <p>Development Summaries Spreadsheets with NCE and PR data</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>The Charter Holder provided year-over year comparative data in the form of Galileo Development Summary Reports showing NCE (Normal Curve Equivalent) at 50% or more. This data demonstrated a 2.9% decrease from FY15 to FY16 (8.8% to 5.9%). However, this decline is representative of the small number of students. It should be noted that 11 students or 31% were reclassified as Fully English Proficient (FEP) after FY15. When taking into account students monitored as FEP-Year 1 with the ELL students, the Galileo Development Summary Reports showing NCE at 50% or more demonstrated an increase of 16.4% from FY15 to FY16 (8.6% to 25%).</p> <p><b>Final Evaluation:</b></p>	
<p><b>[D.8]</b></p> <p>Development Summaries Spreadsheets with NCE and PR data</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>The Charter Holder provided year-over year comparative data in the form of Galileo Development Summary Reports showing NCE (Normal Curve Equivalent) at 50% or more. This data demonstrated a 5.9% increase from FY15 to FY16 (8.8% to 5.9%). It should be noted that 11 students or 31% were reclassified as Fully English Proficient (FEP) after FY15. When taking into account those students monitored as FEP-Year 1 with the ELL students, the Galileo Development Summary Reports showing NCE at 50% or more demonstrated an increase of 6.8% from FY15 to FY16 (8.6% to 15.4%).</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.9]</b></p> <p>N/A</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>Not Applicable</p>			
<p><b>[D.10]</b></p> <p>Development Summaries Spreadsheets with NCE and PR data</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>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Reading.</b></p> <p>The Charter Holder operates as a 100% Free and Reduced Lunch school. Therefore, data for percent passing for the whole school population was used for this measure, as it is representative of the Charter Holder’s FRL population. The Charter Holder provided year-over year comparative data in the form of Galileo Development Summary Reports showing NCE (Normal Curve Equivalent) at 50% or more. This data demonstrated a 12% improvement from FY15 to FY 16 (44% to 56%).</p> <p><b>Final Evaluation:</b></p> <table border="1" data-bbox="571 784 1913 883"> <tr> <td data-bbox="571 784 1245 883"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.         </td> <td data-bbox="1245 784 1913 883"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.         </td> </tr> </table>		<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
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<p><b>[D.11]</b></p> <p>Development Summaries Spreadsheets with NCE and PR data</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 demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Math.</b></p> <p>The Charter Holder provided year-over year comparative data in the form of Galileo Development Summary Reports showing NCE (Normal Curve Equivalent) at 50% or more. This data demonstrated a 10% improvement from FY15 to FY 16 (17% to 27%).</p> <p><b>Final Evaluation:</b></p> <table border="1" data-bbox="571 1271 1913 1370"> <tr> <td data-bbox="571 1271 1245 1370"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.         </td> <td data-bbox="1245 1271 1913 1370"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.         </td> </tr> </table>		<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
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<p><b>[D.12]</b></p> <p>Development Summaries Spreadsheets with NCE and PR data</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>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading.</b></p> <p>The Charter Holder provided year-over year comparative data in the form of Galileo Development Summary Reports showing NCE (Normal Curve Equivalent) at 50% or more. This data demonstrated an 18% improvement from FY15 to FY 16 (0% to 18%).</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: Cortez Park Charter Middle School, Inc.  
 School Name: Imagine Cortez Park Middle  
 Site Visit Date: April 4, 2016

Required for: Renewal  
 Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p><b>[C.A.1]</b></p> <ul style="list-style-type: none"> <li>• AZ Merit Performance Level Indicators (Level 3 and 4)</li> <li>• Curriculum Resource Evaluation Form</li> <li>• Content Meeting Teacher Personal Notes</li> <li>• Leadership Team Meeting Notes/Agendas</li> <li>• Informal Notes Leadership Team</li> <li>• Galileo Report for Standards Tracking</li> <li>• Galileo Data Chat Meeting Minutes and Notes</li> </ul>	<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>• The ongoing efforts to evaluate curriculum at Imagine Cortez Park begin with weekly content team meetings where teachers...discuss and evaluate the curriculum they are using.</li> <li>• There are three criteria used by teachers to evaluate curriculum:               <ul style="list-style-type: none"> <li>○ Did curriculum have the ability to meet all standards? This is judged by comparing the curriculum to the AZ Merit Performance Level Indicators- Level 3 and 4.</li> <li>○ Whether or not the curriculum for the month required substantial extra resources.</li> <li>○ How well curricular materials were able to help teachers differentiate across subgroups.</li> </ul> </li> <li>• Imagine Cortez Park Middle School also uses data to evaluate the effectiveness of their curriculum; data chats three times per year.</li> </ul> <p><b>Final Evaluation:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.               </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.               </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p><b>[C.A.2]</b></p> <ul style="list-style-type: none"> <li>• AZ Merit Performance Level Indicators</li> <li>• Teacher Personal Notes from Content Meetings</li> <li>• Galileo Report for Standards tracking</li> <li>• Galileo Data Chat Meeting Minutes/Notes</li> </ul>	<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.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Through a partnership with the Quality Schools Program, Imagine Cortez Park conducts data chats three times per year. These data chats occur directly after administration of Galileo benchmarks</li> <li>• Teachers and leadership use the data to see which standards have been taught and how well students were able to master the presentation of these standards. This is documented on the Galileo Report for Standards Tracking.</li> <li>• Evaluations of whether the curriculum enables all students to meet the standards occur through monthly comparisons of curriculum to the AZ Merit Performance Level Indicators, with a specific focus on Level 3 and 4 indicators</li> </ul>		

	<b>Final Evaluation:</b>	
<p><b>[C.A.3]</b></p> <ul style="list-style-type: none"> <li>• Class performance assessment graphs</li> <li>• Content meeting notes</li> <li>• Curriculum Resource Evaluation Form</li> </ul>	<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.B.1]</b></p> <ul style="list-style-type: none"> <li>• Galileo Data Reports</li> <li>• Curriculum Resource Evaluation Form</li> <li>• Leadership Team Agenda/Notes</li> <li>• Emails from iReady</li> <li>• iReady Vendor documents/invoices</li> <li>• iReady Handbook and Training Materials</li> </ul>	<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>• Imagine Cortez Park Middle School operationalizes a curriculum gap when the proficiency rate for a standard is below 40% (as measured by benchmarks and classroom assessments).</li> <li>• Curriculum gaps are identified first in content area meetings. In preparation for these meetings, teachers are required to review their students’ mastery data on a bi-weekly basis and document this through content meeting minutes.</li> <li>• Teachers track student performance on their class assessments referred to as formatives, and graph these results on the Class Performance Assessment Graphs – by standard.</li> <li>• After this, in content area meetings, teachers discuss areas of low proficiency. This is documented on Content Area Meeting Notes/Minutes.</li> </ul>	
	<b>Final Evaluation:</b>	
	<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 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>• Teachers and administration review data in content area meetings and leadership team meetings.</li> <li>• When data from standards based assessments (i.e. Galileo) indicate that a significant group of students in any of the grade level bands are not achieving standard mastery goals, the leadership team considers the need to adopt new and/or supplemental curriculum.</li> </ul>	
	<b>Final Evaluation:</b>	
	<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.B.2]</b></p> <ul style="list-style-type: none"> <li>Galileo Reports</li> <li>Textbook Adoption and Evaluation Rubric (sample doc)</li> <li>Task Force Notes and Minutes (sample doc)</li> </ul>	<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>Teachers and leadership used data (i.e. Galileo Reports) to determine that there was a need to add more math curricula into the school curriculum.</li> <li>Teachers began researching and trying out samples of curricula from a variety of vendors</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[C.C.1]</b></p> <ul style="list-style-type: none"> <li>Curriculum Resource Evaluation Form</li> <li>Leadership Team Agenda/Notes</li> <li>Emails from iReady</li> <li>iReady Vendor documents/invoices</li> <li>iReady Handbook and Training Materials</li> <li>The 2014-2015 Galileo Aggregate Multi-Test Report</li> </ul>	<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>Curricular gaps were identified (using processes described above) after the administration of the first Galileo Benchmark assessment.</li> <li>Criteria used to determine the need for a revision stems from data, and consultation with our AZ Quality schools partners.</li> <li>A program review of Galileo data and evidence is used to guide the curricular revision process. A revision is identified as being needed when the leadership team reviews performance data and identifies that a critical mass of students across the grade level band are not meeting proficiency goals.</li> <li>After discussion in leadership meetings, the leadership team and teachers concluded that the best solution for this issue was to supplement curriculum through the purchase of the iReady intervention tool.</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> <ul style="list-style-type: none"> <li>Imagine TextBook Adoption Forms</li> <li>Sample Task Force Forms</li> </ul>	<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>A schoolwide Curriculum Task Force was created. The task force includes K-8 teachers, specialists, and school leadership.</li> <li>The Curriculum Task Force meets monthly. Task force leaders have visited other schools to view curriculum that is being considered. Vendors have come to meet with the Task Force to discuss options.</li> <li>A template for future adoptions has been created for use.</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>[C.D.1]</b></p> <ul style="list-style-type: none"> <li>• Curriculum Maps/Pacing Guides</li> <li>• AZCCR alignment Documents from EngageNY</li> <li>• AZCCR Standards Review Document (for ELA alignment)</li> <li>• Lesson Plan Feedback Form and Emails</li> <li>• Informal Observation Forms/Weekly Walkthrough Form</li> <li>• Informal Observation Notes</li> <li>• Sample Common Assessments and Assessment Graphs</li> <li>• Leadership Meeting Notes</li> <li>• Personal Notes of Academic Coach</li> <li>• Pre-service PowerPoint</li> </ul>	<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>• During the pre-service week, the leadership team orients all teachers to the expectation for implementing curriculum consistently through: consistent and continued use of the curriculum maps pacing, continual updates and adjustment to pacing of curriculum throughout the year, monitoring of the maps and plans by the leadership team.</li> <li>• Imagine Cortez Park uses Curriculum Maps and Pacing Guides that were adopted by teachers from Engage NY Curriculum</li> <li>• Monthly curriculum maps outline what standards should be taught, the curriculum to be used and identify the prescribed amount of time for teaching these standards</li> <li>• Curriculum Maps/Pacing guides also drive lesson plan creation. Lesson plans document the standards being taught, the curricular resources being used to deliver the standards, the objectives for each lesson and assessments. Lesson plans are due by 8am on Monday mornings during the school year. The leadership team reviews lesson plans, checking for alignment and inclusion of state standards, alignment of curriculum maps/pacing guides, and for differentiation for the various subgroups present within each class. Teachers are also required to post lesson plans in the classroom. Teachers receive weekly feedback on lesson plans, both written and verbal from the leadership team using the Lesson Plan Feedback Form and through emails.</li> <li>• The leadership team performs routine walkthroughs evaluating curricular practices for alignment to the AZCCRS. Leaders also look for consistent implementation and for fidelity to lesson plans. Walkthroughs ensure that objectives and lessons posted in the classrooms match the objectives listed on pacing guides.</li> <li>• The use of grade level common assessments help to drive messages of consistency across classrooms</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>[C.D.2]</b></p> <ul style="list-style-type: none"> <li>• Curriculum Maps/Pacing guides</li> <li>• Standard Tracker form</li> <li>• Lesson plan feedback form</li> <li>• Content meetings notes</li> <li>• Class performance assessment graph</li> <li>• Galileo Intervention Alert</li> <li>• Power Point listing expectations</li> <li>• Weekly Walkthrough</li> <li>• Informal observation notes</li> <li>• Formal observation notes</li> <li>• Prop 301 rubric</li> </ul>	<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>• To ensure consistent use of pacing guides and curriculum maps, teachers are expected to follow these plans over the course of the year</li> <li>• To ensure that all grade level standards are covered within the academic year, the Leadership team uses the Standards Tracker Form to ensure that all standards are addressed in the pacing guide/curriculum maps.</li> <li>• The leadership team reviews lesson plans checking for alignment and inclusion of state standards, alignment to pacing guides, and for differentiation for the subgroups. Teachers receive weekly feedback on lesson plans both written and verbal from the leadership team using the Lesson Plan Feedback Form.</li> <li>• Data reports are stored in the Galileo system database. Teachers graph the results of the classroom assessments on the class performance assessment graph, which is listed by standard. These graphs are shared in bi-weekly content meetings.</li> <li>• During pre-week, these expectations are communicated via PowerPoint and reinforced throughout the year documented in PowerPoint Presentations to the staff. Communication about these expectations also occurs consistently during bi-weekly staff meetings, middle school academy meetings (with all MS teachers), emails, and during formal and informal evaluations and weekly walkthroughs documented in weekly walkthrough forms, formal and informal observations notes</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>[C.D.3]</b></p> <ul style="list-style-type: none"> <li>• Curriculum Maps/Pacing guides</li> <li>• Standard Tracker form</li> <li>• Galileo printouts</li> <li>• Class Performance Assessment Graph</li> <li>• Galileo Intervention Alert</li> </ul>	<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>• Data is used to ensure that all grade level standards are covered. Teachers graph the results of the classroom assessments on the class performance assessment graph, which is listed by standard. These graphs are shared in bi-weekly content meetings. The Galileo Intervention Alert documents which students mastered which standards.</li> <li>• In addition, pacing guides and curriculum maps identify what should be taught and when it should be delivered. These documents are aligned to standards and written by teachers (ELA only) during the pre-week and reviewed by leadership. Teachers are expected to follow these plans over the course of the year. These plans, along with the curriculum maps, drive lesson plan weekly and thereby drive instruction.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[C.E.1]</b></p> <ul style="list-style-type: none"> <li>• Alignment document for Engage NY to CCSS</li> <li>• Alignment document for Math in Focus to CCSS</li> <li>• CCSS to AZCCRS document</li> <li>• Documents from novel study guide that shows alignment to AZCCRS</li> <li>• Curriculum maps/pacing guide with AZCCRS</li> <li>• Curriculum Task Force Meeting Notes</li> </ul>	<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>• Verification that curriculum is aligned to AZCCRS occurs through a review of vendor documents.</li> <li>• For ELA the verification of alignment of curriculum to AZCCRS occurred through teachers and leadership. In ELA teachers use novel study guides as curricular resource. These novel study guides are aligned to standards by teachers, documented in novel study guides. From these materials teachers developed pacing guides/curriculum maps at the start of the school year that provide further evidence of 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.E.2]</b></p> <ul style="list-style-type: none"> <li>• Curriculum Maps/Pacing Guides</li> <li>• AZCCRS alignment Documents from EngageNY</li> <li>• AZCCRS Standards Review Document (for ELA alignment)</li> <li>• Standards Alignment Guide (to be created in Summer of 2016)</li> </ul>	<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>• No new curriculum would be adopted without evidence from the vendor of a cross walk document showing such alignment.</li> <li>• Any changes that occurred in the curricula would be checked to ensure that the revisions did not affect the ability of the curriculum to retain its alignment to the standards. Imagine Cortez Park Middle School team plans to engage in some revision to the Math curriculum over the summer. During this time, they will create a Standards Alignment Guide to show that revisions still maintain alignment with CC/AZCCRS.</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.F.1]</b>  <b>Bottom 25%</b></p> <ul style="list-style-type: none"> <li>• Bottom 25 Lists</li> <li>• iReady diagnostic information (provided by vendor)</li> <li>• iReady reports</li> <li>• Sample lesson plans documenting use of iReady</li> <li>• Attendance records from before and after school classes that use the iReady program</li> <li>• Research behind validity of SRA Corrective Reading</li> <li>• SRA attendance</li> </ul> <p><b>ELL</b></p> <ul style="list-style-type: none"> <li>• AZELLA Tests Reports</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder assesses subgroups to ensure that the supplemental and/or differentiated curriculum is effective for students in each of the four subgroups.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• For the current school year, iReady represents the curricular resources used to meet the needs of the bottom 25% of students in Reading and Math.</li> <li>• Finally a target group of students, based on beginning of the year assessment results (Galileo pre-test, previous year AZMERIT, STAR pre-test) are pulled for additional reading instruction by a highly-qualified reading interventionist. These students utilize SRA Corrective Reading as the curricular resources</li> <li>• Imagine Cortez Park Middle school services the curricular needs of its middle school students through the use of the OELAS 4-hour English Language Development (ELD) block. ELL Students are placed in an ELD classroom where the teacher implements the 4 hour block of reading, writing, and grammar and oral conversation/vocabulary.</li> <li>• The IEP also indicates what support services are needed such as OT, PT, Speech etc. The IEP details curricular adaptations for students with disabilities.</li> <li>• General Education Teachers use the IEP to drive instruction and use the list of accommodations to adapt/modify curriculum for these students. This is documented in Lesson Plans showing SPED modifications. Progress toward IEP goals are tracked using quarterly progress reports.</li> </ul> <p><b>Final Evaluation:</b></p>
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<ul style="list-style-type: none"> <li>• Teacher ELD Lesson Plans</li> <li>• English in s Flash Vendor Docs</li> <li>• Brainpop Vendor Docs</li> <li>• iReady Vendor Docs</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• IEPs</li> <li>• Lesson Plans showing SPED modifications</li> <li>• Quarterly Progress Reports</li> <li>• Academy Meeting Notes</li> <li>• Emails</li> <li>• SRA Corrective Reading Program Research Document</li> <li>• iReady Student Profile Report</li> <li>• iReady Report for Special Education Students</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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## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Cortez Park Charter Middle School, Inc.  
 School Name: Imagine Cortez Park Middle  
 Site Visit Date: April 4, 2016

Required for: Renewal  
 Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p><b>[A.A.1]</b></p> <ul style="list-style-type: none"> <li>• Assessment Task Force Notes</li> <li>• Galileo formative assessments</li> <li>• Report that shows Galileo and STAR are aligned to AZCCRS</li> <li>• AzMERIT testing accommodations</li> <li>• Emails regarding ELL accommodations</li> </ul>	<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>• It involved a review of every available alternative that the major test publishers submitted as a result of our request for proposal</li> <li>• Considerations for assessment selection were: the availability of a measure of student growth over time rather than performance at one point in time, the availability of timely data processing, the availability of a common language for data discussions within our organization, alignment to common core standards and student progress measures that were easily computed, summarized and able to be disaggregated across a number of relevant variables. (Criteria)</li> <li>• Our ongoing process to continually evaluate the efficacy of our assessment tools is comprised of a correlation study and a predictive study looking at the predicted probability of passing the AzMERIT exam.</li> <li>• Utilizing the assessments               <ul style="list-style-type: none"> <li>○ Benchmarks</li> <li>○ Classroom assessments—Galileo formative</li> <li>○ Galileo item bank</li> </ul> </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>[A.A.2]</b></p> <ul style="list-style-type: none"> <li>• Advanced Ed Documents</li> <li>• Relationship between STAR</li> </ul>	<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>• DOK</li> </ul>		

<p>Renaissance and State Tests</p> <ul style="list-style-type: none"> <li>• Assessment Calendar</li> <li>• Analyzed Reports- Galileo</li> <li>• Data Notes/Agendas</li> <li>• Example of questions from Galileo item bank with DOK level listed</li> <li>• STAR state standards report</li> <li>• Galileo intervention alert</li> <li>• AzMERIT blueprints</li> </ul>	<ul style="list-style-type: none"> <li>○ AzMERIT blueprint</li> <li>○ 80-90% Level 2 or higher</li> <li>○ Look at levels in Galileo item bank</li> <li>○ Assessment matches DOK levels tested</li> </ul> <ul style="list-style-type: none"> <li>• Reports that provide progress towards meeting AzCCRS</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[A.A.3]</b></p> <ul style="list-style-type: none"> <li>• 6 week instructional plans</li> <li>• STAR/Galileo study how it aligns to AzMERIT</li> <li>• Formative report from Galileo class assessment</li> <li>• iReady class profile report</li> <li>• STAR state standard report</li> <li>• Galileo growth and achievement</li> <li>• STAR class instructional planning report</li> <li>• Data dialog notes</li> <li>• STAR annual progress report</li> </ul>	<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>• Allows teachers to monitor instruction and student progress on a more timely basis</li> <li>• Allows progress monitoring at the student, class, grade, and school level ensuring more students reach the benchmark</li> <li>• Assessment allows teachers to scaffold their instructional methods to meet student needs</li> <li>• Utilizing a variety of ways to assess students</li> <li>• Teachers analyze academic vocabulary and DOK used in assessments and embed within their instruction</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> <p><b>Bottom 25%</b></p> <ul style="list-style-type: none"> <li>• Star and Galileo Reports</li> <li>• iReady Assessment Report</li> </ul> <p><b>ELL</b></p> <ul style="list-style-type: none"> <li>• Item Analysis for ELD Class</li> <li>• Star and Galileo Reports</li> <li>• iReady Assessment Report</li> <li>• AZELLA Test Reports</li> <li>• Sample ELP Standard Aligned Assessment</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Item analysis for SPED Students</li> <li>• Star and Galileo Reports</li> <li>• Lesson Plans</li> <li>• iReady Assessment Reports</li> <li>• Sample Modified Classroom Assessments</li> </ul>	<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>• STAR has the capability of progress monitoring these students and the creation of instructional plans based on standards students performed poorly in.</li> <li>• Each student is assessed using Galileo three times per year over most standards to see how students are progressing throughout the year.</li> <li>• iReady Diagnostics are computer adaptive and provide assessments based on lessons and individual student abilities. iReady provides bi-weekly assessments for these students.</li> <li>• Teacher Created assessments aligned to ELP Standards used in the 4 hour block are the final assessment piece for ELL students.</li> <li>• Galileo and STAR have the capability of progress monitoring. Item analysis allows targeted planning for the different levels of understanding. Documentation is found in item analysis for SPED students.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<table border="1" style="width: 100%;"> <tr> <td data-bbox="577 787 1249 1044"> <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="1249 787 1896 1044"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
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<p><b>[A.C.1]</b></p> <ul style="list-style-type: none"> <li>• Assessment Calendar</li> <li>• Data Notes/Agendas</li> <li>• Analyzed Galileo Reports</li> <li>• 6 Week Instructional Plans</li> <li>• Emails scheduling data chats</li> <li>• Content meeting notes</li> </ul>	<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>• Results are analyzed as soon as they are available for each assessment.</li> <li>• For teachers, data is reviewed during Data Meetings held on a monthly basis to discuss progress on classroom and grade level assessments.</li> <li>• After an assessment (i.e. Galileo) Imagine Cortez Park receives analyzed data back within 2 weeks and then this analyzed data is discussed in Data Meetings within two Weeks.</li> <li>• Analyze data by content</li> <li>• Review standards that have been taught</li> <li>• Assess grade level, class, and individual student needs</li> <li>• Reflect on teaching strategies</li> <li>• Determine need for re-teaching whole group or small group</li> <li>• Develop a plan for implementing action steps</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[A.C.2]</b></p> <ul style="list-style-type: none"> <li>• Data Dialogue Notes</li> <li>• Star Reports</li> <li>• Content Area Meetings and Notes</li> <li>• 6 week instructional plan</li> <li>• Galileo intervention alert</li> <li>• Classroom assessments</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>

<ul style="list-style-type: none"> <li>• Curriculum task force notes</li> <li>• Email to iReady vendor</li> <li>• Textbook Adoption rubrics</li> </ul>	<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.3]</b></p> <ul style="list-style-type: none"> <li>• Data Meeting Notes</li> <li>• Tiered Teacher List</li> <li>• Personal Notes of Academic Coach</li> <li>• Informal Observation Form/Notes</li> <li>• Star Reports</li> <li>• Content Area Meeting Notes</li> <li>• 6 week instructional plans</li> <li>• Classroom assessments</li> <li>• 30-min math observation forms</li> <li>• Small group math instruction groups</li> <li>• QSP coaching session notes</li> <li>• Galileo intervention alert</li> <li>• Growth and achievement</li> </ul>	<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>• 6 week instructional plans</li> <li>• 30-minute math observations to provide feedback to teachers</li> <li>• Small group math instruction from paraprofessional and highly qualified math interventionist</li> <li>• QSP coaching sessions</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.

## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Cortez Park Charter Middle School, Inc.  
 School Name: Imagine Cortez Park Middle  
 Site Visit Date: April 4, 2016

Required for: Renewal  
 Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p><b>[M.A.1]</b></p> <ul style="list-style-type: none"> <li>• Lesson Plan Feedback Checklist</li> <li>• Walkthrough Checklist</li> <li>• Informal Observation Forms</li> <li>• Formal Observation Forms</li> <li>• Content Area Meeting Notes</li> <li>• Pacing Guides</li> </ul> <p><b>Bottom 25%</b></p> <ul style="list-style-type: none"> <li>• Informal Observation Form</li> <li>• Lesson plans</li> <li>• SRA Progress Monitoring Forms</li> <li>• Formal Observation Materials</li> </ul> <p><b>ELL</b></p> <ul style="list-style-type: none"> <li>• Formal/Informal Observation Form for ELL teachers</li> <li>• Lesson Plan Feedback form for ELP standards</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Formal observation forms</li> <li>• Informal observation form</li> <li>• Lesson Plans Checks/Feedback form</li> <li>• Ged – Ed Lesson Plans</li> <li>• SPED notebook check</li> </ul>	<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>• The Leadership Team checks lesson plans bi-weekly for alignment to the AZCCRS standards.</li> <li>• Content meetings occur weekly and provide another place in which the integration of the standards into instruction is monitored.</li> <li>• Pacing Guides are used to ensure that all team members are teaching the same standards at the same time.</li> <li>• During walkthroughs, leadership ensures that what is listed in pacing guides is being implemented at the same times and in the same way across classroom.</li> <li>• Informal and formal observations following the Charlotte Danielson’s Framework for Teaching. This model identifies aspects of teacher responsibilities that have been shown in empirical studies and theoretical research as promoting student learning.</li> <li>• Informal and formal observations, progress monitoring and continuous data collection are used with the bottom 25%.</li> <li>• Lesson plan and pacing guide checks are conducted for ELL instruction.</li> <li>• Formal and informal observations are conducted of teachers, SPED notebooks are checked, and differentiated Lesson Plans are created.</li> <li>• School of Excellence Review and Academic Team Review are conducted on the campus. These teams serve as outside evaluators of the four processes.</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.
<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>[M.A.2]</b></p> <ul style="list-style-type: none"> <li>• Formal Observation Documents</li> <li>• Data Wall Pictures</li> <li>• Content Area Meeting Notes/Minutes</li> <li>• Graphed Results of Grade Level Assessments</li> <li>• Quality School Data Meeting Notes/Minutes</li> <li>• Galileo Report Templates</li> <li>• A-Team Visit Notes</li> </ul>	<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>• Standards based instructional effectiveness using Formal Evaluations following the Charlotte Danielson Model.</li> <li>• Grade-Level assessments are completed directly after the instruction of a specific standard or skill. Effectiveness goals are that at least 80% of students will demonstrate proficiency in the standard. The assessment data provides a check of the effectiveness of the instruction.</li> <li>• Galileo benchmarks are done two times per year. The effectiveness goals for these assessments vary by grade level and are based on baseline assessment data results however the school wide proficiency goals are that 75% or higher. After every benchmark Data Meetings are provided by the Quality Schools Program to review benchmark data focusing both on the proficiency of standards taught and to plan for upcoming standards.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[M.B.1]</b></p> <ul style="list-style-type: none"> <li>• Formal Observation Forms</li> <li>• Informal Walkthrough Forms</li> <li>• A Team Visit Notes</li> <li>• School of Excellence Report and Notes</li> <li>• Quality School Meeting Minutes/Agendas</li> <li>• Galileo Data Reports</li> </ul>	<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>• Use of the Danielson Framework to evaluate instruction by completing formal observations evaluating instructional practices.</li> <li>• Informal walkthroughs: The Leadership Team observes teachers weekly.</li> <li>• “A” Team of leaders from other Imagine Schools came and observed classrooms based on the foci and recorded data in using the Danielson Framework for Teaching rubric.</li> <li>• During a School of Excellence Performance Review Visit, a team of leaders, academic coaches, and teachers from other Imagine Schools come to do observations of classroom to assess instruction and the 6 measures of excellence based on the Imagine Schools Academic Excellence Framework.</li> <li>• Data: Data gathered from multiple assessments (see assessment section above) provides the final piece for monitoring instructional effectiveness.</li> </ul> <p><b>Final Evaluation:</b></p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p> <p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>	

<p><b>[M.B.2]</b></p> <ul style="list-style-type: none"> <li>• Formal Observation Forms</li> <li>• Walkthrough Checklist</li> <li>• A Team Visit Notes</li> <li>• School of Excellence Report and Notes</li> <li>• Quality School Meeting Minutes/Agendas</li> <li>• Galileo Data Reports</li> </ul>	<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>• The aforementioned processes use of the Danielson framework, informal walkthroughs, A-team Visits, School of Excellence Visits, Data Chats through the Quality Schools program and Galileo Data analysis. This helps assess the quality of instruction at Imagine Cortez Park Middle School by allowing for consistent, regular assessments of instructional practices including fidelity in implementation, inclusions of standards and overall teaching practices. It includes opportunities for self-reflection, incorporates student assessment data, and includes objective unbiased observers. Further, it is a continuous and ongoing process that is tracked at the individual and school level encouraging conversations in content meetings and allowing opportunities for growth and achievement.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[M.B.3]</b></p> <ul style="list-style-type: none"> <li>• Professional Goal Setting Form</li> <li>• Formal Observation Form</li> <li>• Aims Data</li> <li>• Walkthrough Checklist</li> <li>• Leadership Meeting Notes</li> </ul>	<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>• At the start of the school year teachers at Imagine Cortez Park Middle School fill out the Self-Assessment and Goal Form which requests individual teachers to conduct a self-analysis of their own strengths and weaknesses.</li> <li>• The formal observation form helps to identify strengths (“glows”) and weaknesses (“grows). Strengths are indicated when teachers are rated as proficient or excelling. Weaknesses are indicated when the teacher is rated as developing or unsatisfactory.</li> <li>• Needs of teachers are usually identified either during walkthroughs, formal observation feedback or data.</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></p> <p><b>Bottom 25%</b></p> <ul style="list-style-type: none"> <li>• Informal Observation Form</li> <li>• Lesson plans</li> <li>• SRA Progress Monitoring Forms</li> <li>• Formal Observation Materials</li> </ul> <p><b>ELL</b></p> <ul style="list-style-type: none"> <li>• Formal/Informal Observation Form for ELL teacher</li> <li>• Lesson Plan Feedback form for ELP standards</li> </ul> <p><b>Students with Disabilities</b></p> <ul style="list-style-type: none"> <li>• Formal observation forms</li> <li>• Informal observation forms</li> <li>• Lesson Plans Checks/Feedback form</li> <li>• Gen – Ed Lesson Plans</li> </ul>	<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>• To monitor the instruction of the bottom 25% a section on the Informal Observation Form is designated to evaluate instructional practices that specifically impact our lower quartile. This section addresses a teacher’s effectiveness in implementing instructional strategies that support and push these students toward proficiency.</li> <li>• All interventionists receive a formal observation using the Danielson model from an administrator.</li> <li>• As ELL students are in a separate ELD Classroom monitoring of instruction occurs through teacher observations (informal and formal, as described above) of these teachers/classrooms.</li> <li>• SPED teachers receive feedback from formal observations in the Charlotte Danielson Model similar to general education teachers 2x/year.</li> <li>• A section on the walkthrough form is designated to evaluate instructional practices that specifically impact SPED students.</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.1]</b></p> <ul style="list-style-type: none"> <li>• Informal Observation Form</li> <li>• Professional Goal Setting Form</li> <li>• Leadership Team Meeting Notes</li> <li>• Formal Observation Post Conference Form</li> </ul>	<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>• Imagine Cortez Park Middle School analyzes formal evaluation data monthly to analyze strengths, weaknesses, and needs of teachers. Teachers that are identified as unsatisfactory would be placed on a teacher improvement plan.</li> <li>• The leadership team also gathers evidence (informal and walkthroughs) and decides who will be receiving a second formal observation before the final evaluation. Teachers whose overall rating is “ineffective” or “developing” receive a follow up formal observation.</li> <li>• These data points are also used to drive decisions about promotion, retention, and improvement plans.</li> </ul>	
<p><b>[M.D.2]</b></p> <ul style="list-style-type: none"> <li>• Teacher improvement plans (template only)</li> <li>• Formal Observation Forms</li> <li>• Leadership Observation Assignments</li> <li>• Roundtable Notes</li> <li>• PD Certificates</li> <li>• Week at a Glance Forms</li> </ul>	<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>• Feedback from observations and snapshots/walkthroughs are provided to teachers during bi-weekly school wide meetings documented in Informal Observation Forms. Teachers also have immediate feedback from their walkthroughs on the Informal Observation Form.</li> <li>• In addition, teachers have individual goal-setting meetings once a year to discuss their strengths, weaknesses, and needs. This is documented on the Professional Goal Setting Form.</li> <li>• All teachers are provided a hard copy of the script taken during their observation, the formal evaluation rubric, recommendations and suggestions. Follow –up on these measures occurs during future observations and walkthroughs.</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: Cortez Park Charter Middle School, Inc.  
 School Name: Imagine Cortez Park Middle  
 Site Visit Date: April 4, 2016

Required for: Renewal  
 Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p><b>[P.A.1]</b></p> <ul style="list-style-type: none"> <li>• PD plan and Section 4 of SEP Plan</li> <li>• Weekly walkthrough trend data</li> <li>• Informal/formal observation notes</li> <li>• Leadership Meeting Agenda/Notes</li> <li>• ½ day PD agendas &amp; Power Points</li> <li>• Preservice agendas &amp; Power Points (15-16 Goals and Initiatives)</li> <li>• Imagine Academic Excellence Literacy Focus foldable</li> <li>• Imagine Academic Excellence Literacy Focus placemat</li> <li>• Quality Schools contract</li> <li>• PD tracker form</li> <li>• PD budget</li> <li>• Professional Growth Goals</li> </ul>	<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>• The professional development plan was developed by school leaders with guidance from the Imagine Schools National Academic and Character Team based on the Instructional and Character Foci for the year. The PD plan was developed with curriculum resources and assessment tools in mind, using year end data and through informal conversations with teachers.</li> <li>• Imagine Cortez Park also annually conducts a needs survey (teacher survey) given to staff, and the professional development plan also utilizes data from formal and informal observations and the needs assessments teachers complete as part of their formal evaluation conferences.</li> <li>• During evaluations of walkthrough trend data, teacher needs are discussed, and those discussions inform needs for professional development.</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.2]</b></p>	<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>	

<ul style="list-style-type: none"> <li>• Informal Observation Form</li> <li>• Informal Observation Notes</li> <li>• Weekly walkthrough trend data</li> <li>• Content meeting agendas</li> <li>• PD registration attendance forms</li> <li>• PD Request Form</li> <li>• School Data tied to PD</li> <li>• Intel Math Application and Sign in Sheets</li> </ul>	<p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Imagine Cortez Park uses observational data to continually monitor the needs of staff, and compares observation data to deficiencies identified in the needs survey.</li> <li>• Learning needs of teachers are identified when teachers seek out PD based on their own needs and request permission to attend from administration. Administration reviews these requests and sends teacher to outside PD workshops based on their assessment.</li> <li>• The leadership team identifies needs when there are areas on the monitoring rubric in which a teacher is not demonstrating proficiency.</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.A.3]</b></p> <ul style="list-style-type: none"> <li>• AIMS data and AZ Merit Data</li> <li>• PD Certificates and Attendance records</li> <li>• Needs survey</li> <li>• Professional Development section of our School Excellence Plan</li> <li>• Teacher Professional Development and Classroom Data Goal sheets</li> </ul>	<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>• Areas of high importance are data driven based on assessment data and analysis done by the leadership team prior to the start of the school year and ongoing throughout the year and through the administration of a PD needs survey.</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.B.1]</b></p> <ul style="list-style-type: none"> <li>• PD attendance logs and PowerPoints</li> <li>• Data Dialogue Meeting Notes</li> <li>• Content Area Meeting Notes</li> <li>• ELD Academy Meeting Notes</li> <li>• PD certificates</li> <li>• OELAS registration</li> <li>• Regional special education monthly PD agendas</li> <li>• Pre-Service PD agendas/Attendance records</li> <li>• Academy meeting notes</li> <li>• Differentiation Strategies Guide</li> </ul>	<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>• Imagine Cortez Park Middle School provides professional development on differentiation of instruction to meet the needs of all students, especially students in the bottom quartile, ELL Students, and Sped Students.</li> <li>• With respect to struggling learners in the bottom quartile, Imagine Cortez Park Middle School has provided the “Teach like a Champion Strategies” PD to staff to bolster engagement during a lesson for the bottom quartile.</li> <li>• Teachers also attended a workshop put on by ADE focused on writing strategies for ELD students.</li> <li>• The principal attended the OELAS conference to gain specific knowledge about best practices, instructional strategies, and assessment tools for ELL students which was shared with the rest of the staff.</li> <li>• Finally for PD related to SPED students Regional special education directors provide monthly PD for special education staff.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[P.C.1]</b></p> <ul style="list-style-type: none"> <li>• Informal/Formal Observation Notes</li> <li>• Formal observation schedule</li> <li>• PD Implementation Form</li> <li>• Objectives PowerPoint</li> <li>• Notes from QS Meetings (TLaC)</li> <li>• Content/Academy meeting notes</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><b>Final Evaluation:</b></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>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>• Furthermore, through the Arizona Charter School Association’s Quality Schools Program, which provided PD called Teach like a Champion Strategies, support was offered for implementation as the QS staff conducts observations of teachers specifically evaluating them on their use of strategies. Post observations, QS staff discuss with teachers areas of strengths and weakness.</li> <li>• When teachers return from an external PD opportunity, they fill out a PD Implementation Form and meet with the academic coach to make a plan for implementation of strategies that they learned from the PD.</li> <li>• The leadership team provides timely and routine feedback about implementation of new strategies learned in PD through the individualized observations.</li> <li>• During MS (middle school) academy meetings and content meetings teachers share out resources and discuss PD implementation collaboratively.</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.C.2]</b></p> <ul style="list-style-type: none"> <li>• PD budget</li> <li>• Allocation of Title Funds</li> <li>• Region PD agendas/attendance</li> <li>• WIG agendas/Academy agendas</li> <li>• Training notes from Coaches Meetings</li> <li>• Emails</li> <li>• iReady vendor materials</li> <li>• emails to iReady vendor</li> <li>• Imagine Literacy Focus Placemat</li> <li>• Imagine Literacy Focus Foldable</li> <li>• Regional Professional Development Agendas</li> <li>• ELA Regional PD Agenda</li> <li>• Intel Math PD Certificate</li> <li>• Outside Professional Development certificates</li> </ul>	<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>• Where resources may be lacking, arrangements are made to secure the necessary resources with support through Title and other funds as appropriate.</li> <li>• Imagine Cortez Park Middle School provides routine and scheduled time for teachers as a resource to ensure implementation of PD.</li> <li>• The Academic Coach and Academic Dean attend monthly meetings at the region and share our additional material that can be used as resources for high quality implementation thereby providing coached and job-embedded PD.</li> <li>• Access to videos of best practices are available from online resources.</li> <li>• Teachers and Dean of Academics provide live demonstrations of materials and strategies from PD they have attended.</li> <li>• Assessing Data (iReady, Team/Individual Needs, Intel Math)</li> <li>• Leadership Meetings to Identify Needs (Lit. Focus Matrix, ADE/Center for Student Achievement/Arizona K-12 Center for Professional Development, Walkthrough Trends, Curriculum Resource Evaluation Form, 30-min Math, PD Request Form)</li> <li>• Academy/Content Meetings (Share/Discuss Resources, Identify Needs, PD Request/Implementation, Curriculum Resource Evaluation)</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> <ul style="list-style-type: none"> <li>• Informal Observation/Walkthrough Form</li> <li>• PD Implementation Form</li> <li>• Formal Observation Notes</li> <li>• A-Team visit notes</li> <li>• School of Excellence Forms/Notes</li> </ul>	<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>• During informal walkthroughs leadership notes the implementation of skills and activities that were presented to teachers in PD.</li> <li>• When teachers return from an extern PD opportunity, they fill out a PD Implementation Form and meet with the academic coach to make a plan for implementation of strategies that they learned from the PD.</li> <li>• During formal observations feedback is provided relative to both the four domains in the Danielson Framework for Teaching and other professional development offerings.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[P.D.2]</b></p> <ul style="list-style-type: none"> <li>• Informal/formal observation notes from post conferences</li> <li>• Lesson plan feedback form</li> <li>• Content meeting notes</li> <li>• Notes from Regional Academic Coordinator</li> </ul>	<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>• Imagine Cortez Park Middle School follows up to support and develops the implementation of strategies learned in PD through informal and formal observations and one-on-one coaching according to the observation rotation schedule.</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.
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**APPENDIX E**

**RENEWAL DSP SUBMISSION**



## DEMONSTRATION OF SUFFICIENT PROGRESS REPORT

CHARTER INFORMATION			
<b>Charter Holder Name</b>	<b>Cortez Park Charter Middle School, Inc.</b>	<b>Schools</b>	<b>Cortez Park Charter Middle School, Inc.</b>
<b>Charter Holder Entity ID</b> <small>Click to enter text.</small>	<b>79988</b>	<b>Dashboard Year</b>	<b>FY16</b>
<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: _____			
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	Does Not Meet	Does Not Meet	Yes
Student Median Growth Percentile (SGP)—Reading	Meets	Does Not Meet	Yes
Student Median Growth Percentile (SGP), Bottom 25%—Math (Traditional and Small Schools Only)	Meets	Meets	No
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	Does Not Meet	Falls Far Below	Yes
Subgroup, ELL—Math	Does Not Meet	Does Not Meet	Yes
Subgroup, ELL—Reading	Does Not Meet	Does Not Meet	Yes
Subgroup, FRL—Math	Meets	Meets	No
Subgroup, FRL—Reading	Meets	Does Not Meet	Yes
Subgroup, students with disabilities—Math	Does Not Meet	Meets	Yes
Subgroup, students with disabilities—Reading	Does Not Meet	Does Not Meet	Yes
High School Graduation Rate (High Schools Only)	Not Applicable	Not Applicable	Not Applicable
Academic Persistence (Alternative Schools Only)	Not Applicable	Not Applicable	Not Applicable

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
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<b>Internal Benchmarking data</b> has been disaggregated for <b>READING</b> from:	Galileo	Starting with the 2015-16 school year, the Galileo cutoffs changed from being based on AIMS to being based on AzMERIT data. Another change is the incorporation of Technology Enhanced Items in the benchmark assessments. As a result there was a corresponding drop in the passing rates for the 2015-16 school year.
<b>Internal Benchmarking data</b> has been disaggregated for <b>MATH</b> from:	Galileo	Starting with the 2015-16 school year, the Galileo cutoffs changed from being based on AIMS to being based on AzMERIT data. Another change is the incorporation of Technology Enhanced Items in the benchmark assessments. As a result there was a corresponding drop in the passing rates for the 2015-16 school year.
<b>High School Graduation Rate</b>	<b>Not Applicable</b>	<b>Not Applicable</b>
<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.

Imagine Cortez Park utilizes assessments whose vendor provides documentation about the validity and reliability of the data gathered. Galileo (ATI) provides documentation that their assessments support appropriate assessment of the AZ State Standards and that their assessments have inter-item and inter-rater reliability. ATI uses item-response theory to conduct equivalence and item level analyses of their assessments. Documentation for validity and reliability of these assessments can be found in published reports and technical manuals available on the vendor website ([www.ati-online.com](http://www.ati-online.com)).

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>	Imagine Cortez Park utilizes the Student Growth and Achievement report in Galileo to determine the number and ratio of students making expected growth. The expectation is to have 80% of students making expected growth.	In 2014-15, there was an increase in the percent of students meeting the growth expectation from 55% to 70%. This year, 59% of students are making expected growth. This is evidence that a change is needed in small group differentiated instruction specifically for students not making expected growth.
Student Median Growth Percentile (SGP)— <b>Reading</b>	Imagine Cortez Park utilizes the Student Growth and Achievement report in Galileo to determine the number and ratio of students making expected growth. The expectation is to have 80% of students making expected growth.	In 2014-15, there was an increase in the percent of students meeting the growth expectation from 58% to 67%. This year, 59% of students are making expected growth. A gap was identified in the language standards, which is evidence that instructional refinements are needed. It is also evident that a change is needed in small group differentiated instruction, specifically for students not making expected growth.
Student Median Growth Percentile (SGP) Bottom 25%/Improvement— <b>Math</b>	Data not required	Data not required
Student Median Growth Percentile (SGP) Bottom 25%/Improvement— <b>Reading</b>	Data not required	Data not required
Percent Passing— <b>Math</b>	Imagine Cortez Park utilizes the Aggregate Multi-Test report in Galileo to determine the number and ratio of students passing and their proficiency levels. The goal is to surpass the state average passing rate of 32% in Mathematics.	In 2014-15 there was an increase in the percentage passing from 25% to 36 % in math with a decrease in FFB, as well as an increase in Exceeds. This year, the passing rate increased from 9% to 16% with a decrease in the number of students in FFB. Although growth is being demonstrated, the low percentage of passing rates demonstrates that there is a gap in the level of rigor expected in the curriculum compared to the level of rigor expected on the assessment. Additional curricular resources are being identified to bridge the gap.  Using the ATI Custom report, the percentile rank for math from pre-test to post-test in 2014-15 shows growth in the percentage of full academic year students at or above the 50 <sup>th</sup> percentile growing from 28% to 51%. The 2015-16 data is based on the pretest to benchmark 1, showing growth from 25% to 44%. As demonstrated in past data, it is anticipated that continued growth will be shown with the remaining benchmarks.



**Percent Passing—Reading**

Imagine Cortez Park utilizes the Aggregate Multi-Test report in Galileo to determine the number and ratio of students passing and their proficiency levels. The goal is to surpass the state average passing rate of 33% in ELA.

In 2014-15 there was growth in the percentage passing from 60% to 71 % passing in ELA with a decrease in FFB and in Exceeds. This year the passing rate increased from 15% to 20% with a decrease in the number of students in FFB. Although growth is being demonstrated, the low percentage of passing rates indicates that there is a gap in the level of rigor expected in the curriculum compared to the level of rigor expected on the assessment. Additional curricular resources are being identified for instruction of the language standards. Using the ATI Custom report, the percentile rank for reading from pre-test to post-test in 2014-15 shows growth in the percentage of full academic year students at or above the 50<sup>th</sup> percentile growing from 42% to 61%. The 2015-16 data is based on the pretest to benchmark 1, showing growth from 30% to 39%. As demonstrated in past data, it is anticipated that continued growth will be shown with the remaining benchmarks.

**Subgroup, ELL—Math**

Imagine Cortez Park utilizes the Aggregate Multi-Test report in Galileo to determine the number and ratio of students passing and their proficiency levels. The goal is to surpass the state average passing rate of 32% in Mathematics.

In 2014-15 there was growth in the percentage passing from 20% to 38 % passing in math with a decrease in FFB. This year the passing rate has increased from 4% passing to 6% passing, with a decrease in the number of students in FFB. It is evident that more students are moving toward proficiency; however the basic language gap for these students still remains a challenge in accessing the level of rigor on the assessment. A continued focus on provided scaffolded instruction remains, which will better prepare students in meeting grade level standards. Using the ATI Custom report, the percentile rank for reading from pre-test to post-test in 2014-15 shows growth in the percentage of ELL students at or above the 50<sup>th</sup> percentile growing from 20% to 39%. The 2015-16 data is based on the pretest to benchmark 1, showing growth from 12% to 30%. As demonstrated in past data, it is anticipated that continued growth will be shown with the remaining benchmarks.

**Subgroup, ELL—Reading**

Imagine Cortez Park utilizes the Aggregate Multi-Test report in Galileo to determine the number and ratio of students passing and their proficiency levels. The goal is to surpass the state average passing rate of 33% in ELA.

In 2014-15 there was growth in the percentage passing from 42% to 69 % passing in ELA with a decrease in FFB. This year the passing rate increased from 1% passing to 3% passing with a decrease in FFB. While students are moving closer to proficiency, it is evident that the basic language gap for these students remains a challenge in accessing the level of rigor on the assessment. A continued focus on provided



		<p>scaffolded instruction remains, which will better prepare students in meeting grade level standards.</p> <p>Using the ATI Custom report, the percentile rank for reading from pre-test to post-test in 2014-15 shows growth in the percentage of ELL students at or above the 50<sup>th</sup> percentile growing from 14% to 39%. The 2015-16 data is based on the pretest to benchmark 1, showing growth from 6% to 14%. As demonstrated in past data, it is anticipated that continued growth will be shown with the remaining benchmarks.</p>
Subgroup, FRL— <b>Math</b>	Data not required	Data not required
Subgroup, FRL— <b>Reading</b>	<p>Imagine Cortez Park utilizes the Aggregate Multi-Test report in Galileo to determine the number and ratio of students passing and their proficiency levels. The goal is to surpass the state average passing rate of 33% in ELA.</p>	<p>In 2014-15 there was growth in the percentage passing from 60% to 71 % passing in ELA with a decrease in the number of FFB. This year the passing rate increased from 15% to 20% with a decrease in the number of students in FFB. Although growth is being demonstrated, the low percentage of passing rates indicates that there is a gap in the level of rigor expected in the curriculum compared to the level of rigor expected on the assessment. Additional curricular resources are being identified for instruction of the language standards.</p> <p>Using the ATI Custom report, the percentile rank for reading from pre-test to post-test in 2014-15 shows growth in the percentage of free and reduced lunch students at or above the 50<sup>th</sup> percentile growing from 42% to 61%. The 2015-16 data is based on the pretest to benchmark 1, showing growth from 30% to 39%. As demonstrated in past data, it is anticipated that continued growth will be shown with the remaining benchmarks.</p>
Subgroup, students with disabilities— <b>Math</b>	<p>Imagine Cortez Park utilizes the Aggregate Multi-Test report in Galileo to determine the number and ratio of students passing and their proficiency levels. The goal is to surpass the state average passing rate of 32% in Mathematics.</p>	<p>In 2014-15, the passing rate remained the same with 0% passing and with the number of FFB increasing. This year the passing rate holds steady at 8% passing, with a decrease in the number of students in FFB. It is evident that students are moving closer to proficiency. A continued focus on provided scaffolded instruction remains, which will better prepare students in meeting grade level standards.</p> <p>Using the ATI Custom report, the percentile rank for math from pre-test to post-test in 2014-15 shows growth in the percentage of students with disabilities at or above the 50<sup>th</sup> percentile growing from 0% to 11%. The 2015-16 data is based on the pretest to benchmark 1, showing</p>



## Demonstration of Sufficient Progress Report

		<p>growth from 9% to 27%. As demonstrated in past data, it is anticipated that continued growth will be shown with the remaining benchmarks.</p>
<p>Subgroup, students with disabilities—<b>Reading</b></p>	<p>Imagine Cortez Park utilizes the Aggregate Multi-Test report in Galileo to determine the number and ratio of students passing and their proficiency levels. The goal is to surpass the state average passing rate of 33% in ELA.</p>	<p>In 2014-15 there was a decrease in the percentage passing from 39% to 22% passing in ELA and a slight decrease in FFB. This year the passing rate holds steady at 17% passing with a decrease in the FFB category. It is evident that students are moving closer to proficiency. A continued focus on provided scaffolded instruction remains, which will better prepare students in meeting grade level standards.</p> <p>Using the ATI Custom report, the percentile rank for reading from pre-test to post-test in 2014-15 shows growth in the percentage of students with disabilities at or above the 50<sup>th</sup> percentile growing from 11% to 22%. The 2015-16 data is based on the pretest to benchmark 1, showing growth from 27% to 36%. As demonstrated in past data, it is anticipated that continued growth will be shown with the remaining benchmarks.</p>
<p>High School Graduation Rate (Schools serving 12<sup>th</sup> grade only)</p>	<p>Not Applicable</p>	<p>Not Applicable</p>
<p>Academic Persistence (Alternative High Schools Only)</p>	<p>Not Applicable</p>	<p>Not Applicable</p>

### 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.

The ongoing efforts to evaluate curriculum at Imagine Cortez Park begin with weekly content team meetings (i.e. meetings by subject area, ELA/Math). During this time, teachers come together to discuss and evaluate the curriculum that they are using. There are three criteria used by teachers to evaluate curriculum:

- 1) Did curriculum have the ability to meet all standards? This is judged by comparing the curriculum to the AZ Merit Performance Level Indicators- Level 3 and 4.
- 2) Whether or not the curriculum for the month required substantial extra resources.
- 3) How well curricular materials were able to help teachers differentiate across subgroups. During this time, teachers discuss issues about curriculum, which are then recorded on the Curriculum Resources Evaluation Form.

From the teacher level, curricular issues then move forward, as appropriate, to the administrative leadership team. The leadership team reviews the Curriculum Resources Evaluation Form on a monthly basis while engaging in a discussion focused on curricular topics including alignment to standards. This process is documented on Leadership Team Meeting Agendas and Notes. If the leadership teams identifies a need for additional curricular resources, this is addressed through either the revision of the curricular materials or adoption procedures outlined below (Q4/5).

Imagine Cortez Park Middle School also uses data to evaluate the effectiveness of their curriculum. Through a partnership with the Arizona Charter School Association’s Quality Schools Program, Imagine Cortez Park has data chats three times per year (directly after administration of Galileo benchmarks). During this time, teachers and leadership use the data to see which standards have been taught and how well students were able to master the presentation of these standards. This is documented on the Galileo Report for Standards Tracking. When mastery level on any standard is below 40% on a standard that’s already been taught based on their curriculum map/pacing guide, Quality School Staff, along with the school leadership team and teachers, begin to evaluate curriculum. At this time, teachers and leaders assess whether the classroom presentation of vocabulary was the same as what was on the test. A decision is made whether additional curricular resources are needed to enable students to master this standard during a re-teach session. This is documented in Galileo Data Chat Meeting Minutes/Notes.

**Documentation**

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

- AZ Merit Performance Level Indicators – Level 3 and 4
- Curriculum Resource Evaluation Form
- Content Meeting Teacher Personal Notes
- Leadership Team Meeting Notes/Agendas
- Informal Notes Leadership Team
- Galileo Report for Standards Tracking



- Galileo Data Chat Meeting Minutes and Notes

**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.*

Evaluations of whether the curriculum enables all students to meet the standards occur through monthly comparisons of curriculum to the AZ Merit Performance Level Indicators, with a specific focus on Level 3 and 4 indicators. These indicators delineate specifically the skills a student will need to demonstrate mastery on all of the state standards. During monthly content area meetings, teachers review the upcoming and most recently used curriculum against the AZ Merit Performance indicators. This ensures that curriculum is enabling all students not only the ability to meet the standards but to become highly proficient. This is documented in Teacher Personal Notes from Content Meetings.

Teachers also use data to evaluate whether curriculum is enabling students to meet all standards. Through a partnership with the Quality Schools Program, Imagine Cortez Park conducts data chats three times per year. These data chats occur directly after administration of Galileo benchmarks. During this time, teachers and leadership use the data to see which standards have been taught and how well students were able to master the presentation of these standards. This is documented on the Galileo Report for Standards Tracking. When mastery level on any standard is below 40% on a standard that's already been taught based on their curriculum map/pacing guide, Quality School Staff, along with the School Leadership Team and teachers evaluate the curriculum looking for whether classroom presentation of vocabulary was the same as what was on the test. They also determine whether additional curricular resources are needed in order to enable students to master this standard during a re-teach session. This is documented in Galileo Data Chat Meeting Minutes/Notes.

**Documentation**

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

- AZ Merit Performance Level Indicators
- Teacher Personal Notes from Content Meetings
- Galileo Report for Standards Tracking
- Galileo Data Chat Meeting Minutes/Notes

**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.*

Imagine Cortez Park Middle School operationalizes a curriculum gap when the proficiency rate for a standard is below 40% (as measured by benchmarks and classroom assessments).

Curriculum gaps are identified first in content area meetings. In preparation for these meetings, teachers are



required to review their students' mastery data on a bi-weekly basis and document this through content meeting minutes. Teachers track student performance on their class assessments referred to as formatives, and graph these results on the Class Performance Assessment Graphs – by standard. After this, in content area meetings, teachers discuss areas of low proficiency. This is documented on Content Area Meeting Notes/Minutes. Low proficiency rates may be evidence that the curriculum does not have the necessary resources to support effective mastery of the standards. When this happens, teachers go back and review curriculum used to present the standards to check for weaknesses. When a gap is identified, it is noted on the Curriculum Resource Evaluation Form.

**Documentation**

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

- Class performance assessment graphs- listed by standard
- Content meeting notes
- Curriculum Resource Evaluation Form



**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.*

The last curricular textbook resource adoption at Imagine Cortez Park occurred in summer of 2014. At that time, Imagine Cortez Park adopted Engage NY as an additional curriculum to help students improve their mastery of the AZ content standards. Imagine Cortez Park Middle School uses both Math in Focus and Engage NY as their primary math curricula. The Math in Focus adoption occurred in 2010. The process of determining when to adopt new and supplemental curriculum that was used during this adoption was data driven. Teachers and administration review data in content area meetings and leadership team meetings. When data from standards based assessments (i.e. Galileo) indicate that a significant group of students in any of the grade level bands are not achieving standard mastery goals, the leadership team considers the need to adopt new and/or supplemental curriculum. Documented in Galileo Data Reports, Content Team Meeting Notes, Leadership Team Agendas and Notes.

Going forward, the process would also include reviews during leadership meetings of the Curriculum Resource Evaluation Form (form created after the 2014 school year). The Leadership team reviews the forms and combines them with additional verbal /written requests from teachers (i.e. emails). The leadership then identifies recommendations and next steps to enhance the curriculum. These processes are documented in Leadership Team Agendas and Notes, and Emails. The leadership team then works with teachers in each content area where curricular issues have been identified to determine the extent of the curricular need. In some cases, minor revisions or supplementation might solve the problem. Where issues are more systemic it might require the adoption of an entirely new curriculum. This is also document in Leadership Team Agendas and Notes.

**Documentation**

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

- Galileo Data Reports
- Curriculum Resource Evaluation Form
- Leadership Team Agenda/Notes

**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.*

Adoption of new supplemental curriculum occurs under the direction of the leadership team. During this process, evaluation of curricular options would include the following areas:

During the last curricular adoption (2014-Engage NY) teachers and leadership used data (i.e. Galileo Reports) to determine that there was a need to add more math curricula into the school curriculum. Teachers began researching and trying out samples of curricula from a variety of vendors. The following criteria were used to compare curricular options to determine which curriculum would better meet identified needs.

- How well does the curriculum align to standards?
- How frequently and how comprehensively are the PD sessions/training offered to staff by vendor?



- Does the curriculum allow/have opportunities for differentiation?
- Does the curriculum have Guiding Questions?
- Does the curriculum have Mathematical Task Based activities?
- Does the curriculum address student misconceptions?
- Does the curriculum provide opportunities for higher order thinking through higher order questioning?

Documentation of these evaluations can be found in personal notes and emails of teachers and leadership team.

Going forward, to evaluate curricular options the leadership team would use the task force process documented below to evaluate curriculum options. The criteria for comparing various curricula include being considered for adoption include:

- 1) cost
- 2) professional development opportunities for staff and teachers
- 3) presence of assessments
- 4) level of need for supplemental resources
- 5) demonstration of alignment to standards
- 6) support for teachers
- 7) its ability to provide differentiated opportunities for subgroups.

The process is as follows:

**(Please note this is a description of a process that has not yet occurred so only blank template documents are submitted as evidence)**

- Establish a Task Force For the Adoption of New Curriculum. The Task Force consists of teachers and leaders.
- Task force investigates what sister schools and other highly effective districts are using. (No documentation is available. (New process – no documentation at this time. In the future, this would be documented in vendor documents).
- The task force will invite curriculum providers and vendors to visit the school and present to the staff information about various curricular options. (New process – no documentation at this time. .In the future, this would be documented in vendor documents).
- Going forward, the task force will use the Imagine Textbook Adoption Rubric to evaluate each curriculum for cost, professional development, assessments, resources, alignment to standards, and support for teachers and adaptations to subgroups. (New process that is in place but has not occurred yet. In the future, this would be documented in completed Imagine Rubrics).
- Task force will seek advice from sister schools and the Regional Academic team. This would be documented through email and informal notes.
- Task force will make a decision to select a curriculum based on the evidence they have gathered and will submit this to the Regional team for approval. (No documentation since this is a new process. This is a description of a process that is in place but has not occurred yet; in the future this would be documented in Task Force Meeting Minutes/Notes).

#### Documentation

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

- Galileo Reports
- Personal Notes of Teacher and Leadership Team



- Textbook Adoption and Evaluation Rubric (sample doc)
- Task Force Notes and Minutes (sample doc)

**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.*

In the case of a moderate curricular issue, a revision occurs under the direction of the leadership team. For example, early in the 2014/2015 AY some curricular gaps were identified (using processes described above) after the administration of the first Galileo Benchmark assessment. Criteria used to determine the need for a revision stems from data, and consultation with our AZ Quality schools partners. A program review of Galileo data and evidence is used to guide the curricular revision process. A revision is identified as being needed when the leadership team reviews performance data and identifies that a critical mass of students across the grade level band are not meeting proficiency goals. In the case of a moderate curricular issue, a revision occurs under the direction of the leadership team. For example, after the administration of the first Galileo Benchmark early 2014/2015 AY, some curricular gaps were identified using the processes described above. After discussion in leadership meetings, the leadership team and teachers concluded that the best solution for this issue was to supplement curriculum through the purchase of the iReady intervention tool. This process was documented in Email Communication, Notes from Sister Schools, iReady Vendor Documents, and Invoices for iReady, iReady Trainer ppts.

**Documentation**

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

- Curriculum Resource Evaluation Form
- Leadership Team Agenda/Notes
- Emails from Teachers
- Emails from iReady
- Notes from sister schools iReady
- iReady Vendor documents/invoices
- iReady Handbook and Training Materials

**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.*

Revision of curriculum occurs under the direction of the leadership team. When the curriculum is determined to be in need of revision based on data as described above, the leadership team begins the process of adoption of an entirely new curriculum. The process is as follows: (Please note this is a description of a process that has not yet occurred)

- 1) Establish a Task Force For the Revision of Curriculum. The Task Force consists of teachers and leaders
- 2) Task force investigates what sister schools and other highly effective districts are using. (No



- documentation since this is a description of a process that is in place but has not yet occurred. This would be the process used in the future. This activity would be documented in personal notes)
- 3) The task force will invite curriculum providers and vendors to come to the school and present to the staff information about various curricular options (No documentation since this is a description of a process that is in place but has not yet occurred. This would be the process used in the future. This activity would be documented in vendor documents).
  - 4) Going forward (these forms not avail in 2010) the task force will use the Imagine Textbook Adoption Rubric to evaluate each curriculum for cost , professional development, assessments, resources, alignment to standards, support for teachers and adaptations to subgroups. No documentation since this is a description of a process that is in place but has not yet occurred. This would be the process used in the future. This activity would be documented in completed Imagine Rubrics).
  - 5) Task force will seek advice from sister schools and regional Academic team. This would be documented through email and informal notes.
  - 6) Task force will make a decision select a curriculum based on the evidence they have gathered and submit this to the regional team for approval. (No documentation since this is a description of a process that is in place but has not yet occurred. This would be the process used in the future. This activity would be documented in Task Force Meeting Minutes/Notes).

**Documentation**

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

- No documentation since this is a description of a process that is in place but has not yet occurred. This would be the process used in the future. This activity would be documented in Task Force Meeting Minutes/Notes).

**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**

During the pre-service week, the leadership team orients all teachers to the expectation for implementing curriculum consistently through:

- 1) consistent and continued use of the curriculum maps pacing guides (described below)
- 2) continual updates and adjustment to pacing of curriculum throughout the year
- 3) monitoring of the maps and plans by the leadership team

Imagine Cortez Park uses Curriculum Maps and Pacing Guides that were adopted by teachers from Engage NY Curriculum. These documents have been adjusted to meet the needs of students and available instructional days during the school year. The pacing guides are aligned to AZCCRS and Common Core documented in *AZCCR Alignment Documents* from Engage NY. The ELA curriculum maps were created by teachers prior to the start of the school year and alignment to AZCCRS is documented in the Standards Review Document.

Monthly curriculum maps outline what standards should be taught, the curriculum to be used and identify the prescribed amount of time for teaching these standards. The expectation is that these curriculum maps will be used uniformly by teachers. The curriculum maps represent living documents that undergo continual updating throughout the year. This updating occurs during content level meetings and other common



planning time for teachers. The updates and adjustments are documented in curriculum map adjustments.

Curriculum Maps/Pacing guides also drive lesson plan creation. Lesson plans document the standards being taught, the curricular resources being used to deliver the standards, the objectives for each lesson and assessments. Lesson plans are due by 8am on Monday mornings during the school year. The leadership team reviews lesson plans, checking for alignment and inclusion of state standards, alignment of curriculum maps/pacing guides, and for differentiation for the various subgroups present within each class. Teachers are also required to post lesson plans in the classroom. Teachers receive weekly feedback on lesson plans, both written and verbal from the leadership team using the Lesson Plan Feedback Form and through emails.

A further check for consistency is provided through the monitoring system put in place by Imagine Cortez Park. The leadership team performs routine walkthroughs evaluating curricular practices for alignment to the AZCCRS. Leaders also look for consistent implementation and for fidelity to lesson plans. Walkthroughs ensure that objectives and lessons posted in the classrooms match the objectives listed on pacing guides. Leaders pay special attention to consistency across classrooms. Each teacher receives at least two walkthroughs per quarter. After each walkthrough, the leadership team provides the teacher with written and/or verbal feedback. The leadership team re-visits the same classroom within five school days to ensure that appropriate changes are made. These processes are documented on the Informal Observation Form/Weekly Walkthrough Form and Informal Observation Notes. During weekly leadership meetings administrative team discuss the walkthroughs and feedback teachers are receiving and when needed identify additional support that the academic coach may use in follow up. This is documented in *Leadership Meeting Notes* and *Personal Notes of Academic Coach*.

The final process through which Imagine Cortez Park ensures consistency of implementation of curriculum is through the use of common assessments when there are multiple classrooms in a grade level. The use of grade level common assessments help to drive messages of consistency across classrooms. Documentation of this can be found in *Sample Common Assessments* and *Common Assessment Graphs*.

**Documentation**

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

- Curriculum Maps/Pacing Guides
- AZCCR alignment Documents from Engage NY
- AZCCR Standards Review Document (for ELA alignment)
- Curriculum Map Adjustments
- Lesson Plan Feedback Form and Emails
- Informal Observation Form/Weekly Walkthrough Form
- Informal Observation Notes
- Sample Common Assessments and Assessment Graphs
- Leadership Meeting Notes
- Personal Notes of Academic Coach

**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.*

To ensure consistent use of these tools, Imagine Cortez Park Middle School uses pacing guides, lesson plans, the standard tracker form and data. A more comprehensive description of these processes is provided below.



To ensure consistent use of pacing guides and curriculum maps, teachers are expected to follow these plans over the course of the year. These plans, along with the curriculum maps, drive weekly lesson planning and thereby drive instruction. Teachers are also expected to evaluate and continually revise the pacing outlined in the pacing guides by incorporating verbal and written feedback from leadership based on walkthroughs, and assessment data results. To ensure that all grade level standards are covered within the academic year, the Leadership team uses the Standards Tracker Form to ensure that all standards are addressed in the pacing guide/curriculum maps.

The second tool used to ensure consistency in use of curricular tools is lesson plans. Lesson plans include the standards being taught, the curricular resources being used to deliver the standards, the objectives for the lessons and the assessments. Lesson plans are due weekly (by 8am on Monday mornings). The leadership team reviews lesson plans checking for alignment and inclusion of state standards, alignment to pacing guides, and for differentiation for the subgroups. Teachers receive weekly feedback on lesson plans both written and verbal from the leadership team using the Lesson Plan Feedback Form.

Finally, data is used to ensure that all grade level standards are covered. All grades take benchmarks at pre-determined times by the region and bi-weekly formatives. Data reports are stored in the Galileo system database, in which each teacher has their own unique log-in and password. Documentation of the reports can be shown in printouts from *Galileo*. Teachers graph the results of the classroom assessments on the class performance assessment graph, which is listed by standard. These graphs are shared in bi-weekly content meetings. The Galileo Intervention Alert documents which students mastered which standards. Classroom assessments give a weekly/bi-weekly picture of the standards being covered. Galileo benchmark reports give a summative picture of all the formatives.

The expectation at Imagine Cortez Park for all grades and all teachers to implement curriculum in a consistent manner by using curriculum maps/pacing guides to develop lesson plans (aligned to the standards) are used to drive instruction. This is documented in curriculum maps/pacing guides. During pre-week, these expectations are communicated via PowerPoint and reinforced throughout the year documented in PowerPoint Presentations to the staff. Communication about these expectations also occurs consistently during bi-weekly staff meetings, middle school academy meetings (with all MS teachers), emails, and during formal and informal evaluations and weekly walkthroughs documented in weekly walkthrough forms, formal and informal observations notes. Fidelity to these expectations is tied to performance based pay bonus money providing further incentive for teachers to achieve this crucial curricular implementation. In addition, expectations regarding use of the tools are reflected in domain 1 of the Charlotte Danielson Framework. Fidelity to these expectations aligns with the Danielson Model and aligns to the PROP 301 Criteria Rubric. Documentation of this is found in also and also reflected in teacher evaluation in Domain 1 of Danielson documented in PROP 301 Rubric.

**Documentation**

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

- Curriculum Maps/Pacing guides
- Standard Tracker form
- Lesson plan feedback form
- Content meetings notes
- Class performance assessment graph
- Galileo Intervention Alert
- Curriculum maps/pacing guides



- Power Point listing expectations
- Weekly Walkthrough
- Informal observation notes
- Formal observation notes
- Prop 301 rubric

**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.*

Data is used to ensure that all grade level standards are covered. All grades take benchmarks at pre-determined times by the region. In addition, teachers administer bi-weekly formatives to their students. Data reports are stored in the Galileo system database. Each teacher has their own unique log-in and password for the Galileo system database. Documentation of the reports can be shown in printouts from Galileo. Teachers graph the results of the classroom assessments on the class performance assessment graph, which is listed by standard. These graphs are shared in bi-weekly content meetings. The Galileo Intervention Alert documents which students mastered which standards. Classroom assessments give a weekly/bi-weekly picture of the standards being covered. Galileo benchmarks give a summative picture of all the formatives. In addition, pacing guides and curriculum maps identify what should be taught and when it should be delivered. These documents are aligned to standards and written by teachers (ELA only) during the pre-week and reviewed by leadership. Teachers are expected to follow these plans over the course of the year. These plans, along with the curriculum maps, drive lesson plan weekly and thereby drive instruction. Teachers are also expected to evaluate and continually revise the pacing outlined in the pacing guides by incorporating verbal and written feedback from the leadership team based on feedback from walkthroughs and assessment data results. To ensure that all grade level standards are covered within the academic year, the Leadership team uses the Standards Tracker Form to ensure that all standards are addressed in the pacing guide/curriculum maps.

**Documentation**

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

- Curriculum Maps/Pacing guides
- Standard Tracker form
- Galileo printouts
- Class Performance Assessment Graph
- Galileo Intervention Alert

**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.*

Verification that curriculum is aligned to AZCCRS occurs through a review of vendor documents (for math curriculum). The current math curricula are Engage NY (since 2014-2015) and Math in Focus (2010-2011). One of the criteria used to evaluate these curricula during the adoption process was whether the vendor had evidence of alignment of the curricular to AZCCRS/CC standards. Both vendors were able to provide evidence of this is found in documents provided to Imagine Cortez Park from Engage NY and Math in



Focus.

For ELA the verification of alignment of curriculum to AZCCRS occurred through teachers and leadership. In ELA teachers use novel study guides as curricular resource. These novel study guides are aligned to standards by teachers, documented in novel study guides. From these materials teachers developed pacing guides/curriculum maps at the start of the school year that provide further evidence of alignment.

**Documentation**

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

- Alignment document for Engage NY to CCSS
- Alignment document for Math in Focus to CCSS
- CCSS to AZCCRS document
- Documents from novel study guide that shows alignment to AZCCRS
- Curriculum maps/pacing guide with AZCCRS

**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.*

As noted above, one of the guiding criteria used by Imagine Cortez Park for curricular revision and adoption is whether the curriculum maintains alignment to AZCCRS standards. No new curriculum would be adopted without evidence from the vendor of a cross walk document showing such alignment.

For curricular revisions that occur at the school level, teachers and leadership would always keep the standards in mind as they entered the revision process. Any changes that occurred in the curricula would be checked to ensure that the revisions did not affect the ability of the curriculum to retain its alignment to the standards. Imagine Cortez Park Middle School team plans to engage in some revision to the Math curriculum over the summer. During this time, they will create a Standards Alignment Guide to show that revisions still maintain alignment with CC/AZCCRS.

**Documentation**

- *Provide a bulleted list of documents that serve as evidence of implementation of this process:*
- Curriculum Maps/Pacing Guides
- AZCCR alignment Documents from Engage NY
- AZCCR Standards Review Document (for ELA alignment)
- Standards Alignment Guide (to be created in Summer of 2016)

**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	List documents that serve as evidence of implementation of this
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		<b>differentiated instruction and curriculum?</b>	<b>process</b>
<p>Traditional Schools: Students with proficiency in the bottom 25%</p> <p>Alternative schools: Non-proficient students</p>	<input type="checkbox"/>	<p>Students that fall into the Bottom Quartile are identified first using Galileo Growth and Achievement and then using benchmark data going forward. This is documented on the Bottom 25 Lists.</p> <p>For the current school year, iReady represents the curricular resources used to meet the needs of the bottom 25% of students in Reading and Math. The goal of the iReady program is to allow the students to move fluidly at their own pace through interventions as they gain proficiency. The “Science Behind the Diagnostic” document provides evidence of the validity of using the iReady curriculum for bottom quartile students. Students take a diagnostic assessment, which is then used to build a lesson that involves watching videos, guided practice, independent practice and then culminates in a quiz. Teachers can track student progress through the iReady report. In addition, iReady provides teachers with additional resources to address needs of the bottom quartile documented in Sample Lesson Plans from iReady. The iReady program occurs at least once a week in the classroom as well as in additional before and after school and is documented using Attendance Records.</p> <p>Finally a target group of students, based on beginning of the year assessment results (Galileo pre-test, previous year AZMERIT, STAR pre-test) are pulled for additional reading instruction by a highly-qualified reading interventionist. These students utilize SRA Corrective Reading as the curricular resources. This curriculum provides intensive direct instruction-based reading intervention for students in Grades 3–Adult who are reading below grade level. Participation is documented in SRA group attendance forms.</p>	<ul style="list-style-type: none"> <li>• Bottom 25 Lists</li> <li>• iReady diagnostic information (provided by vendor)</li> <li>• iReady reports</li> <li>• Sample lesson plans documenting use of iReady</li> <li>• Attendance records from before and after school classes that use the iReady program</li> <li>• Research behind validity of SRA Corrective Reading</li> <li>• SRA attendance</li> </ul>
<p>ELL students</p>	<input type="checkbox"/>	<p>Imagine Cortez Park Middle school services the curricular needs of its middle school students through the use of the OELAS 4-hour English Language Development (ELD) block. ELL Students are placed in an ELD classroom where the teacher implements the 4 hour block of</p>	<ul style="list-style-type: none"> <li>• AZELLA Tests Reports</li> <li>• Teacher ELD Lesson Plans</li> <li>• English in s Flash Vendor Docs</li> </ul>



		<p>reading, writing, and grammar and oral conversation/vocabulary. The Teacher Lesson Plans are specific to the 4-hour ELD block, and include ELP standards. Students who are tested as pre-emergent/emergent basic or intermediate on AZELLA stay in the ELD classroom for ELL instruction. When student test proficient in one of the areas they are moved into the general education classroom for that portion of instructions. Documentation of this can be found on AZELLA Test Reports.</p> <p>The supplemental curriculum used by Imagine Cortez Park Middle School for ELL students include</p> <ul style="list-style-type: none"> <li>● English in a Flash: English in a flash uses minimal instructional time to help student learn high frequency, low frequency, and content-area and content area vocabulary. Through this vocabulary focuses ELL students improve listening, speaking, writing in English. Research confirms that this helps ELLs quickly move from learning English to learning in English. As students progress through lessons, quizzes, and reviews, teachers get instant feedback to personalize instruction, provide encouragement, and intervene effectively. Documentation of this is found in English in a Flash Vendor Documentation.</li> <li>● BrainPop ESL resource: BrainPop ESL is a comprehensive English language learning program that uses highly engaging animated movies to model conversational English while seamlessly introducing grammar concepts and vocabulary words. The movies are leveled, with each new movie and associated features building upon earlier ones, thereby reinforcing vocabulary, grammar, pronunciation, reading</li> </ul>	<ul style="list-style-type: none"> <li>● BrainPop Vendor Docs</li> <li>● iReady Vendor Docs</li> </ul>
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		<p>comprehension, and writing skills. Bringing together the best of language-learning pedagogy and innovative interactive media, BrainPop ESL continuously engages and challenges English language learners while remaining sensitive to their varying needs and learning styles. To support teachers, BrainPop ESL provides detailed lesson plans incorporating learning strategies, graphic organizers, printable resources, as well as reading and writing activities. Documentation of this is found in BrainPop Vendor Documentation.</p> <ul style="list-style-type: none"> <li>● iReady for ELL students: The goal of the iReady program is to allow students to move fluidly at their own pace through lessons tailored to their own skill level as they gain proficiency. For Ell students specifically the iReady program provides explicit, intensive instruction in phonological awareness, phonics and reading comprehension strategies along with an emphasis on academic language, used in context for reading and math. Documentation of this can be found in iReady Vendor Documentation.</li> <li>● Use of these curricular resources is noted in ELD teacher Lesson plans.</li> </ul>	
Students eligible for FRL	<input checked="" type="checkbox"/>		
Students with disabilities	<input type="checkbox"/>	<p>Imagine Cortez Park Middle School has one full time Imagine SPED teacher and a full time paraprofessional. Needs of SPED students are identified prior to the IEP meetings from which goals and objectives are developed. IEPs document the curricular modifications and accommodations the student needs in the general education classroom setting. The IEP also indicates what support services are needed</p>	<ul style="list-style-type: none"> <li>● IEPs</li> <li>● Lesson Plans showing SPED modifications</li> <li>● Quarterly Progress Reports</li> <li>● Academy Meeting Notes</li> <li>● Emails</li> </ul>



		<p>such as OT, PT, Speech etc. The IEP details curricular adaptations for students with disabilities. General Education Teachers use the IEP to drive instruction and use the list of accommodations to adapt/modify curriculum for these students. This is documented in Lesson Plans showing SPED modifications. Progress toward IEP goals are tracked using quarterly progress reports.</p> <p>General education teachers also meet with SPED teachers during bi-weekly academy meetings regularly to discuss any problems related to curricular modifications in the classroom and Academy Meeting Notes and Emails serve as documentation of this.</p> <p>Imagine Cortez Park utilizes the following curriculum/curricular resources for SPED students</p> <p><u>ELA</u></p> <ul style="list-style-type: none"> <li>• SRA Corrective Reading: This program provides intensive direct instruction-based reading intervention targeted for students grade 3-adult who are reading below grade level. It works on decoding, fluency, comprehension, vocabulary, and some writing (though mostly spelling) through sequenced lessons that spiral for frequent practice and repetition. We use SRA with all our middle school SPED students This curriculum helps fill in gaps that need phonics based instruction in order to progress. Documentation of this is found in SRA’s Corrective Reading Program Research.</li> <li>• iReady Reading: The goal of the iReady program is to allow students to move fluidly at their own pace through lessons tailored to their own skill level as they gain proficiency. For SPED students specifically the iReady program tailors the instruction for reading and math and provides teachers with access to lesson plans to meet the needs of SPED students. This is documented in iReady Student Profile Report. In addition it has been shown to be a valid tool for use with SPED students</li> </ul>	<ul style="list-style-type: none"> <li>• SRA Corrective Reading Program Research Document</li> <li>• iReady Student Profile Report</li> <li>• iReady Report for Special Education Students</li> </ul>
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		<p>.Documentation of this can be found in iReady Vendor Documentation – iReady for Special Education Students.</p> <p><u>MATH</u></p> <ul style="list-style-type: none"> <li>• <u>iReady Math:</u> The goal of the iReady program is to allow students to move fluidly at their own pace through lessons tailored to their own skill level as they gain proficiency. For SPED students specifically the iReady program tailors the instruction for reading and math and provides teachers with access to lesson plans to meet the needs of SPED students. This is documented in iReady Student Profile Report. In addition it has been shown to be a valid tool for use with SPED students</li> </ul> <p>.Documentation of this can be found in iReady Vendor Documentation – iReady for Special Education Students.</p>	
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**AREA III: ASSESSMENT**

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

**A. Developing the Assessment System**

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

**Assessment System Table**

Assessment Tool	What grades use this assessment tool?	How is it used? (formative, summative, benchmark, etc.)	What <u>performance measures</u> are assessed?	What assessment data is generated?	When/how often is it administered?
Galileo	6 <sup>th</sup> -8th	Benchmark	AZCCRS	Standards Mastery, Growth and Achievement, Proficiency Levels	3x year
STAR	6 <sup>th</sup> -8th	Diagnostic, Progress Monitoring	Skill-based	SGP Recommended Skills	At least 3x year
iReady Diagnostic  iReady Progress Monitoring	6 <sup>th</sup> -8th	Diagnostic, Benchmark  Progress Monitoring	Skill-based	Grade-level Placement Recommended Skills	At least 3x year  Monthly
AzMERIT	6 <sup>th</sup> -8th	Summative	AZCCRS	Proficiency Levels	Yearly

**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.*

The evaluation of the alternatives and the final selection of an assessment system to replace the Stanford 10 test series for the fall of 2014 was an extensive and thorough process. It involved a review of every available alternative that the major test publishers submitted as a result of our request for proposal. Considerations for assessment selection were: the availability of a measure of student growth over time rather than performance at one point in time, the availability of timely data processing, the availability of a common language for data discussions within our organization, alignment to common core standards and student progress measures that were easily computed, summarized and able to be disaggregated across a number of relevant variables. After an extensive examination process, it was determined that a Computer Adaptive Test would best meet the considerations we had identified. The Renaissance STAR Enterprise (STAR) assessment was identified as



meeting the selection criteria which had been identified. The Arizona Region had been using the Galileo assessment instrument to determine student performance for several years. Teachers and administrators were familiar with the tool and were comfortable using this assessment to analyze student performance over time. The presence of an updated item bank that included performance based items in addition to the ATI item bank of over 110,000 items was also an important criteria for retaining the Galileo assessment. The Galileo item bank is also used by teachers to develop standards-aligned formative assessments so this was also a consideration for keeping the Galileo assessment. Our ongoing process to continually evaluate the efficacy of our assessment tools is comprised of a correlation study and a predictive study looking at the predicted probability of passing the AzMERIT exam based on Fall assessment scores from STAR and Galileo, Correlations were found to be highly predictive thus assisting schools in determining the best curricular and intervention programs to guide student achievement efforts.

**Documentation**

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

- Next Generation Assessment Program for Imagine Schools – Status Report
- Imagine Schools New Assessment Decision Flow

**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.*

The assessment system begins with the end in mind, the Arizona Instrument to Measure Standards (AIMS) was replaced by AZMERIT during the 2014-15 school year. Imagine Cortez Park Middle School uses Galileo benchmark assessments to progress monitor toward student mastery of grade level standards (AZCCR) and to identify students who may need additional support in Reading, Math and Science. The use of the assessments began in 2008 as an Arizona Imagine Schools initiative stemming from a required action as part of AdvancED accreditation. Prior to this year, the school did not have a benchmark assessment that had an alignment to Arizona State Standards.

Imagine Cortez Park Middle School’s parent organization, Imagine Schools, believes in tracking same-student learning gains. Prior to the 2014-15 school year, Imagine Schools assessed learning gains using a Fall and Spring Stanford 10 Assessment to measure growth from the beginning of the school year to the end of the school year. With the adoption of Common Core Standards in the majority of schools that Imagine Schools serves, the Stanford 10 was replaced with STAR Enterprise beginning in the 2014-2015 school year. This decision was made after several assessments were studied and a pilot was completed. Therefore, STAR is also being used for same student learning from Fall to Spring at Imagine Cortez Park Middle School. As they are computer adaptive, STAR assessments are encouraged to be used as progress monitoring assessments at each Imagine School. As this is initial year using STAR, Imagine Cortez Park Middle School is piloting the use of the assessment as a progress monitoring tool and is using it on a quarterly basis.

Imagine Cortez Park Middle School also selects assessments that provide documentation of alignment to AZCCR Standards. Each provider is required to provide documentation of this to Imagine. Here we summarize the documentation provided to us by the assessment companies.

Galileo is aligned to AZCCR Standards. ATI item banks contain over 110,000 items written according to specifications that reflect the full depth and breadth of targeted grade-level standards. Specifications are designed to reflect all of the necessary elements of each standard STAR is also aligned to AZCCR curriculum



standards.

Renaissance Learning who develops the STAR Program reports the following information about alignment. Renaissance Learning uses an alignment process developed with input from Mid-continent Research for Education and Learning (McRel) and Education Northwest.<sup>4</sup> This alignment process balances the objective and subjective aspects of alignments to standards. The strategy is documented with definitions and examples for each specific purpose of the alignment, such as practice or assessment, and incorporates an “unpacking process” of separating the standard into skill, action, vocabulary, and context. To standardize the quality of the alignments, Renaissance Learning’s standards team received extensive training, including training in how to calibrate alignment results. After the scope and sequence was complete, it was submitted to Education Northwest for external review. The concepts, skills, and understandings in Core Progress align with the Common Core State Standards, and also provide the intermediate steps and prerequisite skills necessary to reach the levels of expertise identified through the standards.

**Documentation**

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

- AdvancED Documents

**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.*

After the release of the AzMERIT scores from the 2014-2015 school year, we were able to compare the results of the STAR Enterprise assessment and the Galileo assessment to student performance on the AzMERIT for over 4,000 students attending our 13 Arizona-based schools. A high predictive correlation was found for both assessment instruments to the AzMERIT student scores. This relationship shows a high indication of concurrent validity between the various instruments currently in use in our schools. Since publishers now have information directly related to state exams and Arizona standards, the test publishers are making available instructional recommendations tied directly to performance data relative to state standards. The use of STAR and Galileo for progress monitoring performance has therefore been strengthened. The timely feedback provided by the selected assessments allows schools to monitor instruction and student progress on a timelier basis. This allows for appropriate “course corrections” to occur in classrooms to address instruction methodology, student needs, curricular needs and needs for teacher professional development on a timely and ongoing basis. Progress monitoring at the students, class, grade and school levels utilizing the selected assessment instruments provides an excellent way to assure that the largest number of students possible will reach proficiency on the state tests. In addition, our instructional methodology is based on student mastery of the standards aligned objectives that flow directly from curriculum through a gradual release model. The assessment system measures outcomes using formative and summative assessments.

**Documentation**

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

- Relationship between STAR Renaissance and State Tests
- Arizona Estimated Probability of Achieving a passing score on the state test based on the STAR fall screening category (using the new cut points for STAR).
- Assessment Calendar



- Analyzed Reports- Galileo
- Data Notes/Agendas

**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"/>	<p>Imagine Cortez Park Middle School assessment system meets the needs of the bottom 25% in the following ways.</p> <ol style="list-style-type: none"> <li>1. All assessment systems allow for the identification, grouping, and instructional planning for the bottom 25%. STAR has the capability of progress monitoring these students and the creation of instructional plans based on standards students performed poorly in. Item analysis allows targeted planning for the different levels of understanding. Documentation of this found in Star and Galileo Reports with bottom quartile Grouping.</li> <li>2. Galileo Assessment Given Three Times a Year (pre and two benchmarks) Quarterly. Each student is assessed during this time over most standards to see how students are progressing throughout the year. Documentation of this found in Galileo Reports.</li> <li>3. iReady Diagnostics are computer adaptive and provide assessments based on lessons and individual student abilities. iReady provides bi-weekly assessments for these students. Documentation of this</li> </ol>	<ul style="list-style-type: none"> <li>• Star and Galileo Reports – grouped by bottom Quartile</li> <li>• iReady Assessment Report.</li> </ul>



		found in iReady Assessment Report.	
ELL students	<input type="checkbox"/>	<p>Imagine Cortez Park Middle School's assessment system meets the needs of the ELL Students in the following ways.</p> <ol style="list-style-type: none"> <li>1. All assessment systems allow for the identification, grouping, and instructional planning for the ELL students. Galileo and STAR have the capability of progress monitoring these students and the creation of instructional plans based on standards students performed poorly in. Item analysis in both systems allow targeted planning for the different levels of understanding. Documentation of this found in Item Analysis for ELD Class.</li> <li>2. iReady Diagnostics are computer adaptive and provide assessments based on lessons and individual student abilities. Documentation of this found in iReady Assessment Report.</li> <li>3. AZELLA State Assessments are used for annual (bi-annual for 1<sup>st</sup> year students) assessing of English Proficiency. Documentation of this found in <i>AZELLA</i> Test Reports.</li> <li>4. Teacher Created assessments aligned to ELP Standards used in the 4 hour block are the final assessment piece for ELL students. These tests are taken bi-weekly and are documented in Sample ELP Standard Aligned Assessment.</li> </ol>	<p>Item Analysis for ELD Class            Star and Galileo Reports            iReady Assessment Report.            AZELLA Test Reports            Sample ELP Standard Aligned Assessment</p>
Students eligible for FRL	<input checked="" type="checkbox"/>		
Students with disabilities	<input type="checkbox"/>	<p>Imagine Cortez Park Middle School's assessment system meets the needs of SPED students in in the following ways.</p> <ol style="list-style-type: none"> <li>1. All assessment systems allow for the identification, grouping, and instructional planning for SPED students. Galileo and STAR have the capability of progress monitoring these students and the creation of instructional plans based on</li> </ol>	<p>Item analysis for SPED Students            Star and Galileo Reports            Lesson Plans            iReady Assessment Reports            Sample Modified Classroom Assessments</p>



		<p>standards students performed poorly in. Item analysis in both systems allow targeted planning for the different levels of understanding. Documentation of this found in Item analysis for SPED Students.</p> <ol style="list-style-type: none"> <li>2. Accommodations in the classroom through teacher modification of grade level assessments are provided in compliance with individual student IEP/. Documentation of this found in lesson plans and sample modified classroom assessments.</li> <li>3. iReady Diagnostics are computer adaptive and provide assessments based on lessons and individual student abilities. Documentation of this found in iReady Assessment Reports.</li> </ol>	
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**C. Analyzing Assessment Data**

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

**Answer**

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

The intervals for data analysis depend on the assessment interval documented on the assessment calendar. Results are analyzed as soon as they are available for each assessment. For teachers, data is reviewed during Data Meetings held on monthly basis to discuss progress on classroom and grade level assessments. After an assessment (i.e. Galileo) Imagine Cortez Park receives analyzed data back within 2 weeks and then this analyzed data is discussed in Data Meetings within two Weeks. This is documented in Galileo Analyzed Reports document and Data Notes/Agendas.

**Documentation**

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

- Assessment Calendar
- Data Notes/Agendas
- Analyzed Reports- Galileo

**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.*

This is embedded in every level of analysis. When determining why students did/did not perform well, the item analysis and concept level reports allow for the identification of holes and gaps. When compared and used in conjunction with observations, curriculum maps and pacing guides, and curricular resource reviews, the source of the gaps and holes in instruction and or curriculum become apparent. Documented in Data Dialogue Notes.

1. STAR Reading is given periodically to determine if the students ZPD/Lexile levels have changed which will inform teachers in their planning of instruction.  
After a STAR assessment Imagine Cortez Park receives analyzed data back within 2 weeks and then this analyzed data is discussed in Data Dialogue Meetings within two Weeks. This is documented in Star Reports and Content Meeting Notes.
2. Formative Assessments and parallel assessments (our curriculum provides these) for each AZCCRS in math and ELA. After each standard is taught students receive a formative assessment in order to assess student mastery of the standard. After the formative assessment teachers will reflect in content meetings and determine what curricular modifications and/or instructional changes need to be made. This is documented in Content Area Meetings and Notes.

**Documentation**

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

- Data Dialogue Notes
- Star Reports
- Content Area Meetings and Notes.

**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.*

This is embedded in every level of analysis. When determining why students did/did not perform well, the item analysis and concept level reports allow for the identification of holes and gaps. When compared and used in conjunction with observations, curriculum maps and pacing guides, and curricular resource reviews, the source of the gaps and holes in instruction and or curriculum become apparent. Documented in Data Notes. In addition, teachers with low academic data are “flagged” by the leadership team for more consistent observations with feedback. The academic coach will work with lower-performing teachers, documented in Personal Notes of Academic Coach. Administrative team conducts more frequent informal observation for these teachers documented in Informal Observation Form/Notes. Finally In addition, teachers are tiered based on their evaluation ratings. Tier 1 teachers are Developing/Unsatisfactory and are observed weekly, Tier 2 teachers are mostly Developing/Proficient and are seen 2x/month, and Tier 3 teachers are mostly excelling and are observed once a month. Documented of Tiered Teacher List.

1. STAR Reading is given periodically to determine if the students ZPD/Lexile levels have changed which will inform teachers in their planning of instruction.  
After a STAR assessment Imagine Cortez Park receives analyzed data back within 2 weeks and then this



analyzed data is discussed in Data Dialogue Meetings within two Weeks. This is documented in Star Reports and Content Meeting Notes.

2. Formative Assessments and parallel assessments (our curriculum provides these) for each AZCCRS in math and ELA. After each standard is taught students receive a formative assessment in order to assess student mastery of the standard. After the formative assessment teachers will reflect in content meetings and determine what curricular modifications and/or instructional changes need to be made. This is documented in Content Area Meetings and Notes.

**Documentation**

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

- Data Meeting Notes
- Tiered Teacher List
- Personal Notes of Academic Coach
- Informal Observation Form/Notes
- Star Reports
- Content Area Meetings and Notes.



**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.*

Imagine Cortez Park Middle School monitors alignment into classroom instruction and AZCCR throughout the year through the following steps:

1) Lesson plan checks occur weekly. Lesson plans are to be placed on all teachers desks by 8 am every Monday morning. The Leadership Tem checks lesson plans bi-weekly for alignment to the AZCCRS standards documentation of this is found in Lesson Plan Feedback Checks/Informal Walkthrough Form. Teachers who do not submit lesson plans that are tied to the standards are requested to fix issues in their future lessons. The leadership team does routine walkthroughs to monitor the integration of the lesson plans into instruction. While lesson plans document the standards evidence of integration of the standard into instruction is seen in evaluation of objectives, written in student friendly language (“I Can”) showing alignment with the curriculum and standard. This is tracked by leadership on the Informal Walkthrough Form.

2) Content meetings occur weekly and provide another place in which the integration of the standards into instruction is monitored. During these weekly meeting teachers can discuss what standards need to presented that week and what the objectives will be and which instructional practices will be used to achieve these objectives. For example they pose questions such as “What will students be learning next week” and seek advice from one another to ensure standards are being integrated into instruction. Documentation of this is found in Content Meeting Notes/Agendas.

To monitor fidelity Imagine Cortez Park Middle School uses the following processes

1. Pacing Guides are used to ensure that all team members are teaching the same standards at the same time. These resources provide the expectations for when specific standards should be taught and how long they should be taught for. Documented in Pacing Guides
2. Weekly walkthroughs: Imagine Cortez Park leadership team uses the walkthrough checklist during walkthroughs. Each teacher receives a minimum of one walkthrough per quarter. During walkthroughs, leadership ensures that what is listed in pacing guides is being implemented at the same times and in the same way across classroom. Evidence of fidelity is documented on the Walkthrough Checklist /Informal Observation Form which is then shared in written and/or verbal form with teachers.
3. Informal and formal observations following the Charlotte Danielson’s Framework for Teaching. The Charlotte Danielson Framework was adopted as informal and formal observation model in the 2012-2013 school year by the Imagine Region. This model identifies aspects of teacher responsibilities that have been shown in empirical studies and theoretical research as promoting student learning. There are four domains in this model – planning, classroom environment, instruction, and professional responsibilities. The teacher is rated as being unsatisfactory, developing, proficient, or excelling in each domain. During both informal and formal observations, evidence is



collected by the evaluator. Written and verbal pre and post observation feedback is provided to the teacher during formal observations. If there are serious deficiencies, teachers are put on an improvement plan. This document may include supports from the school including, but not limited to addition professional development, and co-teaching with Academic Coach. The document will also indicate specific expectations/requirements for the teacher to implement/improve. Documented in Formal and Informal Observation Forms.

**Documentation**

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

- Lesson Plan Feedback Checklist
- Walkthrough Checklist/Informal Observation Form
- Informal Observation Forms
- Formal Observation Forms
- Content Area Meeting Minutes/Agendas
- Pacing Guides

**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.*

To monitor the instruction is leading to master of all standards for students Imagine Cortez Park Middle School utilizes the following steps:

1. Standards based instructional effectiveness using Formal Evaluations following the Charlotte Danielson Model. Formal Evaluations have two separate components – 1) Observing Ratings of Teaching (includes scripting) 2) Evaluation of summative assessment data – the formal observation form has a worksheet in which leadership inputs assessment data – the tool then calculates an overall rating for the teacher based solely on data (unsatisfactory, developing, proficient, and excelling) . The overall Formal evaluation combines scores/ratings from the in class observation and the data worksheet to give a teacher and overall rating. Effectiveness then is monitored both in observation rating, the data ratings and also in the overall score. Documentation of this process is found on the Formal Observation Document.
2. Grade-Level assessments are completed directly after the instruction of a specific standard or skill. Effectiveness goals are that at least 80% of students will demonstrate proficiency in the standard. The assessment data provides a check of the effectiveness of the instruction. Assessment data is posted the teachers classroom and is discussed during content meetings. Documentation of this is found using pictures from data walls, Graphed Results of Grade Level Assessments and content area meeting notes and minutes.
3. Galileo benchmarks are done two times per year. The effectiveness goals for these assessments vary by grade level and are based on baseline assessment data results however the school wide proficiency goals are that 75% or higher. After every benchmark Data Meetings are provided by the Quality Schools Program to review benchmark data focusing both on the proficiency of standards taught and to plan for upcoming standards. Together teachers and Quality Schools Staff work to identify curricular and instructional needs to support any standards that might need to be retaught prior to the next assessment. These reports are documented in the Galileo Report Templates and Quality Schools meeting notes and meetings.



4. A-Team Visit: During an “A” Team visit the school identifies a focus area and “A” Team of leaders from other Imagine Schools come and observe classrooms based on the foci and recorded data in using the Danielson Framework for Teaching rubric. The school shares and analyzes data with “A” Team. Analysis documented through meeting notes where trends are identified and presented as “glows” (commendations) and “grows” (recommendations). Last A Team Visit occurred in Nov. 2015.

**Documentation**

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

- Formal Observation Documents
- Data Wall Pictures
- Content Area Meeting Notes/Minutes
- Graphed Results of Grade Level Assessments
- Quality School Data Meeting Notes/Minutes
- Galileo Report Templates
- A-Team Visit Notes

**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.*

Imagine Cortez Park Middle School uses the following process for evaluating instructional practices for all staff:

- 1) Use of the Danielson Framework to evaluate instruction by completing formal observations evaluating instructional practices. Documentation of this is found in the Formal Observation Forms.
- 2) Informal walkthroughs: The Leadership Team observes teachers weekly. Documented in Walkthrough Form/Informal Walkthrough Form.
- 3) “A” Team Visit: During an “A” Team visit the school (last visit Jan 2015) identifies a focus area (this year’s area was rigor) and “A” Team of leaders from other Imagine Schools came and observed classrooms based on the foci and recorded data in using the Danielson Framework for Teaching rubric. Imagine Cortez Park Middle School shared and analyzed data with “A” Team. Analysis documented on A Team Visit Notes where trends are identified and presented as “glows” (commendations) and “grows” (recommendations).
- 4) School of Excellence Performance Review: During a School of Excellence Performance Review Visit, a team of leaders, academic coaches, and teachers from other Imagine Schools come to do observations of classroom to assess instruction and the 6 measures of excellence based on the Imagine Schools Academic Excellence Framework. Data from observations is shared in written form on the School of Excellence Report and Notes to leaders and school staff. Specific Recommendations and Commendations for instructional practices are provided to leaders and shared with teachers. School and regional leadership teams work together to make improvements based on the Report.
- 5) Data: Data gathered from multiple assessments (see assessment section above) provides the final piece for monitoring instructional effectiveness. During biweekly data meetings and in partnership with the Quality Schools program, assessment data is discussed. When assessment data indicates that goals are not being met this provides evidence that there may be a problem with instructional effectiveness. Quality School Meeting Minutes/Agendas and analyzed Galileo Reports provide



evidence of these issues.

**Documentation**

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

- Formal Observation Forms
- Walkthrough Form/Informal Walkthrough Form
- A Team Visit Notes
- School of Excellence Report and Notes
- Quality School Meeting Minutes/Agendas
- Galileo Data Reports

**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.*

The aforementioned processes use of the Danielson framework, informal walkthroughs, A-team Visits, School of Excellence Visits, Data Chats through the Quality Schools program and Galileo Data analysis. This helps assess the quality of instruction at Imagine Cortez Park Middle School by allowing for consistent, regular assessments of instructional practices including fidelity in implementation, inclusions of standards and overall teaching practices. It includes opportunities for self-reflection, incorporates student assessment data, and includes objective unbiased observers. Further, it is a continuous and ongoing process that is tracked at the individual and school level encouraging conversations in content meetings and allowing opportunities for growth and achievement. Quality instruction is evidenced when the teacher has communication with students, engages students in rigorous learning, uses quality questioning, uses assessment during instruction, uses questions and discussion techniques, and demonstrates flexibility and responsiveness to diverse student needs.

**Documentation**

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

- Formal Observation Forms
- Walkthrough Checklist
- A Team Visit Notes
- School of Excellence Report and Notes
- Quality School Meeting Minutes/Agendas
- Galileo Data Reports

**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.*

At the start of the school year teachers at Imagine Cortez Park Middle School fill out the Self-Assessment and Goal Form which requests individual teachers to conduct a self-analysis of their own strengths and weaknesses.



The formal observation form helps to identify strengths (“glows”) and weaknesses (“grows”). Strengths are indicated when teachers are rated as proficient or excelling. Weaknesses are indicated when the teacher is rated as developing or unsatisfactory. In addition, classroom assessment and benchmark data are used by the leadership team to identify strengths and weaknesses. Leadership reviews the data to evaluate teacher performance. When a teacher exceeds the assessment effectiveness goals for proficiency) on benchmarks and/or classroom assessments that evidence suggests areas of strength of the teacher, when a teacher is not able to meet the effectiveness goals this can be viewed as evidence of weaknesses instructional practices. This is documented in Formal Observation Form.

Needs of teachers are usually identified either during walkthroughs, formal observation feedback or data. After formal and informal observations there are a series of questions that are asked of the teacher. Responses to these questions can provide evidence and justification of a need. Documentation of this can be found on Walkthrough Checklist, Formal Observation Forms, and AZ Merit data. These needs are addressed through professional development opportunities and/or additional coaching. In addition during weekly leadership meets teachers’ needs and support are discussed. Documented in Leadership Meeting Notes.

**Documentation**

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

- Professional Goal Setting Form
- Formal Observation Form
- Aims Data
- Walkthrough Checklist
- Leadership Meeting Notes

**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.
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<p>Traditional Schools: Students with proficiency in the bottom 25%</p> <p>Alternative schools: Non-proficient students</p>	<input type="checkbox"/>	<p>To monitor the instruction of the bottom 25% a section on the Informal Observation Form is designated to evaluate instructional practices that specifically impact our lower quartile. This section addresses a teacher’s effectiveness in implementing instructional strategies that support and push these students toward proficiency.</p> <p>Documentation of this found in Informal Observation Form.</p> <p>Additionally, teachers must documented differentiated instruction in lesson plans. Teachers will note how they are going to differentiate instruction in order to meet the needs of their Bottom Quartile students.</p> <p>The instruction of interventionists (reading and math) is monitored using progress monitoring data from SRA. Based on this data evaluation interventionists make adjustments to instruction such as revisiting lessons or adding additional questions to ensure students’ needs are being met. This is documented in SRA Progress Monitoring Forms.</p> <p>Finally all interventionists receive a formal observation using the Danielson model from an administrator. Documented in Formal Observation Materials.</p>	<ul style="list-style-type: none"> <li>● Informal Observation Form</li> <li>● Lesson plans</li> <li>● SRA Progress Monitoring Forms</li> <li>● Formal Observation Materials</li> </ul>
<p>ELL Students</p>	<input type="checkbox"/>	<p>As ELL students are in a separate ELD Classroom monitoring of instruction occurs through teacher observations (informal and formal, as described above) of these teachers/classrooms. This is documented on formal and informal observation form for ELL teachers.</p> <p>In addition, lesson plans checks (occurring biweekly) and pacing guide checks (occurring during walkthroughs) also provide ways to ensure that instruction in meeting the needs of ELL learners. This is documented on lesson plan feedback form for ELP standards.</p>	<ul style="list-style-type: none"> <li>● Formal/Informal Observation Form for ELL teachers</li> <li>● Lesson Plan Feedback form for ELP standards</li> <li>● Formal and Informal Observation form for ELL Teacher</li> <li>● Lesson Plan Feedback form for ELP</li> </ul>
<p>Students eligible for FRL</p>	<input checked="" type="checkbox"/>		
<p>Students with disabilities</p>	<input type="checkbox"/>	<p>SPED teachers receive feedback from formal observations in the Charlotte Danielson Model similar to general</p>	<ul style="list-style-type: none"> <li>● Formal observation forms</li> <li>● Informal observation forms</li> </ul>



	<p>education teachers 2x/year. In addition, lesson plans and SPED notebooks are checked for instructional alignment to IEP goals. Documentation is found in formal observation form, and lesson plan checks and feedback form.</p> <p>Additionally, to monitor the instruction of the SPED teachers a section on the walkthrough form is designated to evaluate instructional practices that specifically impact SPED students. This section addresses a teacher’s effectiveness in implementing instructional strategies that support and push these students toward proficiency. Documentation of this found in Informal Observation Form.</p> <p>For general education teachers lesson plan must include differentiated instruction. Teachers will note how they are going to differentiate instruction in order to meet the needs of their students with disabilities. A School Leader provides feedback bi-weekly on those plans.</p>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Checks/Feedback form</li> <li>• Ged – Ed Lesson Plans</li> </ul>
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**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**

Feedback from observations and snapshots/walkthroughs are provided to teachers during bi-weekly school wide meetings documented in Informal Observation Forms. Teachers also have immediate feedback from their walkthroughs on the Informal Observation Form. In addition teachers have individual goal-setting meetings once a year to discuss their strengths, weaknesses, and needs. This is documented on the Professional Goal Setting Form. In addition, leadership team meets weekly to discuss the trends being seen in the classroom – with a focus on strengths and weaknesses and identify what improvements need to be made. Documented on Leadership Team Meeting Notes.

Feedback for formal observations this occurs during a post conference meeting and is documented on the Formal Observation Post Conference Form. Suggestions are also made by the evaluator in a recommendation section. All teachers are provided a hard copy of the script taken during their observation, the formal evaluation rubric, recommendations and suggestions. Follow –up on these measures occurs during future observations and walkthroughs.

**Documentation**

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

- Informal Observation Form
- Professional Goal Setting Form
- Leadership Team Meeting Notes



- Formal Observation Post Conference 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.*

Imagine Cortez Park Middle School analyzes formal evaluation data monthly to analyze strengths, weaknesses, and needs of teachers. Teachers that are identified as unsatisfactory would be placed on a teacher improvement plan (currently no teachers in Middle School are identified at this level). Teachers who start to show a decline in instructional proficiency are removed from leadership positions while proficient or excelling teachers are given added opportunities for leadership. In addition, teachers are tiered based on their evaluation ratings. Tier 1 teachers are Developing/Unsatisfactory and are observed weekly, Tier 2 teachers are mostly Developing/Proficient and are seen 2x/month, and Tier 3 teachers are mostly excelling and are observed once a month. Documented of Tiered Teacher List.

The leadership team also gathers evidence (informal and walkthroughs) and decides who will be receiving a second formal observation before the final evaluation. Teachers whose overall rating is “ineffective” or “developing” receive a follow up formal observation.

These data points are also used to drive decisions about promotion, retention, and improvement plans. Documentation of this can be found in teacher improvement plans, formal observation forms, and leadership observation assignments.

The leadership team participates in round table discussions three times during the school year with the regional directors. During these conversations teachers are tiered by proficiency and individual and group trends are identified. Based on this adjustments are made to PD to accommodate the needs of teachers based on evidence collected through the informal and formal observations, walk-throughs, and “A” Team visit. This is documented in Roundtable Notes.

In addition, Imagine Cortez Park Middle School looks to identify trends in instructional deficits as a whole. When such trends are identified the school will often plan a PD session for the entire group or may consider taking a small group of teachers to another school for observations of specific instructional strategies. Documentation of this can be found in PD Certificates.

The data collected provides information about the strengths, weaknesses and needs of each individual teacher and when used in combination with assessment data information can provide a complete picture about the quality of instruction at the school. In particular, data provides information about school wide trends in specific instructional practices and drives decisions about performance based **pay**, promotion, and retention of staff.

In response to data about quality of instruction Imagine Cortez Park Middle School has provided the following support systems to bolster staff wide instruction

1. Resources for Best Practices -> pulled from online resources
2. PD resources and trainings
3. Videos of Best Practice

Documentation of this can be found in Week at A Glance Form, PD Certificate.



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**Documentation**

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

- Teacher improvement plans (template only)
- Formal Observation Forms
- Leadership Observation Assignments
- Roundtable Notes
- PD Certificates
- Week at a Glance Form



**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.*

The professional development plan was developed by school leaders with guidance from the Imagine Schools National Academic and Character Team based on the Instructional and Character Foci for the year. The PD plan was developed with curriculum resources and assessment tools in mind, using year end data and through informal conversations with teachers. Documentation of this found in PD plan.

Imagine Cortez Park also annually conducts a needs survey (teacher survey) given to staff, and the professional development plan also utilizes data from formal and informal observations and the needs assessments teachers complete as part of their formal evaluation conferences. Documentation of this is found in Needs Survey.

In addition, during evaluations of walkthrough trend data, teacher needs are discussed, and those discussions inform needs for professional development. This is documented in leadership meeting agenda/notes.

Imagine Cortez Park Middle School leadership team develops a Professional Development Plan each academic year in June/July. The plan is a living document that is continuously revised which is documented in PD Plan and section IV of the School of Excellence Plan. The current Professional Develop Plan (documented in meeting minutes/agendas, school excellence plan includes the following procedures:

1. Provide PD half-days, six throughout the year. During these half-days all staff participates in a PD based on topics that come up in formal observations, content area discussions, and informal needs assessments. This has included topics such as research based strategies for teach like a champion strategies, effective writing strategies/setting writing goals, learning goals and success criteria, questioning strategies.. Documented in Agendas and Power Points.
2. Provide 3x/yearly Imagine Southwest Group PD that is adapted and selected based on needs identified through teacher surveys, data and assessment results, instructional evaluations, and researched-based best practices. This year’s focus stems on Marzano’s Classroom Instruction that Works Strategies:
  - a. Generating and Testing Hypotheses
  - b. Questioning
  - c. Differentiated Instruction for All Learners
  - d. Reinforcing Effort and Providing Recognition

Regional PD also includes an emphasis on teaching performance character. This year the focus is on Growth vs. Fixed Mindset, Responsibility, and Curiosity. Regional PD initiatives are followed upon within our school-level professional development during grade level meetings, staff meetings, and monthly PD in-services. Documented in agendas/PowerPoints, Imagine Literacy Focus Foldable and placemat.

3. Provide professional development through participation with Quality Schools focused on understanding how to use data to enhance student performance. Documented in Quality Schools Contract.

All PD is tracked using the PD tracker form and listed in the PD Budget both of which provide additional documentation of PD efforts at Cortez Park.



**Documentation**

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

- PD plan and Section 4 of SEP Plan
- Weekly walkthrough trend data
- Informal/formal observation notes
- Leadership Meeting Agenda/Notes
- ½ day PD agendas & Power Points
- Preservice agendas & Power Points
- Imagine Academic Excellence Literacy Focus foldable
- Imagine Academic Excellence Literacy Focus placemat
- Quality Schools contract
- PD tracker form
- PD budget

**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.

In order to ensure alignment of the professional development plan with staff learning needs, Imagine Cortez Park uses observational data to continually monitor the needs of staff, and compares observation data to deficiencies identified in the needs survey. Informal and formal walkthroughs give leadership a birds eye view of where we should focus as a whole (ex: questioning techniques). This is documented in informal observation notes, informal observation form and Weekly walkthrough trend data.

In addition, learning needs of teachers are identified when teachers seek out PD based on their own needs and request permission to attend from administration. Administration reviews these requests and sends teacher to outside PD workshops based on their assessment. This is documented in PD registration/attendance forms, and PD Request Form.

In addition, the leadership team identifies needs when there are areas on the monitoring rubric in which a teacher is not demonstrating proficiency. Formative and benchmark data provide further information that can help identify and align PD to specific learning needs. For example, data suggested that writing was an area of deficiency, thus Imagine Cortez Park implemented writing workshops once per quarter. This is documented in PD attendance forms and academic and instructional walkthrough data. Similarly, Imagine Cortez Park identified through these processes that there was a need for increased content knowledge in mathematics, and as a result all middle school teachers attended INTEL math PD during the 2014 AY. This is documented in Intel Math Application and Sign –in Sheets.

**Documentation**

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

- Informal Observation Form
- Informal Observation Notes
- Weekly walkthrough trend data
- Content meeting agendas



- PD registration attendance forms
- PD Request Form
- School Data tied to PD
- Intel Math Application and Sign in Sheets

**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.*

Areas of high importance are data driven based on assessment data and analysis done by the leadership team prior to the start of the school year and ongoing throughout the year and through the administration of a PD needs survey. Imagine Cortez Park identified that the writing and math were areas of high importance for the current academic year. These areas were identified using data. Documented in AIMS data and AZ Merit Data. Assessment and analysis done by the leadership team prior to the start of the school year and through the year indicated that writing scores had either declined or been stagnant. In addition, this area aligned with the National Imagine literacy focus. Thus the PD plan included extra writing workshops, NCTM Regional Math Conference, AZK12 Center Math PD and Differentiated Instruction in Math. This is documented in PD certificates and attendance records.

**Documentation**

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

- AIMS data and AZ Merit Data
- PD Certificates and Attendance records

**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.*

Imagine Cortez Park Middle School provides professional development on differentiation of instruction to meet the needs of all students, especially students in the bottom quartile, Ell Students and Sped Students. With respect to struggling learners in the bottom quartile, Imagine Cortez Park Middle School has provided the “Teach like a Champion Strategies” PD was provided to staff to bolster engagement during a lesson for the bottom quartile. In addition, a PD on “Questioning” was provided to help teachers identify how to develop and scaffold questions to move students from non-proficiency to proficiency. This is documented in PD attendance logs and Power Points.

Likewise, resulting from informal and formal observations, leaders provide one-on-one support in the development of plans to reach the needs of students in the bottom quartile. Content area and data meetings also serve as a forum for collaborating to identify best practices for addressing the needs of those students in the bottom quartile. During Data Meetings, teachers analyze data in order to target standards that have not been mastered by our bottom quartile students. This is documented in Content Area Meetings/ Data Meeting Notes.

When a teacher does not show growth in the bottom quartile, they work with the school’s leadership team to



identify areas of needed support including curricular and instructional. After needs are identified, teachers are provided coaching, mentoring, additional training, or resources to support the needs of the academic growth of the bottom 25%. This is documented in PD Certificates.

Focusing now on needs of ELL students, Imagine Cortez Park provides PD on best practices and meeting the needs of ELL students in a few ways. First, during Academy Meetings the ELD middle school teacher engages in collaborative discussions with the K-5 ELD teachers working to research, identify and create plans to implement best practices for ELL students. This is documented in ELD Academy Meeting Notes.

Teachers also attended a workshop put on by ADE focused on writing strategies for ELD students. This is documented in PD certificates. Finally, the principal attended the OELAS conference to gain specific knowledge about best practices, instructional strategies and assessment tools for ELL Students which was shared with the rest of the staff. Documented is located in the OELAS Registration

Finally for PD related to SPED students Regional special education directors provide monthly PD for special education staff. This is documented in Region Special Education Monthly PD Agendas During pre-service sessions and throughout the year, special education PD is provided to all instructional staff. This is documented in Pre-Service PD agendas/Attendance records.

SPED teachers are present academy meetings to ensure collaboration with the general education teacher suggesting strategies and providing training on differentiation and accommodations for specific learning disabilities. This is documented in Academy Meeting Notes. Finally, all teachers were provided with a list of differentiation strategies so that they could purposefully plan in order to help move these students toward proficiency. This is documented in Differentiation Strategies Guide.

Imagine Cortez Park Middle School is a Title 1 School Wide School and as such FRL is not a subgroup as all students are FRL students.

#### Documentation

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

- PD attendance logs and PowerPoints
- Data Dialogue Meeting Notes
- Content Area Meeting Notes
- ELD Academy Meeting Notes
- Agendas from ELD Academy Leaders PD
- PD certificates
- OELAS registration
- Regional special education monthly PD agendas
- Pre-Service PD agendas/Attendance records.
- Academy meeting notes
- Differentiation Strategies Guide

### **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.*

The observation schedule of Imagine Cortez Park Middle School facilitates high quality implementation of strategies learned through provided PD by creating a measure of accountability for teachers, providing opportunities to evaluate and coach, and engaging in collaborative reflection via content area meetings. This



is documented in Observation Schedule, Informal/Formal Observation Notes. In addition, when teachers return from an external PD opportunity, they fill out a PD Implementation Form and meet with the academic coach to make a plan for implementation of strategies that they learned from the PD. Documentation is located in PD Implementation Form.

In addition, the leadership team provides timely and routine feedback about implementation of new strategies learned in PD through the individualized observations. For example, walkthroughs focused on following up with teachers about writing clear objectives, leadership tracked fidelity to information learned in PD and then shared this information with the staff in a ppt, Objectives PPT.

Furthermore, through the Arizona Charter School Association’s Quality Schools Program, which provided PD called Teach like a Champion Strategies, support was offered for implementation as the QS staff conducts observations of teachers specifically evaluating them on their use of strategies. Post observations, QS staff discuss with teachers areas of strengths and weakness. This is documented in Notes from Quality Schools (QS) Meetings.

Finally, during MS academy meetings and content meetings teachers share out resources and discuss PD implementation collaboratively. This is documented in content/academy meeting notes.

**Documentation**

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

- Informal/Formal Observation Notes
- Formal observation schedule
- PD Implementation Form
- Objectives PowerPoint
- Notes from QS Meetings
- Content/Academy meeting notes

**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.*

Through content area meetings, school leaders continually touch base with teachers to ensure they have the necessary resources. Where resources may be lacking, arrangements are made to secure the necessary resources with support through Title and other funds as appropriate. Documentation of this is found in PD budget, allocation of title funds. In addition through region and school wide PD days Imagine Cortez Park Middle School provides routine and schedule time for teachers as a resource to ensure implementation of PD. This is documented in Region PD attendance sheets and WIG/Academy Agendas.

In addition, the Academic Coach and Academic Dean attend monthly meetings at the region and share our additional material that can be used as resources for high quality implementation thereby providing coached and job-embedded PD. Documentation of this can be found in training notes from coaches meetings. Access to videos of best practices are available from online resources (e.g. Teachscape, Wonders, Khan Academy, etc.). This is documented in Week at a Glance Forms. Additionally, teachers and Dean of Academics provide live demonstrations of materials and strategies from PD they have attended. This is documented in Emails and WIG Agendas.



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**Documentation**

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

- PD budget
- Allocation of Title Funds
- Region PD agendas/attendance
- WIG agendas/Academy agendas
- Training notes from Coaches Meetings
- Emails



**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.*

Monitoring of PD implementation is done by Imagine Cortez Park in the following ways:

1. During informal walkthroughs leadership notes the implementation of skills and activities that were presented to teachers in PD. This is documented in Informal Observation/Walkthrough Forms.
2. When teachers return from an extern PD opportunity, they fill out a PD Implementation Form and meet with the academic coach to make a plan for implementation of strategies that they learned from the PD. This is documented in PD Implementation Form
3. During formal observations feedback is provided relative to both the four domains in the Danielson Framework for Teaching and other professional development offerings. Documented in Formal Observations forms.
4. A-Team : During an “A” Team visit the school (Imagine Cortez Park Middle School ) identifies a focus area (and “A” Team of leaders from other Imagine Schools asks the school to identify what specifically has been learned in PD and then these responses are used during the observation period and results are recorded using the Danielson Framework for Teaching rubric. Imagine Cortez Park Middle School shared and analyzed data with “A” Team. This is documented in A Team visit notes.
5. School of Excellence: Again team of leaders and teachers from other Imagine Schools who come to do observations of classroom to assess instruction and the 6 measures of excellence. Data from observations is shared in written form on the School of Excellence Report to leaders and school staff. Specific Recommendations and Commendations for instructional practices are provided. This is documented in School of Excellence Notes.

**Documentation**

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

- Informal Observation/Walkthrough Form
- PD Implementation Form
- Formal Observation Notes
- A-Team visit notes
- School of Excellence Forms/Notes

**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.*

Imagine Cortez Park Middle School follows up to support and develops the implementation of strategies learned in PD through informal and formal observations and one-on-one coaching according to the observation rotation schedule. In addition, lesson plans which document new instructional strategies learned in PD are evaluated and teachers are provided with feedback as another mechanism to monitor staff and support the implementation of PD. As necessary, lessons are modeled by school leadership team. Both programs are ongoing and are a part of the school’s academic program which lends itself to ongoing monitoring and support to teachers. In addition, the Regional Academic Coordinator provides follow up support to the school’s Academic Coach and teachers as necessary in focus area including regional PD



initiatives.

**Documentation**

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

- Informal/formal observation notes from post conferences
- Lesson plan feedback form
- Content meeting notes
- Notes from Regional Academic Coordinator



**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.  
**Not Applicable**

Documentation

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

**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.  
**Not Applicable**

Documentation

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

**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.  
**Not Applicable**

Documentation

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

**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.  
**Not Applicable**

Documentation



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



**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.

**Not Applicable**

**Documentation**

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

**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:

**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:

