

LEAD Charter Schools- Entity ID 79967

Schools: Leading Edge Academy Gilbert Elementary, Leading Edge Academy Gilbert Early College,
Leading Edge Academy at East Mesa, Leading Edge Online Academy

Renewal Executive Summary

I. Performance Summary

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

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"/>

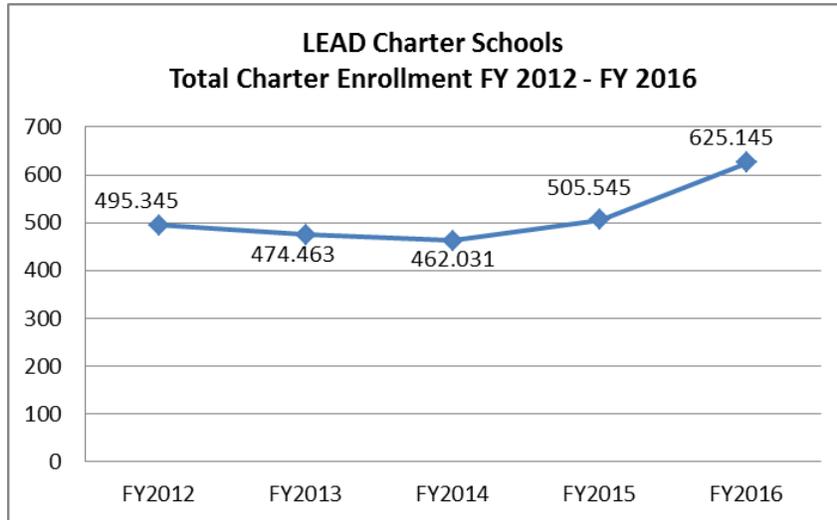
During the five-year interval review of the charter, LEAD Charter Schools submitted a Performance Management Plan (PMP). At the time LEAD Charter Schools became eligible to apply for renewal, the Charter Holder did not meet the Academic Performance Expectations of the Board as set forth in the Performance Framework and was required to submit a Demonstration of Sufficient Progress (DSP) as part of the renewal application package because in the most recent fiscal year for which an academic dashboard is available, Leading Edge Online Academy received an overall rating of "No Rating". The Charter Holder was unable to demonstrate the school is making sufficient progress toward the Board's expectations through the submission of the required information or evidence reviewed during an on-site visit.

II. Profile

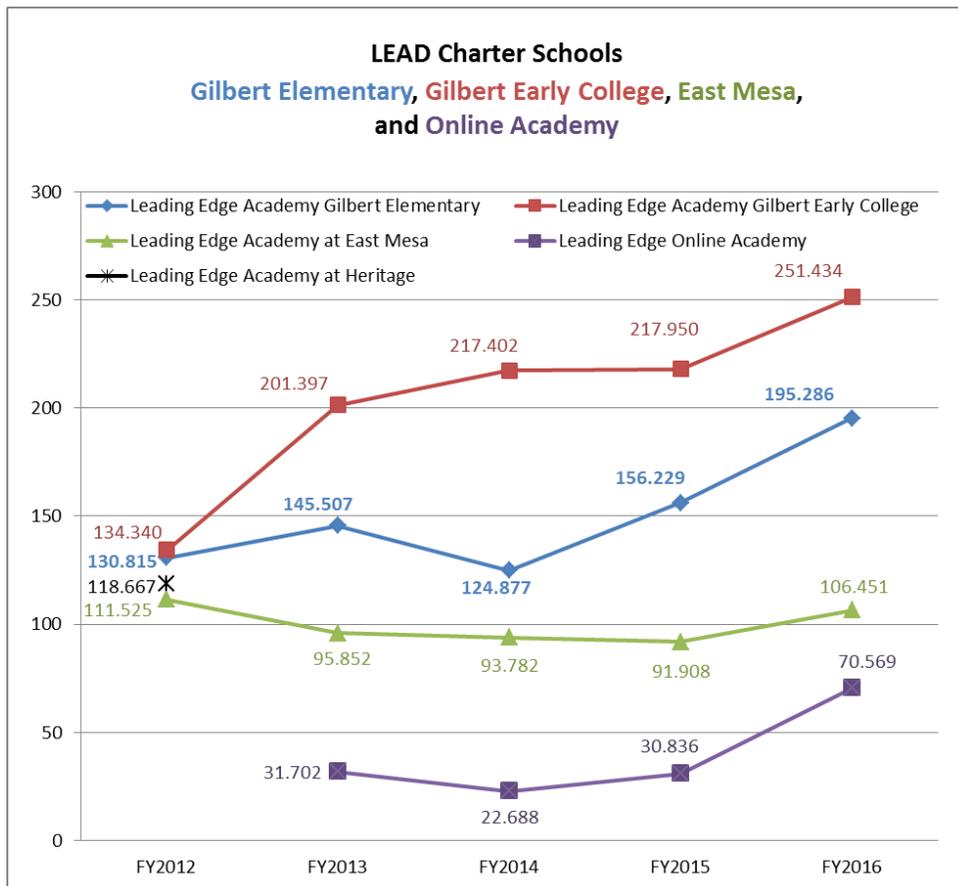
LEAD Charter Schools operates four schools, Leading Edge Academy Gilbert Elementary, Leading Edge Academy Gilbert Early College, and Leading Edge Academy at East Mesa, serving grades K–12 in Gilbert and Mesa. Additionally, the Charter Holder operates Leading Edge Online Academy, serving grades 6-12 in a distance learning environment. The graph on page two shows the Charter Holder's actual 100th day average daily membership (ADM) for fiscal years 2012–2016.

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





The graph below shows the Charter Holder’s actual 100th day ADM for fiscal years 2012–2016 broken down by school site.



On April 25, 2012, the Charter Holder submitted a School Closure Notification Request that closed Leading Edge Academy at Heritage effective May 24, 2012.

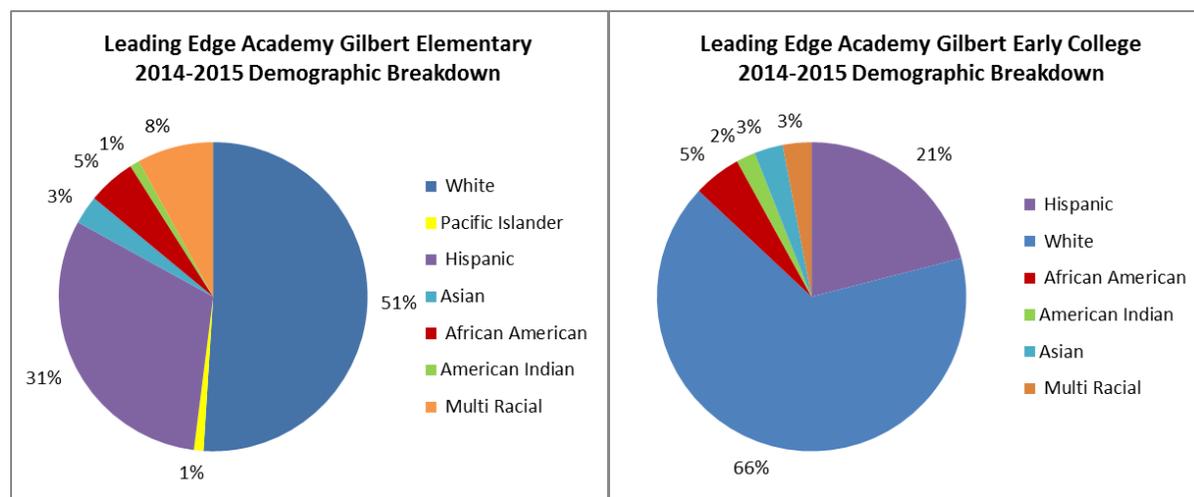


The academic performance of Leading Edge Academy Gilbert Elementary, Leading Edge Academy Gilbert Early College, Leading Edge Academy at East Mesa, and Leading Edge Online Academy are represented in the table below. The Academic Dashboard for each school can be seen in appendix: B. Academic Dashboards.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Leading Edge Academy Gilbert Elementary	07/01/2002	K-6	64.38/ B	70.62/ B	70.94/ B
Leading Edge Academy Gilbert Early College	08/01/2005	7-12	85/ A	71.25/ B	75/ A
Leading Edge Academy at East Mesa	07/01/2007	K-6	57.19/ C	79.38/ A	71.56/ B
Leading Edge Online Academy	07/01/2012	6-12		NR/ NR	NR/ C-DL

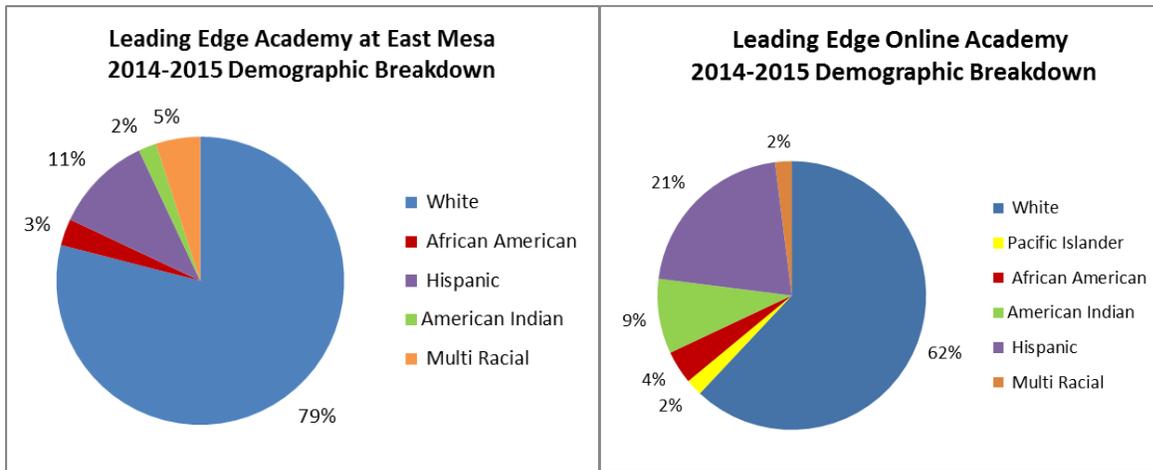
At the time FY 2014 Dashboards were released, the Department of Education (ADE) had not yet calculated letter grades for distance learning schools. ADE released distance learning letter grades in May of 2015, and Leading Edge Online Academy received a letter grade of C-DL. Dashboards for distance learning schools were not recalculated. As a result the school’s overall rating remained “No Rating”.

The demographic data for Leading Edge Academy Gilbert Elementary, Leading Edge Academy Gilbert Early College, Leading Edge Academy at East Mesa, and Leading Edge Online Academy from the 2014-2015 school year is represented in the charts below.²



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





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

School Name	Category		
	Free and Reduced Lunch (FRL)	English Language Learners (ELLs)	Special Education
Leading Edge Academy Gilbert Elementary	51%	*	17%
Leading Edge Academy Gilbert Early College	16%	*	9%
Leading Edge Academy at East Mesa	67%	*	20%
Leading Edge Online Academy	28%	*	15%

LEAD Charter Schools has not been brought before the Board for any items or actions in the past 12 months.

III. Additional School Choices

Leading Edge Online Academy received a letter grade of C-DL, and an overall rating of “No Rating” on the Board’s academic performance standard for FY 2014. The school site is located in Gilbert near E. Ray Rd. and S. Lindsay Rd. The following information identifies additional distance learning schools and the academic performance of those schools.

There are 20 distance learning schools serving grades 6–12 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

³ Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted.



in FY 2015, the number of schools with AzMERIT scores comparable to those of Leading Edge Online Academy, the number of those schools that are charter schools, and the number of the charter schools that are meeting the Board’s academic performance standard for FY 2014.

Leading Edge Online Academy				ELA 14%	Math 17%		
Letter Grade	# of Schools	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable ELA (± 5%)	Comparable Math (± 5%)	Charter Schools	Meets Board’s Standard
B-DL	11	4	3	1	4	3	0
C-DL	6	2	1	2	1	2	0
D-DL	2	1	1	1	0	1	0
F	1	0	0	0	0	1	0

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

Leading Edge Online Academy		28%	*%	15%
Letter Grade		Comparable FRL (± 5%)	Comparable ELL (± 5%)	Comparable SPED (± 5%)
B-DL		1		2
C-DL		0		1
D-DL		0		0
F		0		0

IV. Success of the Academic Program

In FY 2014, LEAD Charter Schools did not meet the Board’s academic performance expectations because one of the schools operated by the Charter Holder received no rating on the academic dashboard in FY 2013 and FY 2014. In FY 2013 and FY 2014, Leading Edge Online Academy did not meet the Board’s academic performance standards and received no rating on the academic dashboard

The following is a timeline of activities that have occurred related to the academic performance of LEAD Charter Schools:

January 2012: LEAD Charter Schools was notified of its five-year interval review.

February 2012: Board staff held a Leadership Team Discussion as part of the Five-Year Interval Review. At that time, LEAD Charter Schools was notified that it was required to submit a PMP as a corrective action plan.

June 2012: LEAD Charter Schools submitted an FY 2012 PMP.

August 2012: Board Staff completed an evaluation of the FY 2012 PMP. In areas that were evaluated as not acceptable, Board staff provided the Charter Holder with technical guidance.

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



October 2013: The Board released FY 2013 Academic Dashboards; Leading Edge Online Academy received an overall rating of “No Rating” and LEAD Charter Schools did not meet the Board’s Academic Performance Expectations.

December 2013: The Charter Holder was assigned a DSP for Leading Edge Online Academy as part of an annual reporting requirement.

February 2014: LEAD Charter Schools timely submitted a DSP.

October 2014: The Board released FY 2014 Academic Dashboards; Leading Edge Online Academy received an overall rating of “No Rating”. Therefore, LEAD Charter Schools did not meet the Board’s Academic Performance Expectations.

January 2015: Board staff completed an evaluation of the FY 2014 DSP and notified the Charter Holder. In the areas that were evaluated as not acceptable, Board staff provided the Charter Holder with technical guidance.

February 2, 2015: Based on its academic performance in FY 2014, the Charter Holder was assigned an FY 2015 DSP, due on March 4, 2015.

March 2015: The Charter Holder timely submitted its FY 2015 DSP.

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 determined that the Charter Holder’s DSP Did Not Meet in the areas of Curriculum, Assessment, Monitoring Instruction, and Professional Development. The DSP was evaluated as Falls Far Below in Graduation Rate and in Data, because the Charter Holder did not provide data that demonstrated improvement in any of the measures required by the Board. Board staff provided the Charter Holder with technical guidance for each of these areas. The findings contained in the final evaluation of the FY 2015 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.

November 2015: Board staff provided the Charter Holder, through its authorized representative, Delmer Geese, 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 22, 2015), the deadline date on which the renewal application package would be due to the Board (February 22, 2016), information on the availability of the Charter Holder’s renewal application as well as instruction on how to access the renewal application, and notification of the requirement to submit a DSP as a component of its renewal application package because the Charter Holder did not meet the Academic Performance Expectations set forth by the Board.

V. Demonstration of Sufficient Progress

A renewal application package with a Renewal DSP for LEAD Charter Schools (appendix: E. Renewal DSP Submission) was timely submitted by the Charter Representative on **February 16, 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 LEAD Charter Schools were present at the site visit:

Name	Role
Ron Body	Executive Director
Mathew Reese	Education Director
Lori Anderson	Principal—LEA Gilbert
Delmer Geesey	Charter Representative
Mindi Johnson	Assistant to Business Manager
Becki Krueger	Business Manager
Crystal Mosca	Principal—Online Academy

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring Instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduation Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

After considering information in the DSP Report and evidence provided at the time of the site visit, the Charter Holder did demonstrate evidence of a sustained improvement plan that includes implementation of a comprehensive assessment system, a comprehensive instructional monitoring system, a comprehensive professional development system, and a system for ensuring students in grades 9–12 graduate on time. However, the Charter Holder did not demonstrate that this plan includes implementation of a comprehensive curriculum system. Additionally, the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years at Leading Edge Online Academy, as no comparative data was available for 12 out of the 13 measures required by the Board.

Based on the findings summarized above and described below, staff determined that the Charter Holder did not demonstrate sufficient progress towards meeting the Board’s Academic Performance Expectations.

VI. Viability of the Organization

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



VII. Adherence to the Terms of the Charter

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

VIII. Board Options

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

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

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 LEAD Charter Schools. 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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Report Date:	04/26/2016	Report Type:	Renewal
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Charter Contract Information

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Charter Corporate Name:	LEAD Charter Schools		
Charter CTDS:	07-89-68-000	Charter Entity ID:	79967
Charter Status:	Open	Contract Effective Date:	05/23/2002
Number of Schools:	4	Contractual Days:	<ul style="list-style-type: none"> Leading Edge Academy at East Mesa: 180 Leading Edge Academy Gilbert Early College: 178 Leading Edge Academy Gilbert Elementary: 178 Leading Edge Online Academy: 365
Charter Grade Configuration:	K-12	Contract Expiration Date:	05/22/2017
FY Charter Opened:	—	Charter Signed:	05/23/2002
Charter Granted:	05/13/2002	Charter Enrollment Cap	900
Corp. Type	Non Profit		

Charter Contact Information

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Mailing Address:	633 E Ray Road Ste. 132 Gilbert, AZ 85296	Website:	—
Phone:	480-633-0414	Fax:	480-558-7038
Mission Statement:	To train a Generation for Excellence. To provide proven Back to the Basics traditional education. To return to a Character Counts whole person understanding of education where positive character traits will be modeled, expected, and taught. To foster parental partnering in the educational process of our children.		
Charter Representatives:	Name:	Email:	FCC Expiration Date:
	1.) Mr. Delmer Geesey	dgeesey@leadingedgeacademy.com	03/10/2016

Academic Performance - Leading Edge Academy Gilbert Early College

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School Name:	Leading Edge Academy Gilbert	School CTDS:	07-89-68-201
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School Entity ID:	87416	Charter Entity ID:	79967
School Status:	Open	School Open Date:	08/01/2005
Physical Address:	717 West Ray Road GILBERT, AZ 85233	Website:	—
Phone:	480-545-8011	Fax:	480-558-7038
Grade Levels Served:	7-12	FY 2014 100th Day ADM:	217.402

Academic Performance Per Fiscal Year

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Leading Edge Academy Gilbert Early College

		2012 Traditional K-12 School (7 to 12)			2013 Traditional K-12 School (6 to 12)			2014 Traditional K-12 School (6 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	65	75	10	43	50	10	56	75	10
	Reading	75	100	10	36	50	10	48	50	10
1b. SGP Bottom 25%	Math	57.5	75	10	59	75	10	55	75	10
	Reading	74.5	100	10	37.5	50	10	46	50	10
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	68 / 59.1	75	7.5	69.3 / 60.8	75	7.5	72.7 / 60.8	75	7.5
	Reading	93 / 78.4	100	7.5	87.5 / 79.9	75	7.5	85.7 / 79.5	75	7.5
2b. Composite School Comparison	Math	4.2	75	5	3.8	75	5	8.2	75	5
	Reading	10.9	75	5	3.8	75	5	3.5	75	5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	38 / 49.7	50	7.5	55 / 50.5	75	3.75	55.9 / 51.2	75	3.75
	Reading	77 / 71.5	75	7.5	75 / 72.2	75	3.75	76.5 / 73.5	75	3.75
2c. Subgroup SPED	Math	NR	0	0	20 / 17.5	75	3.75	31.6 / 15.7	75	3.75
	Reading	NR	0	0	42.9 / 37.9	75	3.75	55 / 38.2	75	3.75
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		A	100	5	B	75	5	A	100	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		95	100	15	95	100	15	100	100	15
		Overall Rating			Overall Rating			Overall Rating		

Overall Rating

Scoring for Overall Rating
 89 or higher: Exceeds Standard
 <89, but > or = to 63: Meets Standard
 <63, but > or = to 39: Does Not Meet Standard
 Less than 39: Falls Far Below Standard

85

100

71.25

100

75

100

Academic Performance - Leading Edge Online Academy[Hide Section](#)

School Name:	Leading Edge Online Academy	School CTDS:	07-89-68-202
School Entity ID:	91597	Charter Entity ID:	79967
School Status:	Open	School Open Date:	07/01/2012
Physical Address:	633 E Ray Road Ste 132 Gilbert, AZ 85296	Website:	http://www.leadingedgeacademy.com
Phone:	480-633-0414	Fax:	480-558-7038
Grade Levels Served:	6-12	FY 2014 100th Day ADM:	25.972

Academic Performance Per Fiscal Year[Hide Section](#)**Leading Edge Online Academy**

		2013 Small K-12 School (8 to 12)			2014 Small K-12 School (6 to 12)		
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1. Growth							
1a. SGP	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
1b. SGP Bottom 25%	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2. Proficiency							
2a. Percent Passing	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2b. Composite School Comparison	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0

2c. Subgroup SPED	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		NR	0	0	NR	0	0
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		NR	0	0	88	100	15
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		NR		0	NR		15

Academic Performance - Leading Edge Academy at East Mesa

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School Name:	Leading Edge Academy at East Mesa	School CTDS:	07-89-68-103
School Entity ID:	89616	Charter Entity ID:	79967
School Status:	Open	School Open Date:	07/01/2007
Physical Address:	10115 E. Universtiy Drive Mesa, AZ 85207	Website:	—
Phone:	480-984-5645	Fax:	480-627-3634
Grade Levels Served:	K-6	FY 2014 100th Day ADM:	93.782

Academic Performance Per Fiscal Year

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Leading Edge Academy at East Mesa

		2012 Traditional Elementary School (K-6)			2013 Traditional Elementary School (K to 6)			2014 Traditional Elementary School (K to 6)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	32	25	12.5	62	75	12.5	37.5	50	25
	Reading	39	50	12.5	55.5	75	12.5	51	75	25
1b. SGP Bottom 25%	Math	34.5	50	12.5	63	75	12.5	NR	0	0
	Reading	34.5	50	12.5	66	100	12.5	NR	0	0
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
	Math	65 / 65	75	7.5	67.3 / 64.7	75	7.5	73.3 / 64.5	75	7.5

2a. Percent Passing	Reading	87 / 77.4	75	7.5	85.5 / 78.1	75	7.5	93.3 / 78.4	100	7.5
	Math	0.2	75	7.5	3.4	75	7.5	11.8	75	7.5
2b. Composite School Comparison	Reading	9.5	75	7.5	8.1	75	7.5	17.9	100	7.5
	Math	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup ELL	Reading	NR	0	0	NR	0	0	NR	0	0
	Math	63 / 55.4	75	3.75	66.7 / 55.8	75	3.75	70.4 / 55	75	3.75
2c. Subgroup FRL	Reading	83 / 69.7	75	3.75	86.7 / 70.8	75	3.75	88.9 / 70.4	75	3.75
	Math	23 / 28.8	50	3.75	41.7 / 28.6	75	3.75	27.3 / 27.7	50	3.75
2c. Subgroup SPED	Reading	54 / 38.5	75	3.75	58.3 / 38.4	75	3.75	72.7 / 38.6	75	3.75
	3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned
3a. State Accountability		C	50	5	A	100	5	B	75	5
Overall Rating		Overall Rating			Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		57.19			79.38			71.56		

Academic Performance - Leading Edge Academy Gilbert Elementary

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School Name:	Leading Edge Academy Gilbert Elementary	School CTDS:	07-89-68-101
School Entity ID:	79968	Charter Entity ID:	79967
School Status:	Open	School Open Date:	07/01/2002
Physical Address:	717 West Ray Road Gilbert, AZ 85233	Website:	—
Phone:	480-545-6646	Fax:	480-558-7038
Grade Levels Served:	K-6	FY 2014 100th Day ADM:	124.877

Academic Performance Per Fiscal Year

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Leading Edge Academy Gilbert Elementary

	2012 Traditional Elementary School (K-6)	2013 Traditional Elementary School (K to 5)	2014 Traditional Elementary School (K to 5)

1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight		
1a. SGP	Math	40	50	12.5	48	50	12.5	51	75	12.5		
	Reading	52	75	12.5	57	75	12.5	45	50	12.5		
1b. SGP Bottom 25%	Math	63.5	75	12.5	30.5	25	12.5	67	100	12.5		
	Reading	51	75	12.5	73	100	12.5	46	50	12.5		
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight		
2a. Percent Passing	Math	61 / 65.6	50	7.5	70.8 / 64.9	75	7.5	75 / 64.9	75	7.5		
	Reading	81 / 77.1	75	7.5	91.7 / 77.4	100	7.5	87.5 / 78.3	75	7.5		
2b. Composite School Comparison	Math	-8.3	50	7.5	0.8	75	7.5	6.9	75	7.5		
	Reading	0.2	75	7.5	10.2	75	7.5	7.6	75	7.5		
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0		
	Reading	NR	0	0	NR	0	0	NR	0	0		
2c. Subgroup FRL	Math	48 / 57	50	7.5	60.9 / 56	75	3.75	52.9 / 55.9	50	3.75		
	Reading	67 / 68.6	50	7.5	87 / 69.5	75	3.75	76.5 / 69.8	75	3.75		
2c. Subgroup SPED	Math	NR	0	0	33.3 / 31.4	75	3.75	57.1 / 29.9	75	3.75		
	Reading	NR	0	0	58.3 / 38.9	75	3.75	64.3 / 38.7	75	3.75		
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight		
3a. State Accountability		B	75	5	B	75	5	B	75	5		
Overall Rating		Overall Rating			Overall Rating			Overall Rating				
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		64.38			100	70.62			100	70.94		

Academic Performance - Leading Edge Academy at Heritage

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School Name:	Leading Edge Academy at Heritage	School CTDS:	07-89-68-104
School Entity ID:	91149	Charter Entity ID:	79967
School Status:	Closed	School Open Date:	08/03/2011
Physical Address:	919 East Guadalupe Road Gilbert, AZ 85234	Website:	—

Phone:	4805456646	Fax:	4805587038
Grade Levels Served:	K-6	FY 2012 100th Day ADM:	118.6675

Academic Performance Per Fiscal Year

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There are no Academic Performance Frameworks for this school.

Academic Performance - Leading Edge Academy - Queen Creek

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School Name:	Leading Edge Academy - Queen Creek	School CTDS:	07-89-68-102
School Entity ID:	87876	Charter Entity ID:	79967
School Status:	Site Transferred to Separate Charter	School Open Date:	09/06/2005
Physical Address:	4815 W. Hunt Highway Queen Creek, AZ 85242	Website:	—
Phone:	4806556787	Fax:	4806556788
Grade Levels Served:	K-10	FY 2011 100th Day ADM:	341.4025

Academic Performance Per Fiscal Year

[Hide Section](#)

There are no Academic Performance Frameworks for this school.

Financial Performance

[Hide Section](#)

Charter Corporate Name:	LEAD Charter Schools		
Charter CTDS:	07-89-68-000	Charter Entity ID:	79967
Charter Status:	Open	Contract Effective Date:	05/23/2002

Financial Performance

[Hide Section](#)

LEAD Charter Schools

Near-Term Measures	Fiscal Year 2014		Fiscal Year 2015	
	Going Concern	No	Meets	No
Unrestricted Days Liquidity	142.77	Meets	101.29	Meets
Default	No	Meets	No	Meets

Sustainability Measures (Negative numbers indicated by parentheses)

Net Income	\$787,321	Meets	(\$260,011)	Does Not Meet
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Fixed Charge Coverage Ratio	2.14		Meets		1.11		Meets	
	\$1,385,212		Meets		(\$185,940)		Does Not Meet	
Cash Flow (3-Year Cumulative)								
Cash Flow Detail by Fiscal Year	FY 2014	FY 2013	FY 2012	FY 2015	FY 2014	FY 2013		
	\$1,988,644	(\$1,290,552)	\$687,120	(\$884,032)	\$1,988,644	(\$1,290,552)		

Meets Board's Financial Performance Expectations

Operational Performance

[Hide Section](#)

Charter Corporate Name:	LEAD Charter Schools		
Charter CTDS:	07-89-68-000	Charter Entity ID:	79967
Charter Status:	Open	Contract Effective Date:	05/23/2002

Operational Performance

[Hide Section](#)

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

Measure	2015	2016
1.a. Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?	Meets	--
Educational Program - Essential Terms	No issue identified	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	--
Services to Student with Disabilities	No issue identified	--
Instructional Days/Hours	No issue identified	--
Data for Achievement Profile	No issue identified	--
Mandated Programming (State/Federal Grants)	No issue identified	ADE Monitoring CAP - Federal Title Funds
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	--
OVERALL RATING	Meets Operational Standard	--

Last Updated: 2016-02-09 16:35:53

APPENDIX B

ACADEMIC DASHBOARDS

Academic Performance

[Edit this section.](#)

Leading Edge Academy at East Mesa

		2012 Traditional Elementary School (K-6)			2013 Traditional Elementary School (K to 6)			2014 Traditional Elementary School (K to 6)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	32	25	12.5	62	75	12.5	37.5	50	25
	Reading	39	50	12.5	55.5	75	12.5	51	75	25
1b. SGP Bottom 25%	Math	34.5	50	12.5	63	75	12.5	NR	0	0
	Reading	34.5	50	12.5	66	100	12.5	NR	0	0
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	65 / 65	75	7.5	67.3 / 64.7	75	7.5	73.3 / 64.5	75	7.5
	Reading	87 / 77.4	75	7.5	85.5 / 78.1	75	7.5	93.3 / 78.4	100	7.5
2b. Composite School Comparison	Math	0.2	75	7.5	3.4	75	7.5	11.8	75	7.5
	Reading	9.5	75	7.5	8.1	75	7.5	17.9	100	7.5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	63 / 55.4	75	3.75	66.7 / 55.8	75	3.75	70.4 / 55	75	3.75
	Reading	83 / 69.7	75	3.75	86.7 / 70.8	75	3.75	88.9 / 70.4	75	3.75
2c. Subgroup SPED	Math	23 / 28.8	50	3.75	41.7 / 28.6	75	3.75	27.3 / 27.7	50	3.75
	Reading	54 / 38.5	75	3.75	58.3 / 38.4	75	3.75	72.7 / 38.6	75	3.75
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		C	50	5	A	100	5	B	75	5
Overall Rating		Overall Rating			Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		57.19			79.38			71.56		
		100			100			100		

Academic Performance

[Edit this section.](#)

Leading Edge Academy Gilbert Elementary

		2012 Traditional Elementary School (K-6)			2013 Traditional Elementary School (K to 5)			2014 Traditional Elementary School (K to 5)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	40	50	12.5	48	50	12.5	51	75	12.5
	Reading	52	75	12.5	57	75	12.5	45	50	12.5
1b. SGP Bottom 25%	Math	63.5	75	12.5	30.5	25	12.5	67	100	12.5
	Reading	51	75	12.5	73	100	12.5	46	50	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	61 / 65.6	50	7.5	70.8 / 64.9	75	7.5	75 / 64.9	75	7.5
	Reading	81 / 77.1	75	7.5	91.7 / 77.4	100	7.5	87.5 / 78.3	75	7.5
2b. Composite School Comparison	Math	-8.3	50	7.5	0.8	75	7.5	6.9	75	7.5
	Reading	0.2	75	7.5	10.2	75	7.5	7.6	75	7.5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	48 / 57	50	7.5	60.9 / 56	75	3.75	52.9 / 55.9	50	3.75
	Reading	67 / 68.6	50	7.5	87 / 69.5	75	3.75	76.5 / 69.8	75	3.75
2c. Subgroup SPED	Math	NR	0	0	33.3 / 31.4	75	3.75	57.1 / 29.9	75	3.75
	Reading	NR	0	0	58.3 / 38.9	75	3.75	64.3 / 38.7	75	3.75
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		B	75	5	B	75	5	B	75	5
Overall Rating		Overall Rating			Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		64.38			70.62			70.94		
		100			100			100		

Academic Performance

[Edit this section.](#)

Leading Edge Academy Gilbert Early College

		2012 Traditional K-12 School (7 to 12)			2013 Traditional K-12 School (6 to 12)			2014 Traditional K-12 School (6 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	65	75	10	43	50	10	56	75	10
	Reading	75	100	10	36	50	10	48	50	10
1b. SGP Bottom 25%	Math	57.5	75	10	59	75	10	55	75	10
	Reading	74.5	100	10	37.5	50	10	46	50	10
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	68 / 59.1	75	7.5	69.3 / 60.8	75	7.5	72.7 / 60.8	75	7.5
	Reading	93 / 78.4	100	7.5	87.5 / 79.9	75	7.5	85.7 / 79.5	75	7.5
2b. Composite School Comparison	Math	4.2	75	5	3.8	75	5	8.2	75	5
	Reading	10.9	75	5	3.8	75	5	3.5	75	5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	38 / 49.7	50	7.5	55 / 50.5	75	3.75	55.9 / 51.2	75	3.75
	Reading	77 / 71.5	75	7.5	75 / 72.2	75	3.75	76.5 / 73.5	75	3.75
2c. Subgroup SPED	Math	NR	0	0	20 / 17.5	75	3.75	31.6 / 15.7	75	3.75
	Reading	NR	0	0	42.9 / 37.9	75	3.75	55 / 38.2	75	3.75
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		A	100	5	B	75	5	A	100	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		95	100	15	95	100	15	100	100	15
Overall Rating		Overall Rating			Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		85			71.25			75		

Academic Performance

[Edit this section.](#)

Leading Edge Online Academy

		2013 Small K-12 School (8 to 12)			2014 Small K-12 School (6 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
1b. SGP Bottom 25%	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2b. Composite School Comparison	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup SPED	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		NR	0	0	NR	0	0
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		NR	0	0	88	100	15
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		NR			NR		
		0			15		

APPENDIX C

RENEWAL DSP FINAL EVALUATION

Demonstration of Sufficient Progress Final Evaluation

CHARTER INFORMATION

Charter Holder Name	LEAD Charter Schools	Schools	Leading Edge Online Academy
Charter Holder Entity ID	79967	Purpose of DSP Submission	Renewal
Site Visit Date	April 6, 2016		

Evaluation Overview:

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

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

Data

The area of Data is evaluated as Falls Far Below. As evidenced at the DSP site visit, the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years, as no comparative data was available for 12 out of the 13 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	No	No	Yes	Yes
1a. Student Median Growth Percentile (SGP) – Reading	Yes	No	No	Yes	Yes
1b. SGP Bottom 25% – Math	Yes	No	No	Yes	Yes
1b. SGP Bottom 25% – Reading	Yes	No	No	Yes	Yes
2a. Percent Passing – Math	Yes	No	No	Yes	Yes
2a. Percent Passing – Reading	Yes	No	No	Yes	Yes
2c. Subgroup, ELL – Math	Yes	No	No	No	No
2c. Subgroup, ELL – Reading	Yes	No	No	No	No
2c. Subgroup, FRL – Math	Yes	No	No	No	No
2c. Subgroup, FRL – Reading	Yes	No	No	No	No
2c. Subgroup, students with disabilities – Math	Yes	No	No	Yes	Yes
2c. Subgroup, students with disabilities – Reading	Yes	No	No	Yes	Yes
4a. High School Graduation Rate	Yes	Yes	Yes	Yes	Yes

Curriculum: *The area of Curriculum is evaluated as Does Not Meet.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a limited curriculum approach. At the DSP site visit, the Charter Holder sufficiently demonstrated some of the components of these required elements, but failed to sufficiently demonstrate all of the components of the required elements.

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

Question	Sufficient Evidence	Site Visit Inventory Item
A. Evaluating Curriculum		
What ongoing process does the Charter Holder use to evaluate curriculum? What criteria guide that process?	NO	C.A.1
What ongoing process does the Charter Holder use to evaluate how effectively the curriculum enables students to meet all standards ? What criteria guide that process?	NO	C.A.2
What ongoing process does the Charter Holder use to identify curricular gaps ? What criteria guide that process?	YES	C.A.3
B. Adopting Curriculum		
After curriculum is evaluated, what process does the Charter Holder use to determine if new and/or supplemental curriculum needs to be adopted? What criteria guide that process?	NO	C.B.1
Once the Charter Holder has chosen to adopt new and/or supplemental curriculum , how has the Charter Holder evaluated curriculum options? What criteria guide that process?	YES	C.B.2
C. Revising Curriculum		
After curriculum is evaluated, what process does the Charter Holder use to determine if curriculum must be revised? What criteria guide that process?	NO	C.C.1
Once determined that curriculum must be revised, what process does the Charter Holder use to revise the curriculum? What criteria guide that process?	YES	C.C.2
D. Implementing Curriculum		
What ongoing process does the Charter Holder use to ensure curriculum is implemented with fidelity ? How have these expectations been communicated to instructional staff?	YES	C.D.1
What is the Charter Holder’s ongoing process to ensure consistent use of curricular tools ? How have these expectations been communicated to instructional staff?	YES	C.D.2
What process does the Charter Holder use to ensure that all grade-level standards are taught to mastery within the academic year?	NO	C.D.3
E. Alignment of Curriculum		
What process does the Charter Holder use to verify that the curriculum is aligned to Arizona’s College and Career Ready Standards?	NO	C.E.1
When adopting or revising curriculum, what process does the Charter Holder use to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona’s College and Career Ready Standards?	YES	C.E.2
F. Adapted to Meet the Needs of Subgroups		
How does the Charter Holder assess each subgroup to determine effectiveness of supplemental	YES	C.F.1

and/or differentiated instruction and curriculum?



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX D

RENEWAL DSP SITE VISIT

INVENTORY FORMS



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: LEAD Charter Schools
 School Name: Leading Edge Online Academy
 Site Visit Date: April 6, 2016

Required for: Renewal
 Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p>[D.1] Galileo Student Growth and Achievement Reports Galileo Class Test Scores Reports</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.</p> <p>The documents provided DO NOT demonstrate improved academic performance because due to a change in assessment tools, comparative year-over-year data is not available. For FY15, Edgenuity was utilized for progress monitoring. For FY16, Galileo benchmark assessments have been and are being administered. Galileo assessments for FY16 evaluate benchmarking of ACCR standards, whereas Edgenuity only provided progress monitoring of ACCR standards.</p> <p>Data for FY16 demonstrates that 38% of students reached expected growth as of Benchmark #3.</p> <p>Final Evaluation:</p>	
	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<p>[D.2] Galileo Student Growth and Achievement Reports Galileo Class Test Scores Reports</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Reading</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.</p> <p>The documents provided DO NOT demonstrate improved academic performance because due to a change in assessment tools, comparative year-over-year data is not available. For FY15, Edgenuity was utilized for progress monitoring. For FY16, Galileo benchmark assessments have been and are being administered. Galileo assessments for FY16 evaluate benchmarking of ACCR standards, whereas Edgenuity only provided progress monitoring of ACCR standards.</p> <p>Data for FY16 demonstrates that 33% of students reached expected growth as of Benchmark #3.</p> <p>Final Evaluation:</p>	
	<input type="checkbox"/> Data presented serve as evidence of improved	<input checked="" type="checkbox"/> Data presented does not serve as evidence of



	academic performance, and thus is evaluated as sufficient.	improved academic performance, and thus is evaluated as insufficient.
[D.3] Galileo Student Growth and Achievement Reports Galileo Class Test Scores Reports Student Score Lists	Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – bottom 25%- Math. The documents provided DO NOT demonstrate improved academic performance because due to a change in assessment tools, comparative year-over-year data is not available. For FY15, Edgenuity was utilized for progress monitoring. For FY16, Galileo benchmark assessments have been and are being administered. Galileo assessments for FY16 evaluate benchmarking of ACCR standards, whereas Edgenuity only provided progress monitoring of ACCR standards. Data for FY16 demonstrates that no students in the bottom 25% reached expected growth as of Benchmark #3. Final Evaluation:	
	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.4] Galileo Student Growth and Achievement Reports Galileo Class Test Scores Reports Student Score Lists	Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading The documents provided DO NOT demonstrate improved academic performance because due to a change in assessment tools, comparative year-over-year data is not available. For FY15, Edgenuity was utilized for progress monitoring. For FY16, Galileo benchmark assessments have been and are being administered. Galileo assessments for FY16 evaluate benchmarking of ACCR standards, whereas Edgenuity only provided progress monitoring of ACCR standards. Data for FY16 demonstrates that no students in the bottom 25% reached expected growth as of Benchmark #3. Final Evaluation:	
	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.

<p>[D.5] Galileo Student Growth and Achievement Reports Galileo Class Test Scores Reports</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing–Math</p> <p>The documents provided DO NOT demonstrate improved academic performance because due to a change in assessment tools, comparative year-over-year data is not available. For FY15, Edgenuity was utilized for progress monitoring. For FY16, Galileo benchmark assessments have been and are being administered. Galileo assessments for FY16 evaluate benchmarking of ACCR standards, whereas Edgenuity only provided progress monitoring of ACCR standards.</p> <p>Data for FY16 demonstrates that 12% of students are proficient in Math as of Benchmark #3 (based on Galileo Percentile Ranking).</p> <p>Final Evaluation:</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>[D.6] Galileo Student Growth and Achievement Reports Galileo Class Test Scores Reports</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing–Reading</p> <p>The documents provided DO NOT demonstrate improved academic performance because due to a change in assessment tools, comparative year-over-year data is not available. For FY15, Edgenuity was utilized for progress monitoring. For FY16, Galileo benchmark assessments have been and are being administered. Galileo assessments for FY16 evaluate benchmarking of ACCR standards, whereas Edgenuity only provided progress monitoring of ACCR standards.</p> <p>Data for FY16 demonstrates that 43% of students are proficient in Reading as of Benchmark #3 (based on Galileo Percentile Ranking).</p> <p>Final Evaluation:</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>[D.7] N/A</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, ELL – Math</p> <p>The documents provided DO NOT demonstrate improved academic performance because due to a change in assessment tools, comparative year-over-year data is not available. For FY15, Edgenuity was utilized for progress monitoring. For FY16, Galileo benchmark assessments have been and are being administered. Galileo assessments for FY16 evaluate benchmarking of ACCR standards, whereas Edgenuity only provided progress monitoring of ACCR standards.</p> <p>There are currently no ELL students enrolled at Leading Edge Online Academy, so no data could be provided for this year.</p> <p>Final Evaluation:</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>[D.8] N/A</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, ELL – Reading</p> <p>The documents provided DO NOT demonstrate improved academic performance because due to a change in assessment tools, comparative year-over-year data is not available. For FY15, Edgenuity was utilized for progress monitoring. For FY16, Galileo benchmark assessments have been and are being administered. Galileo assessments for FY16 evaluate benchmarking of ACCR standards, whereas Edgenuity only provided progress monitoring of ACCR standards.</p> <p>There are currently no ELL students enrolled at Leading Edge Online Academy, so no data could be provided for this year.</p> <p>Final Evaluation:</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>[D.9] N/A</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL – Math</p> <p>The documents provided DO NOT demonstrate improved academic performance because due to a change in assessment tools, comparative year-over-year data is not available. For FY15, Edgenuity was utilized for progress monitoring. For FY16, Galileo benchmark assessments have been and are being administered. Galileo assessments for FY16 evaluate benchmarking of ACCR standards, whereas Edgenuity only provided progress monitoring of ACCR standards.</p> <p>FRL students are not tracked at Leading Edge Online Academy, so no data was provided.</p> <p>Final Evaluation:</p>	
<p>[D.10] N/A</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL – Reading</p> <p>The documents provided DO NOT demonstrate improved academic performance because due to a change in assessment tools, comparative year-over-year data is not available. For FY15, Edgenuity was utilized for progress monitoring. For FY16, Galileo benchmark assessments have been and are being administered. Galileo assessments for FY16 evaluate benchmarking of ACCR standards, whereas Edgenuity only provided progress monitoring of ACCR standards.</p> <p>FRL students are not tracked at Leading Edge Online Academy, so no data was provided.</p> <p>Final Evaluation:</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>[D.11] Galileo Student Growth and Achievement Reports Galileo Class Test Scores Reports</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Math</p> <p>The documents provided DO NOT demonstrate improved academic performance because due to a change in assessment tools, comparative year-over-year data is not available. For FY15, Edgenuity was utilized for progress monitoring. For FY16, Galileo benchmark assessments have been and are being administered. Galileo assessments for FY16 evaluate benchmarking of ACCR standards, whereas Edgenuity only provided progress monitoring of ACCR standards.</p> <p>No students with disabilities demonstrated proficiency in Reading as of Benchmark #3.</p> <p>Final Evaluation:</p>	
<p>[D.12] Galileo Student Growth and Achievement Reports Galileo Class Test Scores Reports</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading</p> <p>The documents provided DO NOT demonstrate improved academic performance because due to a change in assessment tools, comparative year-over-year data is not available. For FY15, Edgenuity was utilized for progress monitoring. For FY16, Galileo benchmark assessments have been and are being administered. Galileo assessments for FY16 evaluate benchmarking of ACCR standards, whereas Edgenuity only provided progress monitoring of ACCR standards.</p> <p>No students with disabilities demonstrated proficiency in Mathematics as of Benchmark #3.</p> <p>Final Evaluation:</p>	
<p>[D.13] LEOA Grad Rate 2015 Projected Graduates 2016</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved performance in High School Graduation Rate</p> <p>The documents provided demonstrate evidence of improved performance in High School Graduation Rate.</p> <p>In FY15, nine students graduated from Leading Edge Online Academy. In FY16, it is projected that 18 students will graduate from Leading Edge Online Academy.</p> <p>Final Evaluation:</p>	



	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
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Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: LEAD Charter Schools
 School Name: Leading Edge Online Academy
 Site Visit Date: April 6, 2016

Required for: Renewal
 Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome			
<p>[C.A.1]</p> <p>EM Observation #1 Galileo data 1QA1 LEAD Charter School Parent Feedback EM LEAD Charter School Parent Feedback GEC LEAD Charter School Parent Feedback GEL LEAD Charter Schools Principal Feedback LEAD Charter Schools Student Feedback Needs Assessment Teacher Feedback Gilbert data meetings Ed Director Meeting Envision Math</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • School and district leadership meets monthly to review data as available: state assessment results, and benchmark testing data. • Classroom instructional curriculum must meet state standards, incorporate differentiated instruction and incorporate 21st Century learning styles and expectations. • The team uses various data points and sources to ensure that the curriculum is aligned to state standards, incorporate differentiated instruction and allow instructors to “fill gaps” to ensure mastery of the state standards. • In FY16 EnVision math was adopted at the Gilbert campus based on lack of alignment and gaps identified in previous curriculum. <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The Charter Holder has indicated that Edgenuity will be evaluated for effectiveness and curricular gaps the summer of 2016 after post year benchmark Galileo data is collected. <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <ul style="list-style-type: none"> • The charter holder has systems in place for several of the schools. However, LEOA does not have formal processes in place to evaluate curriculum. <p>Final Evaluation:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input 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 checked="" 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 type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input checked="" type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<input type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input checked="" type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.			
<p>[C.A.2]</p> <p>Directors Principals Meeting Agenda 05202015 EM Lesson Plans</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating how effectively the curriculum enables students to meet all standards.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • At the charter level: through the ongoing collaborative review of curriculum and benchmark data, if any gaps are 			



<p>Galileo Data 1QA2 GE Lesson Plans July Curriculum Review Meeting Agenda July Staff Meeting Agenda November 2015 Staff Meeting Agenda Scope and Sequence September Staff Meeting Agenda</p>	<p>found in the curriculum, the principal and instructor review material to include closing the curriculum gaps. At LEOA, this will occur comprehensively summer 2016.</p> <ul style="list-style-type: none"> • The team uses various data points and sources to ensure curriculum is aligned to state standards. • Scope and sequence for each curriculum is used to ensure all standards are covered. <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <ul style="list-style-type: none"> • The charter holder has systems in place for several of the schools. However, LEOA does not have formal processes in place to evaluate how effectively the Edgenuity curriculum enables all students to meet the standards. <p>Final Evaluation:</p>	
<p>[C.A.3] Directors Principals Meeting Agenda 2015 East Mesa Staff Meeting Agnedas Galileo Data 2QA3 Gilbert Staff Meeting Agendas July Curriculum Review Meeting Agenda July Staff Meeting Agenda November Staff Meeting Agenda September Staff Meeting Agenda Student Progress Report</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder identifies curricular gaps.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Curricular gaps are identified using benchmark data gathered through Galileo testing, teacher observations, and principal feedback. • Leading Edge Academy Online identifies gaps in the Edgenuity curriculum using the weekly progress reports, monthly instructor meetings, and data. <p>Final Evaluation:</p>	
<p><input 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 checked="" 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>[C.B.1]</p> <p>AZMerit Fall 2015 Director of Education Monthly Meeting Notes December Director of Education Monthly Meeting Notes January Directors Principals Meeting Agenda 2015 QB1 Galileo Data Study Island documentation Email regarding Brain pop adoption</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for adopting curriculum based on its evaluation processes.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Adoption of the EnVision curriculum at the Gilbert campus occurred after data was evaluated and determined that the curriculum was not meeting the needs of the students. This evaluation was discussed at the executive leadership meeting, then purchased to rollout at the Gilbert campus. • Curriculum adoption is based on the evaluation of benchmark data and classroom observations. <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <ul style="list-style-type: none"> • Edgenuity was purchased at the opening of the online campus. No other evaluation processes have been conducted regarding the effectiveness of Edgenuity, nor is there any other curriculum or supplemental curriculum used. <p>Final Evaluation:</p>	
<p>[C.B.2]</p> <p>Director of Education Monthly Meeting Notes December Director of Education Monthly Meeting Notes January Director Principal Meeting Agenda Dec 2015 DualEnrollOnlineCourses East Mesa Staff Meeting Agendas GCUOnlineDualEnrollFlyer Gilbert Staff Meeting Agendas January 2016 Staff Meeting Agenda July 2015 Staff Meeting Agenda November 2015 Staff Meeting Agenda QB2 Galileo Data September 2015 Staff Meeting Agenda</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for evaluating new and/or supplemental curriculum options.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Supplemental curriculum (Brain Pop or Study Island) is determined by interventionist, leadership and business manager after looking at data, working with students, and teacher observations. • Students are placed in supplemental course online or recommended for in-person support based on student need. Each student is on an ILP. <p>Final Evaluation:</p> <p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



<p>[C.C.1]</p> <p>Directors Principals Meeting Agenda 2015 Galileo Data QC1 January 2016 Staff Meeting Agenda July Curriculum Review Meeting Agenda July Staff Meeting Agenda November Staff Meeting Agenda Scope and Sequence September Staff Meeting Agenda</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for revising curriculum based on its evaluation processes.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The curriculum criteria guidelines are used to determine if curriculum is adaptable to our classrooms as is, or if supplemental materials are needed. • If gaps are found, we may contact the curriculum author/publisher to suggest possible revisions to meet the criteria used by LEAD Charter Schools. <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <ul style="list-style-type: none"> • At LEOA, the Edgenuity curriculum has not been revised or evaluated as primary curriculum for the school. A new update with revisions is coming out this summer. <p>Final Evaluation:</p>	
<p>[C.C.2]</p> <p>Course Syllabus Directors Principals Meeting Agenda 2015 Galileo Data QC2 January 2016 Staff Meeting Agenda July Curriculum Review Meeting Agenda July Staff Meeting Agenda Needs AssessmentTeacher Feedback November Staff Meeting Agenda September Staff Meeting Agenda Jan 29 PLC meeting</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for revising the curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Teachers meet in PLC meetings to discuss issues with curriculum. These are then brought to the attention of the school principal, who then brings the issues to the district level meetings. • Instead of revising the curriculum, supplemental materials are used to fill in gaps. • At LEOA, the student’s ILP will be revised if the curriculum is not meeting the needs of the student. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input checked="" 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>[C.D.1]</p> <p>EM Observation #2 Grade Level PLC Meeting Notes Orientation agenda July 2015 Scope and Sequence Email from director ILPS PLC meetings</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for ensuring the curriculum is implemented with fidelity, and that these expectations have been communicated to instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Expectations of fidelity are communicated during PLC meetings. • Fidelity is monitored through classroom observations, PLC meetings, monitoring student data. • At LEOA, student progress reports are monitored, teacher dashboards, and the collaboration corner in google classroom is monitored for fidelity and student/teacher interaction. <p>Final Evaluation:</p>	
<p>[C.D.2]</p> <p>Communication Log LEOA Teacher Minutes Report Online School Report Card Scope and Sequence SMART Goals 1 Student Progress Report</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for ensuring consistent use of curricular tools, and that these expectations have been communicated to instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Review of instructor expectations • Review of weekly lesson plans by the campus principal • Ongoing professional development for use and implementation of curricular tools • Expectations communicated via weekly staff meeting, classroom observation feedback, SMART goals , performance reviews and job-embedded professional development. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.D.3]</p> <p>Child Study Team Criteria LEAD Charter Schools Parent Feedback GEL LEOA Course Offerings Online School Report Card Scope and Sequence Student Progress Report Supplemental Materials Galileo data</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to ensure that all grade-level standards are taught to mastery within the academic year.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Ongoing standardized benchmark tests, curriculum-based benchmark assessments, teacher data and Child Study Team data meeting results • Various data points and sources (weekly progress reports, student feedback, parents feedback, teacher feedback) • Daily and Weekly progress reports imbedded in the Edgenuity curriculum are monitored by teachers, teaching assistants and the principal to ensure the mastery of AZCCR standards. <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Supplemental material and curriculum is used to fill any gaps in the mastery of grade-level standards that have been identified (at LEOA campus). <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <ul style="list-style-type: none"> • Supplemental curriculum is not used at the LEOA campus. Edgenuity courses may be adjusted based on student performance, but curriculum mapping to ensure that Edgenuity meets all standards and does not have any gaps to fill has not been completed. <p>Final Evaluation:</p>	
	<p><input 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 checked="" 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>[C.E.1]</p> <p>Course Description Course Overview and Syllabus Director of Education Monthly Meeting Notes December Director of Education Monthly Meeting Notes January Director of Education Monthly Meeting Schedules Edgenuity Standards Alignment Report PLC meetings Jan 29 PLC meeting</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for verifying that the curriculum is aligned to Arizona’s College and Career Ready Standards.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> LEAD Charter schools verifies that curriculum is aligned to Arizona’s College and Career Ready Standards by conducting ongoing curriculum reviews, review of teacher lesson plans and instructor feedback, led by the LEAD Charter Schools Director of Education who monitors the current AZCCR standards, as well as updates and modifications made by the Arizona State Department of Education. <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <ul style="list-style-type: none"> Supplemental curriculum is not used at the LEOA campus. Edgenuity courses may be adjusted based on student performance, but curriculum mapping to ensure that Edgenuity meets all standards and does not have any gaps to fill has not been completed. Summer of FY16 the charter holder will be curriculum mapping the Edgenuity curriculum to Galileo. <p>Final Evaluation:</p>	
<p>[C.E.2]</p> <p>Board Minutes 1 Director of Education Monthly Meeting Notes December Director of Education Monthly Meeting Notes January Galileo Data 2QE2 Scope and Sequence Data meetings Envision Alignment to ACCRS PLC data 29 meeting</p>	<p><input 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 checked="" type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona’s College and Career Ready Standards when adopting or revising curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Galileo data is utilized to ensure that curriculum maintains alignment to standards. PLC meetings have a data and curriculum component that is discussed at every meeting to determine if curriculum continues to meet the standards. <p>Final Evaluation:</p> <p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



<p>[C.F.1]</p> <p>AZMerit Fall 2015 Galileo Data 2QF LEOA AZMerit Spring 2015 Data.xlsx Bottom 25% LEOA AZMerit Spring 2015 Data.xlsx Students w Disabilities Student Dashboard Student Progress Report Topic Tests and Quizzes</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder assesses subgroups to ensure that the supplemental and/or differentiated curriculum is effective for students in each of the four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none">• Curriculum and supplemental material effectiveness for the bottom 25% subgroup is determined through state standardized test results, benchmark data and classroom data.• Curriculum and supplemental material effectiveness for the students with disabilities subgroup is determined through state standardized test results, benchmark data and classroom data.• ILPs are developed for each student in the online school, so each student had differentiation. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: LEAD Charter Schools
 School Name: Leading Edge Online Academy
 Site Visit Date: April 6, 2016

Required for: Renewal
 Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome			
<p>[A.A.1]</p> <p>Director's Meeting October 21, 2015 Director's Meeting February 17, 2016 Education Director Meeting Notes January Staff Meeting Agenda July Curriculum Review Meeting Agenda LEAD Charter Schools Student Feedback Needs Assessment Teacher Feedback Scope and Sequence Staff Meeting Agenda October Staff Meeting May 2015 Executive team agenda and approval for Galileo at LEOA Data meetings Email re: Galileo at LEOA</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating assessment tools.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The education director meets monthly with the campus principal, reviews assessment data, assesses curriculum effectiveness based on communication and feedback from the campus principal, instructors, State Assessment results, and benchmark Testing data. • Assessments must meet state standards, as well as provide data that allows the instructor to incorporate differentiated instruction and incorporate 21st Century learning styles and expectations including embedded technology, student engagement and effective training resources for teacher effectiveness. • At the end of the semester, the team uses various data points and sources to ensure that assessment tools are aligned to state standards, incorporate differentiated instruction and allow instructors to "fill curriculum gaps" to ensure mastery of the state standards. • Galileo was implemented at the online campus mid-way through FY15 based on the success of Galileo at the other campuses. <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>		<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<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>[A.A.2]</p> <p>Education Director Meeting Notes 02232016 Galileo Data 3QA2 GE Lesson Plans January Staff Meeting Agenda Scope and Sequence Staff Meeting Agenda October Staff Meeting May 2015 Data meetings</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating how assessments are aligned to the curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The education director meets monthly with the campus principal, reviews assessment data, assesses curriculum effectiveness based on communication and feedback from the campus principal, instructors, State Assessment results, and benchmark Testing data. • At the end of the semester, the team uses various data points and sources to ensure that assessment tools are aligned to state standards, incorporate differentiated instruction and allow instructors to "fill curriculum gaps" 			



	<p>to ensure mastery of the state standards.</p> <ul style="list-style-type: none"> Galileo tests on each standard, which aligns to the standard specific curriculum of Edgenuity. <p>Final Evaluation:</p>	
<p>[A.A.3]</p> <p>Director's Meeting October 21, 2015 Director's Meeting_February 17, 2016 EM Lesson Plans Education Director Meeting Notes Galileo Data 3QA3 GE Lesson Plans Gilbert Data Meeting Agendas</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating how the assessment system is aligned to the instructional methodology.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> The education director meets monthly with the campus principal, reviews assessment data, assesses curriculum effectiveness based on communication and feedback from the campus principal, instructors, State Assessment results, and benchmark Testing data. Assessment tool alignment is a topic of discussion at monthly principal meetings and during the annual curriculum effectiveness review. Action plans may be developed for a teacher who is not addressing specific standards. <p>Final Evaluation:</p>	
<p>[A.B.1]</p> <p>AZMerit Fall 2015 Galileo Data 3QB1 LEOA AZMerit Spring 2015 Data.xlsx Bottom 25% LEOA AZMerit Spring 2015 Data.xlsx Students w Disabilities Student Dashboard Student Progress Report Topic Tests and Quizzes Principal email regarding supplemental instruction</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the assessment system assesses each subgroup to determine the effectiveness of supplemental and/or differentiated instruction and curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> The assessment system assesses the effectiveness of supplemental and differentiated instruction and curriculum through state standardized test results, benchmark data and classroom data. Students at LEOA are monitored for progress through course via the student dashboard. Both the HQ teacher and the principal review the student progress reports and student dashboard daily/weekly. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[A.C.1]</p> <p>AZMerit Fall 2015 Galileo data 3CQ1 LEAD Charter School Parent Feedback GEC LEAD Charter Schools Parent Feedback GEL LEAD Charter Schools Student Feedback LEOA AZMerit Spring 2015 Data Needs Assessment Teacher Feedback Student Progress Report Principal email regarding supplemental instruction</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for collecting and analyzing assessment data.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The Education Director meets regularly (monthly) with the campus principal to review data. • Campus principals, instructors and interventionists meet as a Child Study Team to analyze assessment results following each round of benchmark assessments (quarterly). • Assessment results are analyzed at the monthly principal meetings where strategies for increased proficiency and achievement are reviewed and goals are set. • Student progress is monitored through the student dashboard daily/weekly to determine student progress and performance through courses. <p>Final Evaluation:</p>	
<p>[A.C.2]</p> <p>AZMerit Fall 2015 Education Director Meeting Notes Executive Team Agendas Galileo Data 3QC2 Gilbert Data Meeting Agendas LEOA AZMerit Spring 2015 Data Student Progress Report Principal email regarding supplemental instruction</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the data analysis is used to make adjustments to curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Based on the student data and growth patterns, the Director of Education along with school principals either enhance or supplement the curriculum based on the data analysis and teacher feedback. • At LEOA, if data analysis shows that the student is not progressing in a specific course, the student will receive supplemental instruction or remediation courses. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



<p>[A.C.3]</p> <p>AZMerit Fall 2015 Galileo Data 3QC3 January Staff Meeting Agenda 2016 LEOA AZMerit Spring 2015 Data SMART Goals 2 SMART Goals Staff Meeting Agenda October Staff Meeting May 2015 Student Progress Report Director meetings Data meetings Principal email regarding supplemental instruction</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the data analysis is used to make adjustments to instruction.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none">• After instruction has been evaluated, if a gap has been determined, the education director and campus principal will determine if new and/or supplemental material need to be adopted and implemented.• Leading Edge Online Academy also makes adjustments to instruction based on the data analysis through mandatory discussion questions posted by the HQ teachers on a weekly basis.• At LEOA, if data analysis shows that the student is not progressing in a specific course, the student will receive supplemental instruction or remediation courses. <p>Final Evaluation:</p>
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: LEAD Charter Schools
 School Name: Leading Edge Online Academy
 Site Visit Date: April 6, 2016

Required for: Renewal
 Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p>[M.A.1]</p> <p>Embedded Classroom Assessments EM Classroom Observation Galileo Data 4QA1 LEOA AZMerit Spring 2015 Data Needs Assessment Teacher Feedback Online School Transcript PLC Meeting Agendas Course Overview and Syllabus Admin Calendar 15-16</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder's process for monitoring that instruction is aligned with ACCRS standards, implemented with fidelity, effective throughout the year, and addressing the identified needs of students in all four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Professional Learning Communities (PLC's) meet regularly at each campus as well as network-wide to review state standards, curriculum and instructional effectiveness, and review techniques and strategies to improve instructional effectiveness. • The education director meets monthly with the campus principal, observes instruction and annually reviews the curriculum. • The Principal monitors the alignment of instruction to the necessary criteria through classroom observations, teacher evaluations, lesson plans/course overview and syllabus, and student assessments. • Overall annual curriculum review utilizing student data from Galileo, AzMERIT, classroom observations, and teacher feedback • Professional Development is provided by LEAD Charter Schools throughout the year to instructional staff training on implementing curriculum with fidelity, identifying and addressing needs of all students and curricular alignment to the AZCCR standards. <p>Final Evaluation:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[M.A.2]</p> <p>AZMerit Fall 2015 Education Director Meeting Notes EM Lesson Plan Executive Team Agenda 3 Galileo Data 4QA2 GE Lesson Plans Needs Assessment Teacher</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how does the Charter Holder monitor instruction to ensure it is leading all students to mastery of the standards.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The education director meets monthly with the campus principal, observes instruction and annually reviews the curriculum. • Professional Learning Communities (PLC's) meet regularly at each campus as well as network-wide to review state standards, curriculum and instructional effectiveness, and review techniques and strategies to improve 		



<p>Feedback OnLine School Transcript PLC Meeting Agendas Student Progress Report Teacher Evaluation #1 Teacher Evaluation #2 Teacher Evaluation #3</p>	<p>instructional effectiveness, including student mastery.</p> <ul style="list-style-type: none"> Professional Development is provided by LEAD Charter Schools throughout the year to instructional staff training on implementing curriculum with fidelity, identifying and addressing needs of all students and curricular alignment to the AZCCR standards. There is an overall annual curriculum review utilizing student data from Galileo, AzMERIT, classroom observations, and teacher feedback. The Education Director meets regularly with the Executive Team and reviews the various campus data with the team, evaluating student mastery and in meeting LEAD Charter Schools student growth and proficiency goals for all students, including students in the four subgroups. The Principal monitors the mastery of the standards through classroom observations, teacher evaluations, lesson plans, and student assessments, student report cards and curriculum embedded benchmark assessments. <p>Final Evaluation:</p>	
<p>[M.B.1] Galileo Data 4QB1 Gilbert Classroom Observations LEOA Teacher Activity Log SMART Goals 2 SMART Goals Student Academic Dashboard Student Progress Report Teacher Evaluation #1 Teacher Evaluation #2 Teacher Evaluation #3</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder's process for evaluating instructional practices of all staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Each teacher is evaluated twice a year (Fall and Spring) and given a score which translates to one of four possible rankings: Ineffective, Developing, Effective, Highly Effective. Teachers meet with Principals after the Fall Performance review to analyze their performance and create Smart Goals to complete over the school year. Each Spring, teachers Galileo pre and post test data is used to show student growth and this growth is factored into the equation for scoring teacher effectiveness. Principals also use unannounced classroom observation visits to make sure teachers align the curriculum, are engaging their students and utilizing the available technology in their classrooms. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[M.B.2]</p> <p>Galileo Data 4QB2 Gilbert Classroom Observations HQ Teacher Data LEAD HQ Hiring Procedures LEAD Strategic Plan SMART Goals 3 Student Academic Dashboard Teacher Evaluation #1 Teacher Evaluation #2 Teacher Evaluation #3</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to identify the quality of instruction.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Instructor evaluations twice a year (Fall and Spring) which are reviewed with the campus Principal to analyze instructor performance and create Smart Goals to complete over the school year. • Data from Galileo pre and post test data is used to show student growth and this growth is factored into the equation for scoring teacher effectiveness. • Principals also use unannounced classroom visits to make sure teachers align the curriculum, are engaging their students and utilizing the available technology in their classrooms. <p>Final Evaluation:</p>	
<p>[M.B.3]</p> <p>LEAD Charter School Parent Feedback GEC LEAD Charter Schools Parent Feedback GEL LEAD Charter Schools Principal Feedback Needs Assessment Teacher Feedback SMART Goals 3 Teacher Evaluation #1 Teacher Evaluation #2 Teacher Evaluation #3</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how this process identifies individual strengths, weaknesses, and needs of instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Principals are able to immediately target specific areas for instructional improvement and follow up on their Smart Goals throughout the school year. (formal teacher evaluations) • Additionally, Principals make use of the annual parent survey and teacher review process. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[M.C.1]</p> <p>Education Director Meeting Notes Galileo Data 4QC1 GE Lesson Plans PLC Meeting Agendas Teacher Evaluation #1 Teacher Evaluation #2 Teacher Evaluation #3</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to evaluate supplemental instruction that is targeted to address the needs of students in all four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The education director meets monthly with the campus principal, observes instruction and annually reviews the curriculum. • The Principal monitors the alignment of instruction to the necessary criteria through classroom observations, teacher evaluations, lesson plans, and student assessments. • Professional Learning Communities (PLC’s) meet regularly at each campus as well as network-wide to review state standards, curriculum and instructional effectiveness, and review techniques and strategies to improve instructional effectiveness. • Professional Development is provided by LEAD Charter Schools throughout the year to instructional staff training on implementing curriculum with fidelity, identifying and addressing needs of all students and curricular alignment to the AZCCR standards. • Overall annual curriculum review utilizing student data from Galileo, AzMERIT, classroom observations, and teacher feedback • The Education Director meets regularly with the Executive Team and reviews the various campus data with the team, evaluating the needs of students, addressing any deficiencies and setting goals to meet the needs of the students in the bottom 25% and SPED subgroups. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[M.D.1]</p> <p>Director's Meeting March 2016 Director's Meeting_February 17, 2016 Executive Team Agenda LEAD Charter Schools Parent Feedback GEC Needs Assessment Teacher Feedback Teacher Evaluation #1 Teacher Evaluation #2 Teacher Evaluation #3</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder analyzes information about strengths, weaknesses, and needs of instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • LEAD Charter Schools analyzes information about strengths, weakness and needs of instructional staff through the Needs Assessment Survey and the annual Parent Survey which are completed annually near the end of the school year. • The responses from both surveys are then analyzed during Director and Executive Team meetings to create action plans and set goals through a continuous improvement plan that is closely monitored by both the Executive Team and Directors for the following school year. • Professional development opportunities are provided based on instructional staff needs and necessary areas of improvement. <p>Final Evaluation:</p>	
<p>[M.D.2]</p> <p>Director's Meeting March 2016 Director's Meeting_February 17, 2016 Executive Team Agenda LEAD Charter Schools Parent Feedback GEL Needs Assessment Teacher Feedback Teacher Evaluation #1 Teacher Evaluation #2 Teacher Evaluation #3</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder uses the analysis to provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Each instructional staff member develops SMART goals under the guidance of the principal for continuous professional development and growth. Their SMART goals are reviewed during the Annual teacher evaluations. • Strategic planning and development help LEAD Charter Schools develop professional development opportunities for instructional staff based on the implementation of best practices. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: LEAD Charter Schools
 School Name: Leading Edge Online Academy
 Site Visit Date: April 6, 2016

Required for: Renewal
 Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome			
[P.A.1] ATI PD Series ETM 0562015 ETM 03252015 Needs AssessmentTeacher Feedback Performance Evaluation Principals PLC Meeting Agendas Principal Professional Development SMART Goals 4 Teacher Evaluation #4 Teacher Evaluation #5 QSP SMART goal documentation Newsletters	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to determine what professional development topics will be covered throughout the year, and the data and analysis used to make those decisions.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> The instructional effectiveness evaluation data in Galileo is used to identify gaps in instructional effectiveness by the principals and Executive team. The Annual Needs Assessment data is also used to develop the professional development plan based on the feedback of instructional staff and the areas of improvement they request. <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>		<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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[P.A.2] Executive Team Agenda Needs AssessmentTeacher Feedback Staff Meeting January 2016 Staff Meeting June 2015 Teacher Evaluation #4 Teacher Evaluation #5 SMART Goal Completion QSP materials Board meeting minutes	<p>Charter holder indicated the intended purpose of the document was to demonstrate: that Charter Holder’s process to ensure the professional development plan is aligned with instructional staff learning needs.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Leading Edge Online Academy uses the results from the annual Needs Assessment survey and Instructional Effectiveness data, and the feedback received from teachers and staff when creating Professional Development Plan. <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>		<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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[P.A.3] Executive Team Agenda Needs AssessmentTeacher Feedback Staff Meeting January 2016 Staff Meeting June 2015	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process to determine and address the areas of high importance in the professional development plan.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> The areas of high importance are determined by the Executive team, Directors, and Principals after analyzing the data from the Needs Assessment, teacher observations and feedback from stakeholders. 			



Teacher Evaluation #4 Teacher Evaluation #5 SMART Goals SMART Goal completion	<ul style="list-style-type: none"> SMART goals are created for each teacher for specific areas of personal PD. <p>Final Evaluation:</p>	
[P.B.1] Edgenuity Online Resources for Professional Development Needs Assessment Teacher Feedback Orientation agenda July 2015 PLC Meeting Agendas	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the charter holder provides professional development to ensure instructional staff is able to address the needs of students in all four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> LEAD Charter Schools requires each teacher to attend professional development seminars to enhance teacher classroom delivery, time on task and student engagement. Network Professional Learning Communities (PLC's) are held three times a year for grade level and subject matter instructors to collaborate and share useful information that address the needs of students in all four subgroups. Additionally, online resources are available for teachers and teaching assistants, providing strategies on identify learning gaps, produce differentiated instruction, engage student learning and using current data to not only address but drive students' educational needs. <p>Final Evaluation:</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.C.1] Gilbert Classroom Observations 2 PLC Meeting Agendas Staff Meeting Agendas SMART Goals #6 QSP documentation	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder's process to provide support to the instructional staff on the high quality implementation of the strategies learned in professional development.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Implementing Professional Learning Communities and regular staff meetings where teachers and support staff reiterate and train others on what they have learned and how it is being utilized in the classroom. Principals meet with teachers to reinforce and further develop anything they have learned through professional development. <p>Final Evaluation:</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>[P.C.2]</p> <p>Directors Team Meeting Agendas Education Director Meeting Notes Executive Team Agenda April Needs Assessment Teacher Feedback QSP invoices/contract QSP Board meeting minutes</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder identifies the resources that are necessary for high quality implementation.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Analysis of the Needs Assessment to determine the Professional Development Plan • Review of potential Professional Development resources by the Executive Team and Directors • Selection of Professional Development resources, based on the analysis of the Needs Assessment, current educational trends, and specific staff development needs <p>Final Evaluation:</p>	
<p>[P.D.1]</p> <p>Gilbert Classroom Observations 3 Directors Team Meeting Agendas SMART Goals LEAD Strategic Plan Teacher Evaluation #1 Teacher Evaluation #2 Teacher Evaluation #3</p>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
<p>[P.D.2]</p> <p>Gilbert Classroom Observations 4 Directors Team Meeting Agendas LEAD Strategic Plan SMART Goals Teacher Evaluation #1 Teacher Evaluation #2 Teacher Evaluation #3</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder monitors the implementation of the strategies learned in professional development sessions.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Each principal monitors the effectiveness of the implementation of the strategies the instructional staff has learned through professional development through checking on completion of SMART goals. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>





Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: LEAD Charter Schools
 School Name: Leading Edge Online Academy
 Site Visit Date: April 6, 2016

Required for: Renewal
 Evaluation Criteria Area: Grad Rate

Document Name/Identification	Intended Purpose and Discussion Outcome	
[G.A.1] Course Syllabus GEC 1516 Redacted ECAP GEC ECAP Timeline of Implementation ILP Scope and Sequence LEOA Course Offerings	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder creates academic and career plans.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Each high school student is highly encouraged to take Career Planning and Development, which goes more in depth on those plans and options. • When students register during the summer, the academic advisor meets with each student that attends and discusses their academic and career plans as they choose classes. • When a student enrolls, part of the enrollment process is that an Individualized Learning Plan (ILP) is created for each student that is based on which classes a student has already completed upon enrollment. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[G.A.2] Communication Log Template GEC 1516 Redacted ECAP GEC ECAP Timeline of Implementation ILP Online Student Transcript Student Progress Report ILP Update History Screenshots	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder's process to monitor and follow-up on student progress toward completing goals in academic and career plans.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The ILP is continually updated throughout the entire time the student is enrolled and is used to track which classes students still need to take in order to meet the graduation requirements. • The academic advisor and principal monitor student course progress to ensure that students are on track to successfully complete graduation requirements. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[G.B.1] GEC 1516	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder's process to provide timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time.</p>	

<p>Redacted ECAP GEC ECAP Timeline of Implementation ILP Student Academic Dashboard</p>	<p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The campus academic advisor meets with students individually throughout the school year and over the summer during class registration. During these meetings, the student's courses are reviewed and options are discussed. • In the case of remediation and social problems for students struggling to meet graduation requirements, options are outlined and the plan is adjusted to ensure student success. <p>Final Evaluation:</p>	
<p>[G.B.2] GEC 1516 Redacted ECAP GEC ECAP Timeline of Implementation ILP SIS Graduation Report Student Academic Dashboard</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: that Charter Holder's process to evaluate the effectiveness of the process for providing timely supports</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The Director of Education along with school principals closely monitors senior progress towards meeting the graduation requirements. • The Education Director meets regularly with the campus principal to review data. • The graduation rate is also analyzed to evaluate the effectiveness of the ongoing process of evaluation. • The criteria that guides the process is through quarterly student ILP reviews, monthly Director's meeting and weekly Executive Team meetings. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

APPENDIX E
RENEWAL DSP SUBMISSION



DEMONSTRATION OF SUFFICIENT PROGRESS REPORT

CHARTER INFORMATION

Charter Holder Name	LEAD Charter Schools	Schools	Leading Edge Academy Gilbert Elementary, Leading Edge Academy Gilbert Early College, Leading Edge Academy East Mesa, Leading Edge Online Academy
Charter Holder Entity ID	79967	Dashboard Year	2015
Submission Date	02/16/2016	Purpose of DSP Submission	Renewal

DSP CHECKLIST

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



Demonstration of Sufficient Progress Report

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: <u>Leading Edge Online Academy</u>			
Measure	Prior Year Dashboard	Current Year Dashboard	Data Required (any measure that did not meet/exceed for both years)
	School Rating	School Rating	
Student Median Growth Percentile (SGP)—Math	No Rating	No Rating	Yes
Student Median Growth Percentile (SGP)—Reading	No Rating	No Rating	Yes
Student Median Growth Percentile (SGP), Bottom 25%—Math (Traditional and Small Schools Only)	No Rating	No Rating	Yes
Student Median Growth Percentile (SGP), Bottom 25%—Reading (Traditional and Small Schools Only)	No Rating	No Rating	Yes
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	No Rating	No Rating	Yes
Percent Passing—Reading	No Rating	No Rating	Yes
Subgroup, ELL—Math	No Rating	No Rating	Yes
Subgroup, ELL—Reading	No Rating	No Rating	Yes
Subgroup, FRL—Math	No Rating	No Rating	Yes
Subgroup, FRL—Reading	No Rating	No Rating	Yes
Subgroup, students with disabilities—Math	No Rating	No Rating	Yes
Subgroup, students with disabilities—Reading	No Rating	No Rating	Yes
High School Graduation Rate (High Schools Only)	No Rating	Exceeds	Yes
Academic Persistence (Alternative Schools Only)	Not Applicable	Not Applicable	Not Applicable



Demonstration of Sufficient Progress Report

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

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

DATA TABLE 1

Assessment	Assessment Tool	Notes
Internal Benchmarking data has been disaggregated for READING from:	Multiple	Reading: To show year to year student growth, the only data available was pulled from AIMS Spring 2014 and AZMerit Spring 2015. Proficiency data disaggregated from AZMerit, Semester 1 Report Card Grades and Galileo CBAS2 Benchmark. Additionally, Student Progress Reports track student course progress.
Internal Benchmarking data has been disaggregated for MATH from:	Multiple	Math: To show year to year student growth, the only data available was pulled from AIMS Spring 2014 and AZMerit Spring 2015. Proficiency data disaggregated from AZMerit, Semester 1 Report Card Grades and Galileo CBAS2 Benchmark. Additionally, Student Progress Reports track student course progress.
High School Graduation Rate	Graduation Rate	The graduation rate comparison year to year is disseminated from our internal Student Information System and ADE graduation rate reports.
Academic Persistence	N/A	N/A



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.

LEAD Charter Schools has verified that the data described above is valid, but not necessarily a reliable and measurable indicator for each measure on the Arizona Dashboard that does not meet the Board’s standards. The data presented for Leading Edge Online Academy is valid data produced from AIMS, AZMerit, Galileo, Edgenuity (student grades and progress), and the Academic Dashboard provided by the Charter Board. Standardized testing such as AIMS and AZMerit testing are high stakes and there are many measures of security and training that occur prior to testing. Galileo testing is conducted at the campuses to ‘mirror’ the State Assessment and other standardized testing; the testing sessions are proctored and secure. The academic dashboard data is from the Arizona Department of Education and that data is uploaded regularly and reconciled monthly by the campus.

However in some instances this data may not be considered reliable since it is non similar data which creates a difficulty in reporting year to year percentiles. For example, comparing AIMS results to AzMERIT results is not a reliable measurement. Accordingly, as this is the first year LEOA is implementing Galileo, we therefore do not yet have two data points for reliable measurement. In addition, the small sample size can produce the illusion of not meeting proficiency standards. As a small school, LEOA is faced with the challenge of not having enough data to score a letter grade and therefore having ‘NR’ in almost every category on the Academic Dashboard. There is little data that can be used when calculating reliable statistics. One student can potentially have a detrimental impact on student data by performing poorly on standardized testing.

Internal ILP’s (Individual Learning Plan) were also used as data to support this DSP. ILP’s are a continuous ‘working’ document that is updated as students complete their courses and get assigned to new ones and is therefore a very important document that tracks where each and every student is on their path to meeting all the requirements needed for graduation.

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

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

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



DATA TABLE 2

Assessment Measure	HOW the data was analyzed	WHAT conclusions were drawn
Student Median Growth Percentile (SGP)—Math	<p>The data analyzed for the SGP in Math were AZMerit scores, Galileo scores, daily and weekly progress reports and Quarterly report cards. The data should show student growth in proficiency and mastery of the standards compared year over year or benchmark to benchmark.</p> <p>The data used in the process of data analysis is comparable data pulled from like sources.</p>	<p>The conclusions drawn from the data analysis of SGP in MATH show the following trends: students completing standardized benchmark assessments and state testing show disparity in meeting the standards. This shows that the curriculum will need to be reviewed and supplemented according to our curriculum review criteria to ensure that students are adequately prepared for standardized assessments. Gaps identified during the data analysis include standards mastery and overall proficiency. The following factors became evident based on the data analysis: consistent and ongoing benchmarks need to be completed to ensure adequate student growth and proficiency, review of curriculum to identify gaps, investigation and implementation of supplemental curriculum to address curriculum and standards mastery gaps.</p>
Student Median Growth Percentile (SGP)—Reading	<p>The data analyzed for the SGP in Reading were AZMerit scores, Galileo scores, daily and weekly progress reports and Quarterly report cards. The data should show student growth in proficiency and mastery of the standards compared year over year or benchmark to benchmark. The data used in the process of data analysis is comparable data pulled from like sources.</p>	<p>The conclusions drawn from the data analysis of SGP in READING show the following trends: students completing standardized benchmark assessments and state testing show disparity in meeting the standards. This shows that the curriculum will need to be reviewed and revised to ensure that students are adequately prepared for standardized assessments. Gaps identified during the data analysis include standards mastery and overall proficiency. The following factors became evident based on the data analysis: consistent and ongoing benchmarks need to be completed to ensure adequate student growth and proficiency, review of curriculum to identify gaps, investigation</p>



Demonstration of Sufficient Progress Report
and implementation of supplemental
curriculum to address curriculum and
standards mastery gaps.

Student Median Growth
Percentile (SGP) Bottom
25%/Improvement—
Math

The data analyzed for the SGP bottom 25% in Math were AZMerit scores, Galileo scores, daily and weekly progress reports and Quarterly report cards. The data should show student growth in proficiency and mastery of the standards compared year over year or benchmark to benchmark. The data used in the process of data analysis is comparable data pulled from like sources.

The conclusions drawn from the data analysis of SGP in the bottom 25% for MATH show the following trends: remedial intervention programs must be implemented for struggling students to help student meet growth and achievement expectations. The school will review the current curriculum as well as supplemental intervention programs to ensure that struggling students receive the targeted assistance needed to meet growth and achievement goals. Gaps identified during the data analysis include standards mastery and overall proficiency. The following factors became evident based on the data analysis: based on data analysis from benchmark and standardized assessments, remedial intervention programs are needed in the area of math for students in the bottom 25%.

Student Median Growth
Percentile (SGP) Bottom
25%/Improvement—
Reading

The data analyzed for the SGP bottom 25% in Reading were AZMerit scores, Galileo scores, daily and weekly progress reports and Quarterly report cards. The data should show student growth in proficiency and mastery of the standards compared year over year or benchmark to benchmark. The data used in the process of data analysis is comparable data pulled from like sources.

The conclusions drawn from the data analysis of SGP in the bottom 25% for READING show the following trends: remedial intervention programs must be implemented for struggling students to help student meet growth and achievement expectations. The school will review the current curriculum as well as supplemental intervention programs to ensure that struggling students receive the targeted assistance needed to meet growth and achievement goals. Gaps identified during the data analysis include standards mastery and overall proficiency. The following factors became evident based on the data analysis: based on data analysis from benchmark and standardized assessments, remedial intervention programs are needed in the area of



Percent Passing—Math

The data analyzed for the SGP percent passing in Math were AZMerit scores, Galileo scores, daily and weekly progress reports and Quarterly report cards. The data should show student growth in proficiency and mastery of the standards compared year over year or benchmark to benchmark. The data used in the process of data analysis is comparable data pulled from like sources.

The conclusions drawn from the data analysis of the Percent Passing in MATH show the following trends: remedial intervention programs must be implemented for struggling students to help student meet growth and achievement expectations. The school will review the current curriculum as well as supplemental intervention programs to ensure that struggling students receive the targeted assistance needed to meet growth and achievement goals. Gaps identified during the data analysis include standards mastery and overall proficiency. The following factors became evident based on the data analysis: based on data analysis from benchmark and standardized assessments, remedial intervention programs are needed in the area of math to increase the percent of students passing for math.

Percent Passing—
Reading

The data analyzed for the SGP percent passing in Reading were AZMerit scores, Galileo scores, daily and weekly progress reports and Quarterly report cards. The data should show student growth in proficiency and mastery of the standards compared year over year or benchmark to benchmark. The data used in the process of data analysis is comparable data pulled from like sources.

The conclusions drawn from the data analysis of the Percent Passing in READING show the following trends: remedial intervention programs must be implemented for struggling students to help student meet growth and achievement expectations. The school will review the current curriculum as well as supplemental intervention programs to ensure that struggling students receive the targeted assistance needed to meet growth and achievement goals. Gaps identified during the data analysis include standards mastery and overall proficiency. The following factors became evident based on the data analysis: based on data analysis from benchmark and standardized assessments, remedial intervention programs are needed in the area of reading to increase the percent of students



Demonstration of Sufficient Progress Report
passing for reading.

Subgroup, ELL— Math	N/A	N/A
Subgroup, ELL— Reading	N/A	N/A
Subgroup, FRL— Math	N/A	N/A
Subgroup, FRL— Reading	N/A	N/A

<p>Subgroup, students with disabilities—Math</p>	<p>The data analyzed for the SGP students with disabilities in Math were AZMerit scores, Galileo scores, daily and weekly progress reports and Quarterly report cards. The data should show student growth in proficiency and mastery of the standards compared year over year or benchmark to benchmark. The data used in the process of data analysis is comparable data pulled from like sources.</p>	<p>The conclusions drawn from the data analysis of the subgroup, Students with Disabilities, in MATH show the following trends: students with disabilities did not meet student growth and achievement expectations, making a review of the special education program warranted. Gaps identified during the data analysis include standards mastery and overall proficiency for students with disabilities. The following factors became evident based on the data analysis: based on data analysis from benchmark and standardized assessments, a review of the special education program is needed in the area of math to increase the growth and proficiency for students with disabilities.</p>
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<p>Subgroup, students with disabilities—Reading</p>	<p>The data analyzed for the SGP students with disabilities in Reading were AZMerit scores, Galileo scores, daily and weekly progress reports and Quarterly report cards. The data should show student growth in proficiency and mastery of the standards compared year over year or benchmark to benchmark. The data used in the process of data analysis is comparable data pulled from like sources.</p>	<p>The conclusions drawn from the data analysis of the subgroup, Students with Disabilities, in READING show the following trends: students with disabilities did not meet student growth and achievement expectations, making a review of the special education program warranted. Gaps identified during the data analysis include standards mastery and overall proficiency for students with disabilities. The following factors became evident based on the data analysis: based</p>
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Demonstration of Sufficient Progress Report

on data analysis from benchmark and standardized assessments, a review of the special education program is needed in the area of reading to increase the growth and proficiency for students with disabilities.

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

The data analyzed for the high school graduation rate is the percentage of students who meet the requirements for high school graduation.

The conclusions drawn from the data analysis of the High School Graduation Rate show the following trends: The two year average graduation rate is 76% of seniors successfully completing the requirements for graduation. Gaps identified during the data analysis include providing successful assistance to students completing credit recovery courses and ensuring that ILP's are accurate and enforced. The following factors became evident based on the data analysis: it is imperative to ensure that the necessary assistance is provided to students so that they are able to successfully complete the school requirements for graduation.

Academic Persistence (Alternative High Schools Only)

N/A

N/A



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

LEAD Charter Schools has an ongoing evaluation process to determine the effectiveness of the curriculum used at each campus. The education director meets monthly with the campus principal, observes instruction and annually reviews curriculum effectiveness based on communication and feedback from the campus principal, instructors, State Assessment results, and benchmark Testing data.

Classroom instructional curriculum must meet state standards, incorporate differentiated instruction and incorporate 21st Century learning styles and expectations including embedded technology, student engagement and effective training resources for teacher effectiveness. If these guiding criteria are not met, then additional materials may be considered to replace or supplement the curriculum.

Leading Edge Online Academy specifically evaluates the curriculum at the end of each semester by a team which includes directors, teachers, principals and assistant teachers. The team uses various data points and sources to ensure that curriculum is aligned to state standards, incorporate differentiated instruction and allow instructors to “fill gaps” to ensure mastery of the state standards.

Documentation

- Student feedback
- Parent feedback
- Teacher feedback
- Principal feedback
- Classroom Observations
- Benchmark testing data

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

LEAD Charter Schools has an ongoing evaluation process to determine the effectiveness of the curriculum in meeting all state standards. The education director meets monthly with the campus principal, observes instruction and annually reviews the curriculum for alignment to the state standards. Through the ongoing collaborative review of the curriculum and benchmark data, if any gaps are found in the curriculum, the principal and instructor



review material to include closing the curriculum gaps.

All classroom instructional curriculums at LEAD Charter Schools must meet state standards, incorporate differentiated instruction and incorporate 21st Century learning styles and expectations including embedded technology, student engagement and effective training resources for teacher effectiveness. If these guiding criteria are not met, then additional materials may be considered to replace or supplement the curriculum.

Specifically, Leading Edge Online Academy evaluates the curriculum at the end of each semester by a team which includes directors, teachers, principals and assistant teachers. The team uses various data points and sources to ensure that curriculum is aligned to state standards, incorporate differentiated instruction and allow instructors to “fill gaps” to ensure mastery of the state standards, following the same criteria as the rest of LEAD Charter Schools.

Documentation

- Director Meeting Agendas
- Staff Meeting Agendas
- Curriculum Review Meetings
- Galileo testing data

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

Answer

During LEAD Charter Schools ongoing evaluation process, curricular gaps are identified using benchmark data gathered through Galileo testing, teacher observations and principal feedback. As the gaps are identified, supplemental materials are obtained to teach to the gaps in a timely manner, ensuring that all state standards are introduced.

Leading Edge Academy Online identifies gaps in the Edgenuity curriculum using the weekly progress reports, monthly instructor meetings, and data, as well as the charter-wide criteria of meeting state standards, incorporating differentiated instruction and incorporate 21st Century learning styles and expectations including embedded technology, student engagement and effective training resources for teacher effectiveness. If these guiding criteria are not met, then additional materials may be considered to replace or supplement the curriculum.

Any identifiable gaps in the curriculum are addressed using these strategies. Beginning school year 2015/16, Leading Edge Online Academy will also implement Galileo testing which will also help to identify curricular gaps for students.

Documentation

- Director Meeting Agendas
- Staff Meeting Agendas
- Curriculum Review Meetings
- Galileo testing data



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

LEAD Charter Schools has an ongoing evaluation process to determine if and new and/or supplemental materials are needed to ensure that curriculum meets all state standards. After curriculum has been evaluated, if a gap has been determined, the education director and campus principal will determine if new and/or supplemental material needs to be adopted and implemented. Classroom instructional curriculum must meet state standards, incorporate differentiated instruction and incorporate 21st Century learning styles and expectations including embedded technology, student engagement and effective training resources for teacher effectiveness. If these guiding criteria are not met, then additional materials may be considered to replace or supplement the curriculum.

Specifically at Leading Edge Online Academy, the Edgenuity curriculum is evaluated in the same manner as the LEAD Charter Schools brick and mortar campuses. The same criteria are used to determine if supplemental curriculum is needed to meet the needs of students. Student courses have been developed to meet the state standards as well as meet the mission and vision of LEAD Charter Schools, such as an Ethics class and math and reading targeted learning courses for struggling students.

Documentation

- Director of Education monthly meeting notes and reports
- Monthly Director meeting agendas
- Galileo testing data

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

Once LEAD Charter Schools has chosen (using the ongoing evaluation process) to adopt new and/or supplemental curriculum, the curriculum options are evaluated based on state standards alignment, incorporation of differentiated instruction, incorporation of 21st Century learning styles and expectations including embedded technology, student engagement and effective training resources for teacher effectiveness. If these guiding criteria are not met, then additional materials may be considered to replace or supplement the curriculum. Sample curriculum is made available to principals and instructors for review. Sample lessons are taught in the classroom, as well, to ensure that the curriculum meets the needs of the campus.

Documentation

- Director of Education monthly meeting notes and reports
- Monthly Director meeting agendas
- Galileo testing data
- Implementation of GCU dual enrollment curriculum



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

Once LEAD Charter Schools evaluates curriculum, the curriculum criteria guidelines are used to determine if curriculum is adaptable to our classrooms as is, or if supplemental materials are needed. If gaps are found, we may contact the curriculum author/ publisher to suggest possible revisions to meet the criteria used by LEAD Charter Schools (state standards alignment, incorporation of differentiated instruction, incorporation of 21st Century learning styles and expectations including embedded technology, student engagement and effective training resources for teacher effectiveness). LEAD Charter schools does not revise curriculum as a practice, since curriculum is copyrighted material. Instead, curriculum is evaluated to ensure that teachers are able to teach the curriculum with fidelity.

Documentation

- Director Meeting Agendas
- Staff Meeting Agendas
- Curriculum Review Meetings
- Galileo testing data

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

Once LEAD Charter Schools evaluates curriculum, the curriculum criteria guidelines are used to determine if curriculum is adaptable to our classrooms as is, or if supplemental materials are needed. If gaps are found, curriculum may be revised by either adding supplemental materials, purchasing new core curriculum or a combination of both strategies. Curriculum must meet the criteria used by LEAD Charter Schools (state standards alignment, incorporation of differentiated instruction, incorporation of 21st Century learning styles and expectations including embedded technology, student engagement and effective training resources for teacher effectiveness).

Documentation

- Director Meeting Agendas
- Staff Meeting Agendas
- Curriculum Review Meetings
- Galileo testing data
- Course Overview and Syllabus



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

LEAD Charter Schools uses an ongoing process to ensure that curriculum is implemented with fidelity. Since curriculum is evaluated and reviewed during the ongoing process, it is the expectation of LEAD Charter Schools that curriculum is taught with fidelity. Any supplemental materials to support curriculum gaps must be approved through the campus principal. Ongoing communication and observations of instructors helps to ensure that curriculum is taught with fidelity.

LEOA uses award-winning curriculum called Edgenuity (formerly E2020). Coursework is reviewed by LEOA Highly Qualified teachers. LEOA instructors are trained to use the Edgenuity curriculum with fidelity, in accordance with the guiding expectations of LEAD Charter Schools. When gaps are found in the curriculum, the same process is followed to ensure that instructors communicate with the campus principal and measures are taken to fill the curricular gaps.

LEAD Charter Schools communicates the expectation of implementation of curriculum with fidelity to the instructional staff via weekly staff meeting, classroom observation feedback, SMART goals, performance reviews and job-embedded professional development.

Documentation

- Teacher weekly lesson plans/Scope and Sequence
- Curriculum alignment declarations by Charter Holder/Principals

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

LEAD Charter Schools’ ongoing process to ensure consistent use of curricular tools for effective instruction include review of instructor expectations, review of weekly lesson plans by the campus principal and ongoing professional development for use and implementation of the curriculum and curricular tools.

LEAD Charter Schools communicates the expectation of implementation of curriculum with fidelity to the instructional staff via weekly staff meeting, classroom observation feedback, SMART goals, performance reviews and job-embedded professional development. An annual Needs Assessment survey is sent to all instructional staff to ensure that instructional needs are met; instructional gaps are met through ongoing job-based professional development. Feedback from the annual Needs Assessment allows LEAD Charter Schools to implement a professional development plan that supports the use of curricular tools by instructional staff such as 21st Century technology, and supplemental material.

Documentation

- Weekly teacher lesson plans/Scope and Sequence
- Report cards
- Teacher reports and communication



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

LEAD Charter Schools ensures that all grade-levels standards are taught to mastery each academic year through ongoing standardized benchmark tests, curriculum-based benchmark assessments, teacher data and Child Study Team data meeting results. Year-to-year student growth and proficiency on annual state assessments are also analyzed.

Leading Edge Online Academy ensures that grade level standards are taught to mastery by using various data points and sources (e.g.: weekly progress reports, student feedback, parent feedback, teacher feedback). Daily and Weekly progress reports imbedded in the Edgenuity curriculum are monitored by teachers, teaching assistants and the principal to ensure the mastery of AZCCR standards. Supplemental material and curriculum is used to fill any gaps in the mastery of grade-level standards that have been identified.

Instructors and resource room supervisors monitor progress of standards mastery and send weekly progress reports to both students and parents regarding student progress and proficiency.

Documentation

- Weekly teacher lesson plans/Scope and Sequence
- Report cards
- Teacher reports and communication

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

LEAD Charter schools verifies that curriculum is aligned to Arizona’s College and Career Ready Standards by conducting ongoing curriculum reviews, review of teacher lesson plans and instructor feedback, led by the LEAD Charter Schools Director of Education who monitors the current AZCCR standards, as well as updates and modifications made by the Arizona State Department of Education. Curriculum criteria guidelines include state standards alignment, incorporation of differentiated instruction, incorporation of 21st Century learning styles and expectations including embedded technology, student engagement and training resources for teacher effectiveness.

LEOA curriculum is also reviewed throughout the year using the same criteria as the rest of the LEAD Charter School campuses. This process is overseen by the LEAD Charter School Director of Education in conjunction with the campus principal and instructors.

Documentation

- Edgenuity course descriptions
- Course Overviews and Syllabi



- Superintendent Declaration of Curricular Alignment
- Edgenuity Standards Alignment reports

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

LEAD Charter Schools has an ongoing process to monitor and evaluate needed changes in curriculum to ensure that it maintains alignment to AZCCR standards. When adopting or revising curriculum, LEAD Charter School use a guiding criteria to ensure that AZCCR standards are met within the curriculum, including curriculum-based benchmark assessments, lesson objectives that include all grade-level standards, teacher data and Child Study Team data meeting results. Year-to-year student growth and proficiency on annual state assessments are also analyzed.

Leading Edge Online Academy ensures that the curriculum maintains alignment to the AZCCR standards by monitoring that grade level standards are taught to mastery by using various data points and sources (e.g.: weekly progress reports, student feedback, parent feedback, teacher feedback). Supplemental material and curriculum is used to fill any gaps in the mastery of grade-level standards that have been identified.

The LEAD Charter Schools Director of Education works closely with campus principals and monitors campus data to ensure that curriculum maintains alignment to the AZCCR standards.

Documentation

- Galileo testing data
- Scope and Sequence reports
- Director of Education monthly reports/School Site Observation



F. Adapted to Meet the Needs of Subgroups

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

Subgroup Curriculum Table

Subgroup	Exempt	How does the Charter Holder assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	List documents that serve as evidence of implementation of this process
Traditional Schools: Students with proficiency in the bottom 25% Alternative schools: Non-proficient students	<input type="checkbox"/>	<p>Curriculum and supplemental material effectiveness for the bottom 25% subgroup is determined through state standardized test results, benchmark data and classroom data. LEAD Charter Schools provides students in the bottom 25% access to differentiated and supplemental materials as approved by the Director of Education and campus principal to create easier access to the curriculum for non-proficient students. Materials are assessed on the same guiding criteria that is used to measure effectiveness of all LEAD Charter School curriculum (state standards alignment, incorporation of differentiated instruction, incorporation of 21st Century learning styles and expectations including embedded technology, student engagement and effective training resources for teacher effectiveness).</p> <p>Specifically, LEOA instructors assess the effectiveness of the curriculum for the bottom 25% subgroup in a similar manner by reviewing assessment results, Galileo data and classroom data, offering differentiated instruction and providing supplemental materials to best facilitate student learning.</p>	<ul style="list-style-type: none"> ● Galileo testing data ● AzMERIT test results ● Student progress reports ● Topic tests and quizzes ● Student dashboard
ELL students	<input type="checkbox"/>	Leading Edge Online Academy does not currently have any ELL students nor did they have any last year. However, LEAD Charter Schools has a plan that ensures the curriculum and supplemental materials addresses the needs of English Language Learners. Curriculum and supplemental material	N/A



Demonstration of Sufficient Progress Report

	<p>effectiveness for the ELL subgroup is determined through state standardized test results, benchmark data and classroom data. LEAD Charter Schools provides ELL students access to differentiated and supplemental materials as approved by the Director of Education and campus principal to create easier access to the curriculum for non-proficient students. Materials are assessed on the same guiding criteria that is used to measure effectiveness of all LEAD Charter School curriculum (state standards alignment, incorporation of differentiated instruction, incorporation of 21st Century learning styles and expectations including embedded technology, student engagement and effective training resources for teacher effectiveness).</p> <p>Additionally, the ELL Coordinator has a Master’s degree in TESOL and extensive experience with the ELL population. In addition to supplemental materials and curriculum, the LEAD Charter School ELL plan includes an Individualized Language Learner Plan (ILLP) for each ELL student. The ILLP includes differential instruction and individualized progress monitoring. Coursework is reviewed and graded by Highly Qualified teachers. This ILLP is created by the ELL Coordinator and implemented by the classroom teacher for each ELL student. The ILLP is evaluated on a regular basis during ELL Coordinator /Teacher meetings and parent conferences. Student progress is monitored by using a comprehensive assessment system including the diagnostic tools in the Arizona College and Career Ready standards aligned curriculum, regular benchmark and progress monitoring tests for both Reading and Math and the AZELLA test given up to three times a year. After evaluating all the applicable student data the ELL Coordinator will make changes to the ILLP, if necessary, for the ELL teacher to implement in the classroom. In order to increase the effectiveness of the ELL program at Leading Edge Academy Online academy the ELL Coordinator is required each year to attend Professional Development trainings. This may include, but is not limited to the yearly OELAS conference, and ADE ELL Coordinator</p>	
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Demonstration of Sufficient Progress Report

		<p>Training. The ELL Coordinator is then able to provide one-on-one training to the teachers concerning the ELL program and all of the tools provided (ILLP's, Curriculum, differential instruction, parent involvement, etc.) can be used to increase proficiency in both Reading and Math for all ELL students at Leading Edge Academy.</p>	
<p>Students eligible for FRL</p>	<input type="checkbox"/>	<p>Leading Edge Online Academy is a virtual school and does not track the FRL population of the students. However, LEAD Charter Schools has a plan that ensures the curriculum and supplemental materials address the needs of the FRL subgroup. Curriculum and supplemental material effectiveness for the FRL subgroup is determined through state standardized test results, benchmark data and classroom data. LEAD Charter Schools provides all students, including those in the FRL subgroup access to differentiated and supplemental materials as approved by the Director of Education and campus principal to create easier access to the curriculum for non-proficient students. Materials are assessed on the same guiding criteria that is used to measure effectiveness of all LEAD Charter School curriculum (state standards alignment, incorporation of differentiated instruction, incorporation of 21st Century learning styles and expectations including embedded technology, student engagement and effective training resources for teacher effectiveness).</p>	
<p>Students with disabilities</p>	<input type="checkbox"/>	<p>Curriculum and supplemental material effectiveness for the students with disabilities subgroup is determined through state standardized test results, benchmark data and classroom data. LEAD Charter Schools provides students with disabilities access to differentiated and supplemental materials as approved by the Director of Education and campus principal to create easier access to the curriculum for non-proficient students. Materials are assessed on the same guiding criteria that is used to measure effectiveness of all LEAD Charter School curriculum (state standards alignment, incorporation of differentiated instruction, incorporation of 21st</p>	<ul style="list-style-type: none"> ● Galileo testing data ● AzMERIT test results ● Student progress reports ● Topic tests and quizzes ● Student dashboard



Demonstration of Sufficient Progress Report

		<p>Century learning styles and expectations including embedded technology, student engagement and effective training resources for teacher effectiveness).</p> <p>Specifically, LEOA instructors work in partnership with the Special Education instructors to assess the effectiveness of the curriculum for the students with disabilities subgroup in a similar manner by reviewing assessment results, Galileo data and classroom data, offering differentiated instruction and providing supplemental materials to best facilitate student learning.</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?
AZMerit	K-12	summative	grade-level proficiency	grade-level proficiency	End of Course (grades 9-12), annually (grades 6-11)
Galileo	K-12	benchmark	state-based standards proficiency	student risk-level	four times annually (pre-test, two benchmark tests, post-test)
Edgenuity Weekly Student Progress Reports (LEOA only)	6-12	summative, formative	course proficiency	course grade, target completion date	course quizzes and tests are administered throughout the course; progress reports are generated weekly
Quarterly Report Cards	K-12	summative	course proficiency	course grade	quarterly
Classroom Embedded Curriculum Assessments	K-12	summative, benchmark	instructional, curriculum and grade-level proficiency	instructional, curriculum and grade-level proficiency	daily, weekly



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

Answer

LEAD Charter Schools has an ongoing evaluation process to evaluate assessment tools used on the campus. The education director meets monthly with the campus principal, reviews assessment data, assesses curriculum effectiveness based on communication and feedback from the campus principal, instructors, State Assessment results, and benchmark Testing data.

Classroom assessments should provide formative and summative data which can drive instruction. Assessments must meet state standards, as well as provide data that allows the instructor to incorporate differentiated instruction and incorporate 21st Century learning styles and expectations including embedded technology, student engagement and effective training resources for teacher effectiveness. If these guiding criteria are not met, then additional materials may be considered to replace or supplement the various assessment tools.

Leading Edge Online Academy specifically evaluates assessments at the end of each semester by a team which includes directors, teachers, principals and assistant teachers. The team uses various data points and sources to ensure that assessment tools are aligned to state standards, incorporate differentiated instruction and allow instructors to “fill curriculum gaps” to ensure mastery of the state standards.

Documentation

- Director’s Meetings
- Curriculum Review meetings
- Scope and Sequence reports
- Staff Meeting agendas
- Teacher feedback
- Student feedback

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

LEAD Charter Schools has an ongoing evaluation process to evaluate assessment tools used on the campus. The education director meets monthly with the campus principal, reviews assessment data, assesses assessment effectiveness based on communication and feedback from the campus principal, instructors, State Assessment results, and benchmark Testing data.

Assessment tools should provide formative and summative data which can drive instruction. They must meet state standards, as well as provide data that allows the instructor to incorporate differentiated instruction and incorporate 21st Century learning styles and expectations including embedded technology, student engagement and effective training resources for teacher effectiveness. If these guiding criteria are not met, then additional materials may be considered to replace or supplement the assessment tools.

Leading Edge Online Academy specifically evaluates the assessment tools frequently by the instructional team which includes directors, teachers, principals and assistant teachers. The team uses various data points and sources to ensure that assessment tools are aligned to state standards, incorporate differentiated instruction and allow instructors to “fill curriculum gaps” to ensure mastery of the state standards.



Documentation

- Galileo data
- Staff meeting and Curriculum review agendas
- Teacher lesson plans/Scope and Sequence
- Notes from Education Director meetings

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

LEAD Charter Schools has a systematic and ongoing process to evaluate the alignment of assessment tools used on the campus to instructional methodology. The education director meets monthly with the campus principal, reviews assessment data, assesses assessment tool alignment based on communication and feedback from the campus principal, instructors, State Assessment results, and benchmark Testing data. Additionally, assessment tool alignment is a topic of discussion at monthly principal meetings and during the annual curriculum effectiveness review.

Instructional Methodology: Leading Edge Online Academy uses a computer-based curriculum , Edgenuity, which is built around the AZCCR standards. Highly Qualified instructors facilitate instruction and provide differentiation and supplemental materials based on benchmark, formative and summative assessments.

Documentation

- Education Director meeting notes
- Galileo data
- Directors meeting agendas



Demonstration of Sufficient Progress Report

B. Adapted to Meet the Needs of Subgroups

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

Subgroup Assessment Table

Subgroup	Exempt	How does the assessment system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	List documents that serve as evidence of implementation of this process.
Students with proficiency in the bottom 25%/non-proficient students	<input type="checkbox"/>	<p>The assessment system assesses the effectiveness of supplemental and differentiated instruction and curriculum through state standardized test results, benchmark data and classroom data. LEAD Charter Schools provides students in the bottom 25% access to differentiated and supplemental materials as approved by the Director of Education and campus principal to create easier access to the curriculum for non-proficient students. Materials are assessed on the same guiding criteria that is used to measure effectiveness of all LEAD Charter School curriculum (state standards alignment, incorporation of differentiated instruction, incorporation of 21st Century learning styles and expectations including embedded technology, student engagement and effective training resources for teacher effectiveness).</p> <p>Specifically, LEOA instructors assess the effectiveness of the assessment tools for the bottom 25% subgroup in a similar manner by reviewing assessment results, Galileo data and classroom data, offering differentiated instruction and providing supplemental materials to best facilitate student learning.</p>	<ul style="list-style-type: none"> ● Galileo testing data ● AzMERIT test results ● Student progress reports ● Topic tests and quizzes ● Student dashboard
ELL students	<input type="checkbox"/>	Leading Edge Online Academy does not currently have any ELL students nor did they have any last year. However, LEAD Charter continually assesses the effectiveness of supplemental and differentiated instruction and curriculum through state standardized	N/A



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		<p>test results, benchmark data and classroom data. LEAD Charter Schools provides ELL students access to differentiated and supplemental materials as approved by the Director of Education and campus principal to create easier access to the curriculum for non-proficient ELL students. Additionally, LEAD Charter School ELL plan includes an Individualized Language Learner Plan (ILLP) for each ELL student. The ILLP includes differential instruction and individualized progress monitoring. Coursework is reviewed and graded by Highly Qualified teachers. This ILLP is created by the ELL Coordinator for each ELL student. The ILLP is evaluated on a regular basis during ELL Coordinator /Teacher meetings and parent conferences. Student progress is monitored by using a comprehensive assessment system including the diagnostic tools in the Arizona College and Career Ready standards aligned curriculum, regular benchmark and progress monitoring tests for both Reading and Math and the AZELLA test given up to three times a year. After evaluating all the applicable student data the ELL Coordinator will make changes to the ILLP, if necessary, for the ELL teacher to implement in the classroom.</p>	
<p>Students eligible for FRL</p>	<p><input type="checkbox"/></p>	<p>Leading Edge Online Academy is a virtual school and therefore does not track the FRL population. The assessment system assesses the effectiveness of supplemental and differentiated instruction and curriculum through state standardized test results, benchmark data and classroom data. LEAD Charter Schools provides the FRL student subgroup access to differentiated and supplemental materials as approved by the Director of Education and campus principal to create easier access to the curriculum for non-proficient students. Materials are assessed on the same guiding criteria that is used to measure effectiveness of all LEAD Charter School curriculum (state standards alignment, incorporation of differentiated</p>	<p>N/A</p>



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		<p>instruction, incorporation of 21st Century learning styles and expectations including embedded technology, student engagement and effective training resources for teacher effectiveness).</p> <p>Specifically, LEOA instructors would assess the effectiveness of the assessment tools for the FRL student subgroup in a similar manner by reviewing assessment results, Galileo data and classroom data, offering differentiated instruction and providing supplemental materials to best facilitate student learning.</p>	
<p>Students with disabilities</p>	<p><input type="checkbox"/></p>	<p>The assessment system assesses the effectiveness of supplemental and differentiated instruction and curriculum through state standardized test results, benchmark data and classroom data.</p> <p>Curriculum and supplemental material effectiveness for the students with disabilities subgroup is determined through state standardized test results, benchmark data, stakeholder meetings, parent/teacher conferences and classroom data. LEAD Charter Schools provides students with disabilities access to differentiated and supplemental materials as approved by the Director of Education and campus principal to create easier access to the curriculum for non-proficient students. Materials are assessed on the same guiding criteria that is used to measure effectiveness of all LEAD Charter School curriculum (state standards alignment, incorporation of differentiated instruction, incorporation of 21st Century learning styles and expectations including embedded technology, student engagement and effective training resources for teacher effectiveness).</p> <p>Specifically, LEOA instructors work in partnership with the Special Education instructors to assess the effectiveness of the assessments and curriculum for the students with disabilities subgroup in a similar manner by reviewing assessment results, Galileo data</p>	<ul style="list-style-type: none"> ● Galileo testing data ● AzMERIT test results ● Student progress reports ● Topic tests and quizzes ● Student dashboard



		and classroom data, offering differentiated instruction and providing supplemental materials to best facilitate student learning.	
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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

LEAD Charter Schools has an ongoing process to collect and analyze the data from each type of assessment (AZMerit, Galileo, classroom assessment). The Education Director meets regularly (monthly) with the campus principal to review data. Campus principals, instructors and interventionists meet as a Child Study Team to analyze assessment results following each round of benchmark assessments (quarterly). Year-to-year student growth and proficiency on annual state assessments are also analyzed. Assessment results are analyzed at the monthly principal meetings where strategies for increased proficiency and achievement are reviewed and goals are set.

Leading Edge Online Academy collects and analyzes the various assessments to ensure that grade level standards are being taught with fidelity and mastery. The various data points and sources include, but is not inclusive to weekly progress reports, Galileo testing, AZMerit data, curriculum embedded assessments, student feedback, parent feedback and teacher feedback. Daily and weekly progress reports embedded in the Edgenuity curriculum are regularly monitored by teachers, teaching assistants and the principal.

Documentation

- AzMERIT data
- Galileo data
- Progress report
- Student survey
- Parent survey
- Needs assessment

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

LEAD Charter Schools has an ongoing process to collect and analyze the data from each type of assessment (AZMerit, Galileo, classroom assessment) in order to make adjustments to curriculum based on the data analysis. Since curriculum is evaluated and reviewed during an ongoing process, it is the expectation of LEAD Charter Schools that the curriculum is meeting the needs of every student. Any supplemental materials to support curriculum gaps must be approved through the campus principal. Ongoing communication and observations of instructors helps to ensure that curriculum is effective. LEAD Charter Schools ensures that all grade-levels



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standards are taught to mastery each academic year through ongoing standardized benchmark tests, curriculum-based benchmark assessments, teacher data and Child Study Team data meeting results. Year-to-year student growth and proficiency on annual state assessments are also analyzed.

LEAD Charter Schools uses data analysis to make adjustments to curriculum depending on the results of assessments (AZMERIT and Galileo, classroom assessment). Based on the student data and growth patterns, the Director of Education along with school principals either enhance or supplement the curriculum based on the data analysis and teacher feedback. The criteria that guides the process is through quarterly student data meetings, monthly Director's meeting and weekly Executive Team meetings. The education director meets regularly with the campus principal to review data.

Leading Edge Online Academy specifically evaluates the curriculum and assessments at the end of each semester by a team which includes directors, HQ teachers, principals and assistant teachers. The team uses various data points and sources as a guide to ensure that curriculum is aligned to state standards, incorporate differentiated instruction and allow instructors to "fill gaps" to ensure mastery of the state standards.

Documentation

- Galileo test data
- AzMERIT test scores
- Student progress reports
- Executive team agendas
- Data meeting agendas

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

LEAD Charter Schools' ongoing process to making adjustment to instruction based on analysis of assessments data is based on specific criteria. After instruction has been evaluated, if a gap has been determined, the education director and campus principal will determine if new and/or supplemental material need to be adopted and implemented. Classroom instruction must meet state standards, incorporate differentiated instruction and incorporate 21st Century learning styles and expectations. This could include embedded technology, student engagement, Response to Intervention and effective training resources for teacher effectiveness. If these guiding criteria are not met, then additional materials or professional development may be considered to make adjustments to instruction based on the data analysis.

Leading Edge Online Academy makes adjustments to instruction based on the data analysis gathered from Galileo test data, AzMERIT test scores, student progress reports, and classroom observations. The Highly Qualified (HQ) Teachers of Record use the Edgenuity curriculum to help students master each standard and become proficient in each core class they are taking. Technology is embedded to enhance HQ teacher instruction through various online platforms including, but not limited to Google Classroom, Edmodo and Collaborative Corner in Edgenuity. Leading Edge Online Academy also makes adjustments to instruction based on the data analysis through mandatory discussion questions posted by the HQ teachers on a weekly basis. The discussion questions are



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designed to support the HQ teacher instruction and to also engage other students for collaborative forums.

Documentation

- Galileo data
- AzMERIT
- Progress reports



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

LEAD Charter Schools’ ongoing evaluation process of monitoring instruction to determine the alignment of the curriculum to meeting all state standards, as well as ensuring that curriculum is implemented with fidelity, effectiveness throughout the year and addressing the needs of all students includes the following steps:

- The education director meets monthly with the campus principal, observes instruction and annually reviews the curriculum uses the above criteria as a guide. Through the ongoing collaborative review of the curriculum and benchmark data, if any gaps are found in the curriculum in these areas adjustments can be implemented quickly.
- The Principal monitors the alignment of instruction to the necessary criteria through classroom observations, teacher evaluations, lesson plans, and student assessments. The principal will assess if the instruction is being taught with fidelity, is effective and addressing the needs of all students .
- Professional Learning Communities (PLC’s) meet regularly at each campus as well as network-wide to review state standards, curriculum and instructional effectiveness, and review techniques and strategies to improve instructional effectiveness.
- Professional Development is provided by LEAD Charter Schools throughout the year to instructional staff training on implementing curriculum with fidelity, identifying and addressing needs of all students and curricular alignment to the AZCCR standards.
- There is an overall annual curriculum review utilizing student data from Galileo, AzMERIT, classroom observations, and teacher feedback.
- The Education Director meets regularly with the Executive Team and reviews the various campus data with the team, evaluating campus effectiveness in meeting LEAD Charter Schools student growth and proficiency goals for all students, including students in the four subgroups.

Documentation

- Galileo
- Report Cards
- Embedded classroom curriculum assessments
- AzMERIT scores
- PLC meeting agendas



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

Answer

LEAD Charter Schools’ ongoing evaluation process of monitoring instruction to ensure that it is leading all students towards the mastery of state standards throughout the year and addressing the needs of all students includes the following steps:

- The education director meets monthly with the campus principal, observes instruction and annually reviews the curriculum uses the above criteria as a guide. Through the ongoing collaborative review of the curriculum and benchmark data, if any gaps are found in the curriculum in these areas adjustments can be implemented quickly.
- The Principal monitors the mastery of the standards through classroom observations, teacher evaluations, lesson plans, and student assessments, student report cards and curriculum embedded benchmark assessments. The principal will assess if the instruction is being taught with fidelity, is effective and addressing the levels of mastery of all students .
- Professional Learning Communities (PLC’s) meet regularly at each campus as well as network-wide to review state standards, curriculum and instructional effectiveness, and review techniques and strategies to improve instructional effectiveness, including student mastery.
- Professional Development is provided by LEAD Charter Schools throughout the year to instructional staff training on implementing curriculum with fidelity, identifying and addressing needs of all students and curricular alignment to the AZCCR standards.
- There is an overall annual curriculum review utilizing student data from Galileo, AzMERIT, classroom observations, and teacher feedback.
- The Education Director meets regularly with the Executive Team and reviews the various campus data with the team, evaluating student mastery and in meeting LEAD Charter Schools student growth and proficiency goals for all students, including students in the four subgroups.

Documentation

- Education Director follow-up notes
- Teacher evaluations
- Galileo testing data
- Report cards
- PLC agendas
- AzMERIT scores
- Needs Assessment survey



B. Evaluating Instructional Practices

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

Answer

LEAD Charter Schools and therefore, LEOA, evaluates instructional practices in a variety of ways. Each teacher is evaluated twice a year (Fall and Spring) and given a score which translates to one of four possible rankings: Ineffective, Developing, Effective, Highly Effective. Teachers meet with Principals after the Fall Performance review to analyze their performance and create Smart Goals to complete over the school year. Each Spring, teachers Galileo pre and post test data is used to show student growth and this growth is factored into the equation for scoring teacher effectiveness.

These tools are useful in evaluating the quality of Instruction the teachers are providing in the classroom. Principals also use unannounced classroom observation visits to make sure teachers align the curriculum, are engaging their students and utilizing the available technology in their classrooms. Additionally, principals are continually evaluating instructional practices through parent meetings, benchmark data and quarterly report cards.

Documentation

- Galileo Teacher effectiveness report
- Annual Teacher Performance Evaluation sheet
- Teacher Smart Goals sheet
- Report cards

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

Answer

LEAD Charter Schools’ ongoing process to identify the quality of instruction includes instructor evaluations twice a year (Fall and Spring) which are reviewed with the campus Principal to analyze instructor performance and create Smart Goals to complete over the school year.

Data from Galileo pre and post test data is used to show student growth and this growth is factored into the equation for scoring teacher effectiveness. As needs are identified, the campus principal may make or seek recommendations from the director of education. Additionally, the Academic Dashboard provided to the Charter and individual campuses serves as a factor that shows growth year over year, providing data that can be used to identify gaps in instruction quality.

These tools are useful in evaluating the quality of Instruction the teachers are providing in the classroom. Principals also use unannounced classroom visits to make sure teachers align the curriculum, are engaging their students and utilizing the available technology in their classrooms.

Documentation

- Teacher evaluations
- SMART goals
- Galileo testing data
- Academic dashboard



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

Answer

LEAD Charter Schools' highly individualized process of evaluating instructional practices identifies individual strengths, weaknesses and needs in each teacher and various areas of instruction by using the evaluation criteria and process throughout the school year. Principals are able to immediately target specific areas for instructional improvement and follow up on their Smart Goals throughout the school year.

Additionally, Principals make use of the annual parent survey and teacher review process which includes the teacher meeting with the principal individually to assess each teacher before making staffing decisions for future school years.

Documentation

- SMART goals
- Parent survey
- Teacher evaluations



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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.
<p>Traditional Schools: Students with proficiency in the bottom 25%</p> <p>Alternative schools: Non-proficient students</p>	<input type="checkbox"/>	<p>LEAD Charter Schools’ ongoing evaluation process of supplemental instruction that ensures it is addressing the needs of all students, including the bottom 25%, throughout the year includes the following steps:</p> <ul style="list-style-type: none"> ● The education director meets monthly with the campus principal, observes instruction and annually reviews the supplemental instruction using the previously stated criteria as a guide. Through the ongoing collaborative review of the supplemental curriculum and benchmark data, if any gaps are found in the curriculum in these areas, adjustments can be implemented quickly. ● The Principal evaluates the instruction through classroom observations, teacher evaluations, lesson plans, student assessments, student report cards and curriculum- embedded benchmark assessments. The principal will assess if the instruction is being taught with fidelity, is effective and addressing the needs of all students. ● Professional Learning Communities (PLC’s) meet regularly at each campus as well as network-wide to review state standards, curriculum 	<ul style="list-style-type: none"> ● Monthly site visit follow-up notes with the Director of Education ● Instructional Effectiveness Teacher evaluations ● Lesson plans ● Galileo data ● Professional development agendas



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		<p>and instructional effectiveness, and review techniques and strategies to improve meeting the needs of all students.</p> <ul style="list-style-type: none"> Professional Development is provided by LEAD Charter Schools throughout the year to instructional staff, training on implementing curriculum with fidelity, identifying and addressing needs of all students and curricular alignment to the AZCCR standards. There is an overall annual curriculum review utilizing student data from Galileo, AzMERIT, classroom observations, and teacher feedback. The Education Director meets regularly with the Executive Team and reviews the various campus data with the team, evaluating the needs of students, addressing any deficiencies and setting goals to meet the needs of the students in the bottom 25% subgroup. 	
ELL Students	<input type="checkbox"/>	<p>Leading Edge Online Academy does not currently have any ELL students nor did they have any last year. However, LEAD Charter Schools' ongoing evaluation process of supplemental instruction ensures that it is addressing the needs of all students, including ELL students, throughout the year.</p>	N/A
Students eligible for FRL	<input type="checkbox"/>	<p>Leading Edge Online Academy is a virtual school and therefore does not track the FRL population. As a charter, LEAD Charter Schools provides the FRL student subgroup access to differentiated and supplemental materials and instruction as approved by the Director of Education and campus principal to create easier access to the curriculum for non-proficient students. Supplemental instruction is evaluated using the process that is used to measure effectiveness at all LEAD Charter Schools.</p>	N/A



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<p>Students with disabilities</p>	<p>☐</p>	<p>LEAD Charter Schools’ ongoing evaluation process of supplemental instruction ensures that it is addressing the needs of all students, including students with disabilities, throughout the year and includes the following steps:</p> <ul style="list-style-type: none"> ● The education director meets monthly with the campus principal, observes instruction and annually reviews the supplemental instruction using the previously stated criteria as a guide. Through the ongoing collaborative review of the supplemental curriculum and benchmark data, if any gaps are found in the curriculum in these areas, adjustments can be implemented quickly. ● The Principal evaluates the instruction through classroom observations, teacher evaluations, lesson plans, student assessments, student report cards and curriculum- embedded benchmark assessments. The principal will assess if the instruction is being taught with fidelity, is effective and addressing the needs of all students. ● Professional Learning Communities (PLC’s) meet regularly at each campus as well as network-wide to review state standards, curriculum and instructional effectiveness, and review techniques and strategies to improve meeting the needs of all students. ● Professional Development is provided by LEAD Charter Schools throughout the year to instructional staff, training on implementing curriculum with fidelity, identifying and addressing needs of all students and curricular alignment to the AZCCR standards. ● There is an overall annual 	<ul style="list-style-type: none"> ● Monthly site visit follow-up notes with the Director of Education ● Instructional Effectiveness Teacher evaluations ● Lesson plans ● Galileo data ● Professional development agendas
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		<p>curriculum review utilizing student data from Galileo, AzMERIT, classroom observations, and teacher feedback.</p> <ul style="list-style-type: none"> • The Education Director meets regularly with the Executive Team and reviews the various campus data with the team, evaluating the needs of students, addressing any deficiencies and setting goals to meet the needs of students with disabilities. 	
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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

LEAD Charter Schools analyzes information about strengths, weakness and needs of instructional staff through the Needs Assessment Survey and the annual Parent Survey which are completed annually near the end of the school year. The Needs Assessment is a comprehensive survey that collects information from teachers and staff in the areas of School Leadership, Network Leadership, Curriculum, Instruction, Professional Development, Classroom and School Assessments, Technology, School Culture, Climate and Communication. The Parent Survey is a comprehensive survey that collects information from parents and guardians in the areas of School Leadership, Teacher Effectiveness, Curriculum, Instruction, School Culture, Climate and Communication. The responses from both surveys are then analyzed during Director and Executive Team meetings to create action plans and set goals through a continuous improvement plan that is closely monitored by both the Executive Team and Directors for the following school year.

LEAD Charter Schools welcomes this feedback from all stakeholders, making adjustments and improvements based on the information received. The information received about strengths, weaknesses and needs of instructional staff is analyzed at Directors and Executive Team meetings to determine what plan of action needs to be implemented. Professional development opportunities are provided based on instructional staff needs and necessary areas of improvement.

Documentation

- Directors meeting agendas
- Executive team meeting agendas
- Needs assessment survey results
- Annual Performance Reviews



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

LEAD Charter Schools uses the analysis to provide feedback to instructional staff on strengths, weaknesses, and learning needs based on the evaluation of instructional practices. Strategic planning and development help LEAD Charter Schools develop professional development opportunities for instructional staff based on the implementation of best practices. The Needs Assessment is a comprehensive survey that collects information from teachers and staff in the areas of School Leadership, Network Leadership, Curriculum, Instruction, Professional Development, Classroom and School Assessments, Technology, School Culture, Climate and Communication.

The Annual Teacher Performance reviews are also used as a means to provide feedback on strengths, weaknesses and learning needs based on this evaluation. Each instructional staff member develops SMART goals under the guidance of the principal for continuous professional development and growth.

Leading Edge Online Academy teachers write annual SMART goals as part of their continuous individual professional development plans. Their SMART goals are reviewed during the Annual teacher evaluations.

- Directors meeting agendas
- Executive team meeting agendas
- Needs assessment survey results
- Annual Performance Reviews

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

LEAD Charter Schools has an ongoing process to determine what professional development topics will be covered throughout the school year. At LEAD Charter Schools our goal is to provide professional development that is applicable, measurable and meaningful. Specific data and analysis are utilized by the Executive Team, Principals and stakeholders to determine the professional development topics that are implemented. The instructional effectiveness evaluation data in Galileo is used to identify gaps in instructional effectiveness by the principals and Executive team. The Annual Needs Assessment data is also used to develop the professional development plan based on the feedback of instructional staff and the areas of improvement they request.

In order to increase teacher effectiveness, Leading Edge Online Academy has required each teacher to attend



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professional development seminars to enhance teacher-facilitation of the online instructional materials, student management and engagement. Professional Development is scheduled throughout the school year. Additionally, professional development online resources are available for teachers and teaching assistants to identify learning gaps, produce differentiated instruction, engage student learning and using current data to address students' educational needs. Monthly professional development has a more narrow focus and is scheduled throughout the year.

Documentation

- Teacher Instructional Effectiveness data (Galileo)
- SMART Goal assessments
- Teacher training
- Annual Needs Assessment data
- ATI Professional Development
- QSP

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

LEAD Charter Schools has an ongoing process to ensure the professional development plan is aligned with the instructional staff learning needs. LEAD Charter Schools had already adopted a Professional Development plan which includes early release Fridays for students. Early release of students has made it possible for staff to have ongoing applicable, meaningful and measurable PD throughout the year on Friday afternoons. This model has proven to be an effective tool for Professional Development. Additionally, Charter-wide PLC's are conducted throughout the school year, providing additional opportunities for collaborative professional development that addresses the specific needs of the PLC group.

Leading Edge Online Academy uses the results from the annual Needs Assessment survey and Instructional Effectiveness data, and the feedback received from teachers and staff when creating Professional Development Plan. This ensures the areas of high importance are addressed in the professional development plan. to align the instructional staff learning needs.

Documentation

- Annual Needs Assessment data
- Teacher Instructional Effectiveness data (Galileo)

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

LEAD Charter Schools, and therefore Leading Edge Online Academy, uses the results from the Annual Needs Assessment survey and the feedback received from teachers and staff when forming the Professional Development Plan. The areas of high importance are determined by the Executive team, Directors, and Principals after analyzing the data from the Needs Assessment and feedback from stakeholders.



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Leading Edge Online Academy uses the results from the annual Needs Assessment survey and the feedback received from teachers and staff when creating applicable, measurable and meaningful Professional Development Plan. This ensures the areas of high importance are addressed in the professional development plan.

Documentation

- Annual Needs Assessment Survey data
- Teacher Instructional Effectiveness Data (Galileo)

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

LEAD Charter Schools provides professional development to ensure instructional staff is able to address the needs of students in the bottom 25%, ELL students, FRL students and students with disabilities. LEAD Charter Schools requires each teacher to attend professional development seminars to enhance teacher classroom delivery, time on task and student engagement. Professional Development is scheduled throughout the school year. Additionally, online resources are available for teachers and teaching assistants, providing strategies on identify learning gaps, produce differentiated instruction, engage student learning and using current data to not only address but drive students' educational needs.

Network Professional Learning Communities (PLC's) are held three times a year for grade level and subject matter instructors to collaborate and share useful information that address the needs of students in all four subgroups.

Monthly professional development has a more narrow focus and is scheduled throughout the year. The current professional development plan for Leading Edge Online Academy was developed over the course of the past two years using input from Directors, Principals and instructional staff. LEAD Charter Schools had already adopted a Professional Development plan which includes early release Fridays for students. Early release of students has made it possible for staff to have ongoing applicable, meaningful and measurable PD throughout the year on Friday afternoons. This model has proven to be an effective tool for Professional Development. Therefore, LEOA staff has adopted this model for staff professional development as well.

Documentation

- Annual Needs Assessment survey data
- PLC Meeting Agendas



C. Supporting High Quality Implementation

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

Answer

LEAD Charter Schools has an ongoing process to support high quality implementation of the strategies learned in professional development sessions. They include implementing Professional Learning Communities and regular staff meetings where teachers and support staff reiterate and train others on what they have learned and how it is being utilized in the classroom. Principals meet weekly with teachers to reinforce and further develop anything they have learned through professional development. It is the goal of LEAD Charter Schools to provide professional development that is measurable, meaningful and applicable.

Documentation

- PLC meeting agendas
- Staff meeting agendas

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

Answer

LEAD Charter Schools’ ongoing process to identify necessary concrete resources for high quality implementation of professional development includes the following steps:

- Analysis of the Needs Assessment to determine the Professional Development Plan
- Review of potential Professional Development resources by the Executive Team and Directors
- Selection of Professional Development resources, based on the analysis of the Needs Assessment, current educational trends, and specific staff development needs
- Meeting with Principals and Instructional Staff regularly to assess Professional Development Needs
- Allocating the funding necessary to implement the Professional Development Plan
- Following up with Principals and Teachers to assess the validity of the resources
- Adjusting the Professional Development Plan as necessary to provide meaningful and applicable resources

Documentation

- Needs Assessment
- Executive team meeting agendas
- Directors team meeting agendas
- Monthly site visit follow-up with Director of Education



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

LEAD Charter Schools monitor instructional staff to support and develop the implementation of the strategies learned in professional development. Discussions held at the monthly Directors and Principal meetings and feedback from the Annual Needs Assessment are used when planning future professional development activities.

LEAD Charter Schools ongoing process to monitor the implementation of the strategies learned in professional development includes the following steps:

- Analysis of the Needs Assessment to determine if the previous needs were met
- Meeting with Principals and Instructional Staff regularly to assess if the Professional Development is measurable, applicable and meaningful
- Allocating the funding necessary to provide additional Professional Development as necessary
- Following up with Principals and Teachers to assess the validity of the Professional Development
- Adjusting the Professional Development Plan as necessary

Documentation

- Monthly directors and principal Meeting Agendas
- Annual Performance Reviews
- SMART Goals
- Weekly walk-throughs

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

Answer

LEAD Charter Schools monitor and follows-up with instructional staff to support and develop the implementation of the strategies learned in professional development. Discussions held at the monthly Directors and Principal meetings and feedback from the Annual Needs Assessment are used when planning future professional development activities. Follow-up is ongoing throughout the school year by the principals. Each principal is encouraged to visit each classroom on a daily basis to monitor the effectiveness of the implementation of the strategies the instructional staff has learned through professional development.

The effectiveness of the implementation of the strategies are also reviewed during annual performance reviews. Each instructional staff member reviews their SMART goals, discussing successes and areas for continued growth with the campus principal, and creates new goals for the following year.

Documentation

- Monthly directors and principal Meeting Agendas
- Annual Performance Reviews
- SMART Goals
- Weekly walkthroughs



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

LEAD Charter Schools has an ongoing process to create Academic and Career Action Plans (ECAPs) for all high school students in grades 9-12. Each high school student is required to take College and Career Prep, which goes more in depth on those plans and options. In addition, when students register during the summer, the academic advisor meets with each student that attends and discusses their academic and career plans as they choose classes. Students who participate in the Early College Program register for classes that are part of their desired major map and will transfer to the university they are planning to attend. LEAD Charter Schools also utilizes a College Planning Profile survey to gather information from students in grades 7-12 in regard to post-secondary goals, etc. The information is sorted and emails are sent out regarding internships, scholarships, college admissions/testing, etc.

Leading Edge Online Academy has a specific process to create academic and career plans. When a student enrolls, part of the enrollment process is that an Individualized Learning Plan (ILP) is created for each student that is based on which classes a student has already completed upon enrollment. The ILP is continually updated throughout the entire time the student is enrolled and is used to track which classes students still need to take in order to meet the graduation requirements. The ILP also shows which classes the student is currently enrolled in.

Documentation

- ILP
- ECAP

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

LEAD Charter Schools has an ongoing process to monitor and follow-up on student progress toward completing goals in academic and career plans for all high school students in grades 9-12. When students register during the summer, the academic advisor meets with each student and discusses their academic and career plans as they choose classes. Students who participate in the Early College Program register for classes that are part of their desired major map and will transfer to the university they are planning to attend. LEAD Charter Schools also utilizes a College Planning Profile survey to gather information from students in grades 7-12 in regard to post-secondary goals, etc. The information is sorted and emails are sent out regarding internships, scholarships, college admissions/testing, etc.

In line with the charter process, Leading Edge Online Academy’s academic advisor meets with the enrolling



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student to create the Individualized Learning Plan (ILP) based on which classes a student has already completed upon enrollment. The ILP is continually updated throughout the entire time the student is enrolled and is used to track which classes students still need to take in order to meet the graduation requirements. The ILP also shows which classes the student is currently enrolled in. The academic advisor and principal monitor student course progress to ensure that students are on track to successfully complete graduation requirements.

Documentation

- ILP
- ECAP
- Progress reports
- Report cards

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

LEAD Charter Schools has an ongoing process to provide timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time. The campus academic advisor meets with students individually throughout the school year and over the summer during class registration. During these meetings, the student’s courses are reviewed and options are discussed. In the case of remediation and social problems for students struggling to meet graduation requirements, options are outlined and the plan is adjusted to ensure student success.

LEOA’s process matches the charter school process for providing timely support. Teachers, advisors and the principal are all involved in the ongoing process of monitoring and providing timely support to struggling students.

Documentation

- Student ILPs
- ECAPS
- Academic Dashboard
- Student data management system report

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

LEAD Charter Schools’ has an ongoing process to evaluate the processes described above to determine effectiveness using specific criteria to guide the process. Based on the student’s individualized needs and circumstances, the Academic Advisor makes accommodations to the student’s courses and academic plan to meet the requirements for graduation. The Director of Education along with school principals closely monitors senior



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progress towards meeting the graduation requirements. The criteria that guides the process is through quarterly student ILP reviews, monthly Director's meeting and weekly Executive Team meetings. The Education Director meets regularly with the campus principal to review data. The graduation rate is also analyzed to evaluate the effectiveness of the ongoing process of evaluation.

LEOA's process matches the charter school process for evaluating the processes to determine effectiveness of providing timely support. Teachers, advisors and the principal are all involved in the ongoing evaluation process of monitoring and providing timely support to struggling students.

Documentation

- Student ILPs
- ECAPS
- Academic Dashboard
- Student data management system report



AREA VII: ACADEMIC PERSISTENCE (if applicable)

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

A. Strategies for Continuous Enrollment

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

Answer

N/A

Documentation

N/A

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

Answer

N/A

Documentation

N/A

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

Answer

N/A

Documentation

N/A

