

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"/>

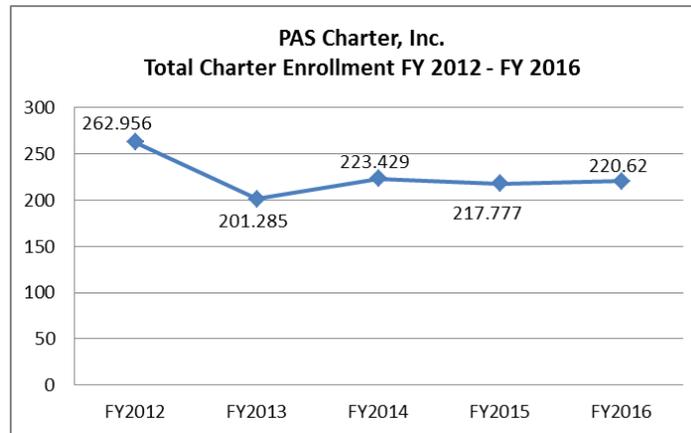
During the five-year interval review of the charter, PAS Charter, Inc. was required to submit a Performance Management Plan as an intervention because the schools operated by the Charter Holder did not meet the academic expectations set forth by the Board. At the time PAS Charter, Inc. became eligible to apply for renewal, the Charter Holder did not meet the Academic Performance Expectations of the Board as set forth in the Performance Framework and was required to submit a Demonstration of Sufficient Progress as part of the renewal application package. The Charter Holder was able to demonstrate the school is making sufficient progress toward the Board’s expectations through the submission of the required information or evidence reviewed during an on-site visit. In the most recent fiscal year for which an academic dashboard is available, Intelli-School –Metro Center received an overall rating of “Meets” the Board’s academic standard. However, Intelli-School – Glendale received an overall rating of “Does Not Meet” the Board’s academic standard.

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

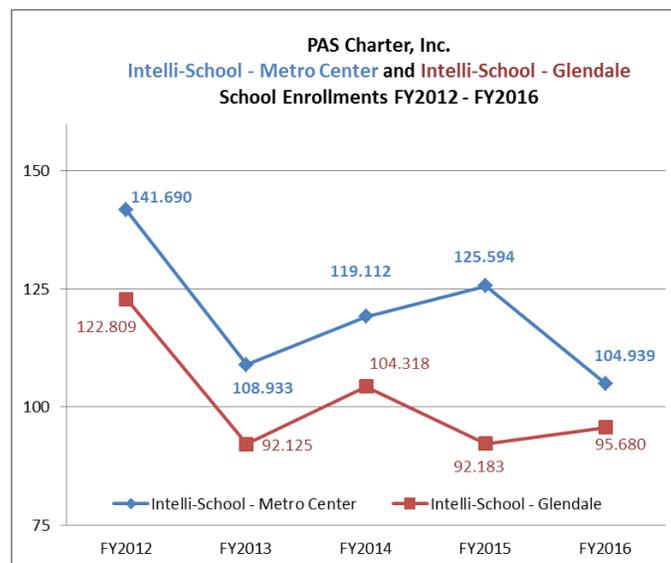


II. Profile

PAS Charter, Inc. operates two schools, Intelli-School - Metro Center and Intelli-School – Glendale, serving grades 9-12 in Phoenix and Glendale. The graph below shows the Charter Holder’s actual 100th day average daily membership for fiscal years 2012-2016.



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

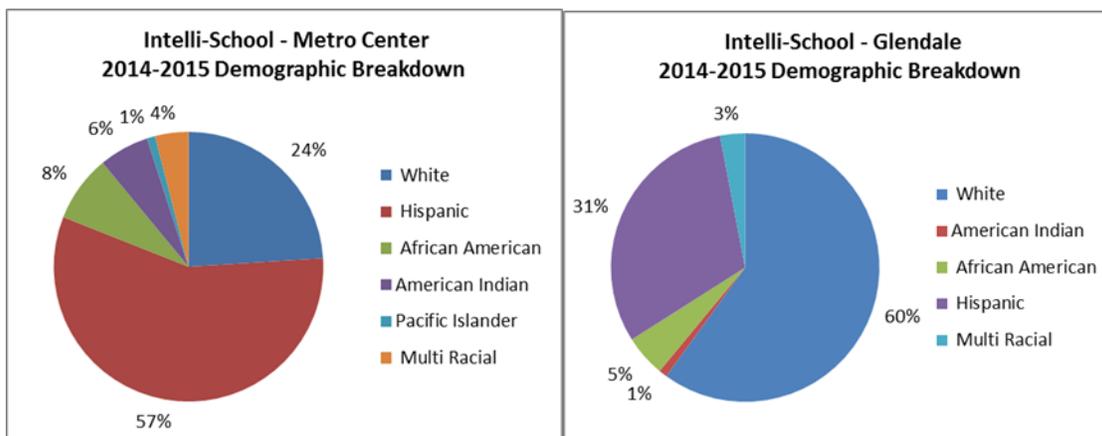


The academic performance of Intelli-School-Metro Center and Intelli-School - Glendale is represented in the table below. Academic Dashboards for each school can be seen in appendix: B. Academic Dashboards.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Intelli-School - Metro Center	08/01/2002	9-12	61.25/C-ALT	50/D-ALT	66.25/C-ALT
Intelli-School - Glendale	08/10/2009	9-12	37.5/D	53.75/C-ALT	62.5/C-ALT



The demographic data for Intelli-School - Metro Center and Intelli-School – Glendale from the 2014-2015 school year is represented in the charts below.²



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 tables below.³

School Name	Category		
	Free and Reduced Lunch (FRL)	English Language Learners (ELLs)	Special Education
Intelli-School - Metro Center	87%	*	11%
Intelli-School - Glendale)	74%	*	20%

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

III. Additional School Choices

Intelli-School-Glendale received a letter grade of C-ALT, and an overall rating of 62.5 on the Board’s academic performance standard for FY 2014. The school site is located in Phoenix near W. Thunderbird Rd. and 52nd Ave. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are 7 alternative schools serving grades 9-12 within a five mile radius of Intelli-School-Glendale that received an A - F letter grade. The table below provides a breakdown of those schools. Schools are grouped by the A - F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that letter grade, the number of schools that scored above the state average on AzMERIT in English Language Arts and Math in FY 2015, the number of schools with AzMERIT scores comparable to those of Intelli-School - Glendale, 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.

² Information provided by the Research and Evaluation Division of the ADE.

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.



Intelli-School - Glendale				ELA 11%	Math 12%		
Letter Grade	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable ELA ($\pm 5\%$)	Comparable Math ($\pm 5\%$)	Charter Schools	Meets Board's Standard
A-ALT							
B-ALT	2	0	0	1	1	2	2
C-ALT	5	0	0	2	1	4	2

The table below presents the number of schools, sorted by FY 2014 letter grades, within a five mile radius of Intelli-School - Glendale serving a comparable percentage of students ($\pm 5\%$) in the identified subgroups.⁴

Intelli-School – Glendale	74%	*%	20%
Letter Grade	Comparable FRL ($\pm 5\%$)	Comparable ELL ($\pm 5\%$)	Comparable SPED ($\pm 5\%$)
A-ALT			
B-ALT	0		1
C-ALT	0		1

IV. Success of the Academic Program

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

February 24, 2012: PAS Charter, Inc. was notified that the Charter Holder was required to submit a Performance Management Plan (PMP) on or before July 1, 2012 as part of the five-year interval review because both schools operated by the Charter Holder did not meet the Academic Performance Standard set forth by the Board.

July 1, 2012: PAS Charter, Inc. timely submitted a PMP.

November 4, 2013 The Board released FY 2013 Academic Dashboards; Intelli-School – Metro and Intelli-School Glendale received overall ratings of “Does Not Meet” the Board’s academic standard and PAS Charter, Inc. did not meet the Board’s Academic Performance Expectations. The Charter Holder was assigned a Demonstration of Sufficient Progress (DSP) for Intelli-School – Metro and Intelli-School – Glendale as part of an annual reporting requirement.

January 7, 2014: Following a preliminary evaluation of the FY 2013 DSP, Board staff conducted a site visit on February 3, 2014 to meet with the school’s leadership and review all evidence provided by the Charter Holder. The Charter Holder was able to submit additional evidence for 48 hours after the site visit.

February 3, 2014: Board staff completed a final evaluation of the Charter Holder’s FY 2013 DSP and made the evaluation available to the Charter Holder. In that final evaluation of the FY 2013 DSP, Board staff determined that the Charter Holder’s DSP was not acceptable in all areas. In areas that were evaluated as not acceptable, Board staff provided the Charter Holder with technical guidance.

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



June 17, 2015: The Board released FY 2014 Academic Dashboards; Intelli-School - Glendale received an overall rating of “Does Not Meet” the Board’s academic standard. Therefore, PAS Charter, Inc. did not meet the Board’s Academic Performance Expectations. The Charter Holder was assigned a DSP as part of an annual reporting requirement. An evaluation was provided on October 19, 2015.

November 20, 2015: Board staff provided the Charter Holder, through its authorized representatives, Gregory Sihler and Angelo Iozzo, Jr., 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 PAS Charter, Inc. (appendix: E. Renewal DSP Submission) was timely submitted by the Charter Representative on **February 22, 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 PAS Charter, Inc. were present at the site visit:

Name	Role
Bill Carlos	Principal - Glendale
Tahnee Kirk	Assistant Superintendent
Louis Olivas	Principal – Metro
Mary Mackay	Curriculum Director
Mick McElhinney	Superintendent
Kenneth deLeva	Principal – Chandler, Math Dept. Chair
Angelo Iozzo, Jr.	Charter Representative

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring Instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Professional Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduation Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Persistence	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

After considering information in the DSP Report and evidence provided at the time of the site visit, the Charter Holder demonstrated evidence of a sustained improvement plan that includes implementation of a comprehensive curriculum system, a comprehensive assessment system, a comprehensive instructional monitoring system, a comprehensive professional development system, a system for ensuring students in grades 9-12 graduate on time, and a system for keeping students motivated and engaged in school. Data and analysis provided at the site visit demonstrates comparative improvement year-over-year for at least the two most recent school years based on data generated from valid and reliable assessment sources.

Based on the findings summarized above and described in appendix D. Site Visit Inventory Forms, staff determined that the Charter Holder demonstrated 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. Staff recommends the following language 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 PAS Charter, Inc.

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

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



APPENDIX A
RENEWAL SUMMARY REVIEW

Five-Year Interval Report

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ARIZONA STATE BOARD FOR CHARTER SCHOOLS

Renewal Summary Review

Interval Report Details

[Hide Section](#)

Report Date:	04/11/2016	Report Type:	Renewal
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Charter Contract Information

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Charter Corporate Name:	PAS Charter, Inc.	Charter Entity ID:	79953
Charter CTDS:	07-89-63-000	Contract Effective Date:	05/23/2002
Charter Status:	Open	Contractual Days:	<ul style="list-style-type: none"> Intelli-School - Metro Center: 180 Intelli-School Glendale: 180
Number of Schools:	2	Contract Expiration Date:	05/22/2017
Charter Grade Configuration:	9-12	Charter Signed:	05/23/2002
FY Charter Opened:	2003	Charter Enrollment Cap	500
Charter Granted:	05/15/2002		
Corp. Type	Non Profit		

Charter Contact Information

[Hide Section](#)

Mailing Address:	2222 West Northern Avenue Suite A110 Phoenix, AZ 85021	Website:	http://www.intellischool.org
Phone:	602-564-7300	Fax:	602-564-7301
Mission Statement:	PAS Charter dba Intelli-School will provide an innovative, non-traditional high school learning environment, completely computer driven and entirely self-paced. Intelli-School academic approach will allow special education, learning disabled, the at-risk youth (which includes students with disruptive behavior issues, students who are significantly behind in credits, students who have been identified as dropouts, students who are pregnant or parenting and students who have been adjudicated) and other students who are interested in careers in the computer, technology and communications arenas to obtain their high school diploma.		
Charter Representatives:	Name:	Email:	FCC Expiration Date:
	1.) Mr. Gregory Sihler	gsihler@sihler.net	08/21/2012
	2.) Mr. Angelo Iozzo Jr.	iozzoangelo@hotmail.com	08/31/2017

Academic Performance - Intelli-School Glendale

[Hide Section](#)

School Name:	Intelli-School Glendale	School CTDS:	07-89-63-202
School Entity ID:	90208	Charter Entity ID:	79953
School Status:	Open	School Open Date:	08/10/2009
Physical Address:	13806 North 51st Ave. Glendale, AZ 85306	Website:	—
Phone:	602-564-7380	Fax:	602-564-7381
Grade Levels Served:	9-12	FY 2014 100th Day ADM:	104.318

Academic Performance Per Fiscal Year

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Intelli-School Glendale

		2012 Traditional High School (9 to 12)			2013 Alternative High School (9 to 12)			2014 Alternative High School (9 to 12)		
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1. Growth										
1a. SGP	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
1b. SGP Bottom 25%	Math	NR	0	0	N/A	N/A	N/A	N/A	N/A	N/A
	Reading	NR	0	0	N/A	N/A	N/A	N/A	N/A	N/A
1b. Improvement	Math	N/A	N/A	N/A	15.8	25	15	27.3	50	15
	Reading	N/A	N/A	N/A	37.5	50	15	33.3	50	15
2. Proficiency										
2a. Percent Passing	Math	15 / 45	50	10	12.1 / 19.3	50	10	26 / 20.4	75	10
	Reading	46 / 70.8	50	10	57.9 / 53.1	75	10	63.3 / 52.9	75	10
2b. Composite School Comparison	Math	-26.8	25	7.5	N/A	N/A	N/A	N/A	N/A	N/A
	Reading	-21.6	25	7.5	N/A	N/A	N/A	N/A	N/A	N/A
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	29 / 41.1	50	15	4.3 / 18.4	25	5	27.3 / 20.3	75	5
	Reading	NR	0	0	56.2 / 51.5	75	5	64 / 51	75	5
2c. Subgroup SPED	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
3. State Accountability										
3a. State Accountability		D	25	5	C-ALT	50	5	C-ALT	50	5
4. Graduation										
4a. Graduation		22	25	15	Not Met	50	15	Not Met	50	15

4b. Academic Persistence	N/A	N/A	N/A	89	75	20	70	75	20	
Overall Rating	Overall Rating			Overall Rating			Overall Rating			
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard	37.5			70	53.75			100	62.5	

Academic Performance - Intelli-School - Metro Center

[Hide Section](#)

School Name:	Intelli-School - Metro Center	School CTDS:	07-89-63-201
School Entity ID:	5530	Charter Entity ID:	79953
School Status:	Open	School Open Date:	08/01/2002
Physical Address:	3327 West Peoria Avenue Phoenix, AZ 85029	Website:	http://www.intellischool.org
Phone:	602-564-7240	Fax:	602-564-7241
Grade Levels Served:	9-12	FY 2014 100th Day ADM:	119.112

Academic Performance Per Fiscal Year

[Hide Section](#)

Intelli-School - Metro Center

		2012 Alternative High School (9 to 12)			2013 Alternative High School (9 to 12)			2014 Alternative High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
1b. Improvement	Math	25	50	15	17.2	25	15	30.6	75	15
	Reading	38	50	15	36.5	50	15	44.4	50	15
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	15 / 19.6	50	10	15.3 / 19.2	50	10	22.2 / 20.4	75	10
	Reading	48 / 49.1	50	10	40 / 49.8	50	10	61.4 / 53.4	75	10
2b. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2b. Subgroup FRL	Math	11 / 18.7	50	5	13.3 / 18.3	50	5	22.6 / 20.3	75	5
		50 /			45.2 /			60.5 /		

	Reading	48.6	75	5	48.9	50	5	52.2	75	5	
2b. Subgroup SPED	Math	NR	0	0	NR	0	0	NR	0	0	
	Reading	NR	0	0	NR	0	0	NR	0	0	
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
3a. State Accountability		C-ALT	50	5	D-ALT	25	5	C-ALT	50	5	
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
4a. Graduation		Not Met	50	15	Not Met	50	15	Not Met	50	15	
4b. Academic Persistence		93	100	20	81	75	20	74	75	20	
Overall Rating		Overall Rating			Overall Rating			Overall Rating			
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		61.25			100	50			100	66.25	

Financial Performance

[Hide Section](#)

Charter Corporate Name: PAS Charter, Inc.
Charter CTDS: 07-89-63-000 Charter Entity ID: 79953
Charter Status: Open Contract Effective Date: 05/23/2002

Financial Performance

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PAS Charter, Inc.

Near-Term Measures	Fiscal Year 2014		Fiscal Year 2015	
	Going Concern	No	Meets	No
Unrestricted Days Liquidity	141.19	Meets	92.29	Meets
Default	No	Meets	No	Meets

Sustainability Measures (Negative numbers indicated by parentheses)

Net Income	\$610,242	Meets	\$40,976	Meets
Fixed Charge Coverage Ratio	4.29	Meets	1.32	Meets
Cash Flow (3-Year Cumulative)	\$270,906	Meets	\$284,914	Does Not Meet

Cash Flow Detail by Fiscal Year

	FY 2014	FY 2013	FY 2012	FY 2015	FY 2014	FY 2013
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\$213,378 \$80,340 (\$22,812) (\$8,804) \$213,378 \$80,340

Meets Board's Financial Performance Expectations

Operational Performance

[Hide Section](#)

Charter Corporate Name: PAS Charter, Inc.
 Charter CTDS: 07-89-63-000 Charter Entity ID: 79953
 Charter Status: Open Contract Effective Date: 05/23/2002

Operational Performance

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

Measure	2015	2016
1.a. Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?	Meets	--
Educational Program - Essential Terms	No issue identified	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	--
Services to Student with Disabilities	No issue identified	--
Instructional Days/Hours	No issue identified	--
Data for Achievement Profile	No issue identified	--
Mandated Programming (State/Federal Grants)	No issue identified	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Does Not Meet	--
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)	GAAP Financial Statements	--
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	Meets	--

state and local requirements?		
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: 2015-11-02 15:58:44

APPENDIX B

ACADEMIC DASHBOARDS

Academic Performance

[Edit this section.](#)

Intelli-School - Metro Center

		2012 Alternative High School (9 to 12)			2013 Alternative High School (9 to 12)			2014 Alternative High School (9 to 12)			
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
1a. SGP	Math	NR	0	0	NR	0	0	NR	0	0	
	Reading	NR	0	0	NR	0	0	NR	0	0	
1b. Improvement	Math	25	50	15	17.2	25	15	30.6	75	15	
	Reading	38	50	15	36.5	50	15	44.4	50	15	
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
2a. Percent Passing	Math	15 / 19.6	50	10	15.3 / 19.2	50	10	22.2 / 20.4	75	10	
	Reading	48 / 49.1	50	10	40 / 49.8	50	10	61.4 / 53.4	75	10	
2b. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0	
	Reading	NR	0	0	NR	0	0	NR	0	0	
2b. Subgroup FRL	Math	11 / 18.7	50	5	13.3 / 18.3	50	5	22.6 / 20.3	75	5	
	Reading	50 / 48.6	75	5	45.2 / 48.9	50	5	60.5 / 52.2	75	5	
2b. Subgroup SPED	Math	NR	0	0	NR	0	0	NR	0	0	
	Reading	NR	0	0	NR	0	0	NR	0	0	
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
3a. State Accountability		C-ALT	50	5	D-ALT	25	5	C-ALT	50	5	
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
4a. Graduation		Not Met	50	15	Not Met	50	15	Not Met	50	15	
4b. Academic Persistence		93	100	20	81	75	20	74	75	20	
Overall Rating		Overall Rating			Overall Rating			Overall Rating			
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		61.25			100	50			100	66.25	

Academic Performance

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Intelli-School Glendale

		2012 Traditional High School (9 to 12)			2013 Alternative High School (9 to 12)			2014 Alternative High School (9 to 12)			
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
1a. SGP	Math	NR	0	0	NR	0	0	NR	0	0	
	Reading	NR	0	0	NR	0	0	NR	0	0	
1b. SGP Bottom 25%	Math	NR	0	0	N/A	N/A	N/A	N/A	N/A	N/A	
	Reading	NR	0	0	N/A	N/A	N/A	N/A	N/A	N/A	
1b. Improvement	Math	N/A	N/A	N/A	15.8	25	15	27.3	50	15	
	Reading	N/A	N/A	N/A	37.5	50	15	33.3	50	15	
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
2a. Percent Passing	Math	15 / 45	50	10	12.1 / 19.3	50	10	26 / 20.4	75	10	
	Reading	46 / 70.8	50	10	57.9 / 53.1	75	10	63.3 / 52.9	75	10	
2b. Composite School Comparison	Math	-26.8	25	7.5	N/A	N/A	N/A	N/A	N/A	N/A	
	Reading	21.6	25	7.5	N/A	N/A	N/A	N/A	N/A	N/A	
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	29 / 41.1	50	15	4.3 / 18.4	25	5	27.3 / 20.3	75	5	
	Reading	NR	0	0	56.2 / 51.5	75	5	64 / 51	75	5	
2c. Subgroup SPED	Math	NR	0	0	NR	0	0	NR	0	0	
	Reading	NR	0	0	NR	0	0	NR	0	0	
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
3a. State Accountability		D	25	5	C-ALT	50	5	C-ALT	50	5	
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
4a. Graduation		22	25	15	Not Met	50	15	Not Met	50	15	
4b. Academic Persistence		N/A	N/A	N/A	89	75	20	70	75	20	
Overall Rating		Overall Rating			Overall Rating			Overall Rating			
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet		37.5			70	53.75			100	62.5	

Standard
Less than 39: Falls Far Below Standard



APPENDIX C

RENEWAL DSP FINAL EVALUATION

Demonstration of Sufficient Progress Final Evaluation

CHARTER INFORMATION

Charter Holder Name	PAS Charter, Inc.	Schools	Intelli-School Glendale, Intelli-School Metro Center
Charter Holder Entity ID	79953	Purpose of DSP Submission	Renewal
Site Visit Date	March 23, 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

In the area of Data, the Charter Holder’s DSP is evaluated as Meets. As evidenced at the site visit, the data provided by the Charter Holder showed improvement year-over-year for the two most recent school years in all measure required by the Board. For more detailed analysis see Data Inventory (appendix: D. Renewal DSP Site Visit Inventory Forms, i. Site Visit Inventory – Data).

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

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

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

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

Question	Sufficient Evidence	Site Visit Inventory Item
A. Evaluating Curriculum		
What ongoing process does the Charter Holder use to evaluate curriculum? What criteria guide that process?	YES	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?	YES	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?	YES	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?	YES	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?	YES	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?	YES	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 and/or differentiated instruction and curriculum?	YES	C.F.1

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

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

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

Question	Sufficient Evidence	Site Visit Inventory Item
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: PAS Charter, Inc.

Required for: Renewal

School Name: Intelli-School Metro, Intelli-School Glendale

Evaluation Criteria Area: Data

Site Visit Date: March 23, 2016

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p>[D.1]</p> <p>Galileo student growth and achievement 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 demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.</p> <p>The Charter Holder was able to provide comparable data that demonstrates improvement of 54.4% in FY15 to 65% in FY16 in Galileo from pretest to CBAS 3 and post year assessments.</p> <p>Final Evaluation:</p>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.
<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.	
<p>[D.2]</p> <p>Galileo student growth and achievement 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 demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.</p> <p>The Charter Holder was able to provide comparable data that demonstrates improvement of 43.47% % in FY15 to 55.5% in FY16 in Galileo from pretest to CBAS 3 and post year assessments.</p> <p>Final Evaluation:</p>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.
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<p>[D.5]</p> <p>Custom Test report from Galileo showing percent correct</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 demonstrate evidence of improved academic performance in Percent Passing – Math</p> <p>The Charter Holder was able to provide comparative data from Galileo when evaluating percent of standards mastered above 50% that demonstrates improvement from 5% in FY15 to 36.8% in FY16.</p> <p>Final Evaluation:</p>	
<p>[D.6]</p> <p>Custom Test report from Galileo showing percent correct</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 demonstrate evidence of improved academic performance in Percent Passing – Reading.</p> <p>The Charter Holder was able to provide comparative data from Galileo when evaluating percent of standards mastered above 50% that demonstrates improvement from 38.5% in FY15 to 71.4% in FY16.</p> <p>Final Evaluation:</p>	
<p>[D.7]</p> <p>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>Not Applicable</p> <ul style="list-style-type: none"> The Charter Holder does not have any ELL students. 	
<p>[D.8]</p> <p>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>Not Applicable</p> <ul style="list-style-type: none"> The Charter Holder does not have any ELL students. 	
<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>	
<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>	

<p>[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>Not Applicable</p> <ul style="list-style-type: none"> The Charter Holder has more than 65% of students who qualify for free and reduced lunch. 			
<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>Not Applicable</p> <ul style="list-style-type: none"> The Charter Holder has more than 65% of students who qualify for free and reduced lunch. 			
<p>[D.11] ALS Final Assessments for Sped</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 demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Math.</p> <p>The Charter Holder was able to provide comparative data for sped that demonstrates improvement in proficiency 82% in FY15 to 87% in FY16.</p> <p>Final Evaluation:</p> <table border="1" data-bbox="571 893 1896 993"> <tr> <td data-bbox="571 893 1243 993"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td> <td data-bbox="1243 893 1896 993"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>		<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.			
<p>[D.12] ALS Final Assessments for Sped</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 demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading.</p> <p>The Charter Holder was able to provide comparative data for sped that demonstrates improvement in proficiency 78.6% in FY15 to 80% in FY16.</p> <p>Final Evaluation:</p> <table border="1" data-bbox="571 1318 1896 1421"> <tr> <td data-bbox="571 1318 1243 1421"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td> <td data-bbox="1243 1318 1896 1421"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>		<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.			



<p>[D.13]</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>The Charter Holder provided data that demonstrated that the 100th day grade rate improved from 4.6% in 2015 to 7.7% in 2016.</p> <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
<p>[D.14]</p> <p>N/A</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved performance in Academic Persistence</p> <p>Not Applicable</p> <ul style="list-style-type: none"> The Charter Holder met in Academic Persistence for both of the last 2 years on the academic performance dashboard. 	



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: PAS Charter, Inc.

Required for: Renewal

School Name: Intelli-School Metro, Intelli-School Glendale

Evaluation Criteria Area: Curriculum

Site Visit Date: March 23, 2016

Document Name/Identification	Intended Purpose and Discussion Outcome	
[C.A.1] Curriculum edit.pdf Curriculum change feedback.pdf Algebra 1 & 2 eval-changes.pdf Curriculum map ELA 9.docx ELA old and new map.pdf History old new maps.pdf PAS SS interventions.pdf Math curriculum MM.pdf	Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating curriculum.	
	The documents provided demonstrate evidence of the following: <ul style="list-style-type: none"> • Teachers email curriculum issues to administration and curriculum team. • Monthly departmental meetings occur to discuss documented issues. • Student data is taken into account when considering curriculum issues. • The team evaluates current curriculum and discusses possible curriculum options. • Once the team agrees on the possible courses of action, the curriculum director and superintendent meet to discuss possible changes. 	
	Final Evaluation:	
	<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.
[C.A.2] Curriculum map History.docx ELA old and new map.pdf Algebra 1 & 2 eval-changes.pdf Curriculum rewrite.pdf Galileo BP vs ALS.pdf Math curriculum MM.pdf Math meeting 12-15-15.doc Curriculum changes ELA MM.pdf	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.	
	The documents provided demonstrate evidence of the following: <ul style="list-style-type: none"> • The charter analyzes CCR standards annually, and adds to its curriculum based on changes needed to reflect the CCR standards. • The charter compares CCR aligned curriculum maps to the Galileo blueprints the CCR aligned curriculum maps. • After comparing the CCR standards and the Galileo benchmark standards (via Galileo blueprint report), the charter compares those maps to the ALS course walk. The ALS course walk is the tool the curriculum uses to teach the technology driven portion of the blended model learning community. 	
	Final Evaluation:	
	<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>[C.A.3]</p> <p>Small curriculum changes.pdf Curriculum edit.pdf curriculum changes ELA MM.pdf Math department alignment process.pdf math meeting 12-15-15.doc Galileo worst questions.pdf ELA old and new map.pdf history old new maps.pdf Curriculum map ELA 12.docx</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"> • A team compares the standards outlined in the ALS course walk (curriculum) to the CCR standards and the Galileo blueprints. • The criteria the charter uses to guide the process is any issue documented difficulty that interferes with a student mastering a concept. • Bi-monthly curriculum meetings ensure gaps are identified on a consistent basis. • The gaps are identified on an ongoing basis and are documented through emails and departmental meetings. <p>Final Evaluation:</p>	
<p>[C.B.1]</p> <p>Concept course MM.pdf curriculum changes ELA MM.pdf ELA ALS documentation.doc ELA9-17-15.doc math curriculum MM.pdf academic Vocabulary.pdf SMART goal (ELA) minutes.pdf</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"> • The curriculum director meets with departmental leads and discusses the outcomes of the evaluated curriculum and discuss possible new curriculum. • The team then meets again to determine which (if any) of the proposed supplemental curriculum would be most beneficial to the blended learning environment. • Department leads, the math interventionist, curriculum director, assistant superintendent, and superintendent meet a final time to decide on purchase, implementation, cost, assessment, and teacher training. Finally, the curriculum director would adjust the curriculum maps to reflect the new and/or supplemental curriculum. <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.B.2]</p> <p>Turn it in discussion MM.pdf Virtual Seminar.pdf Concept course SS.pdf Using media in ALS SL.pdf Agenda ELA 11-19-15.pdf ELA 11-20-15 Meeting Minutes.doc Academic Vocabulary.pdf Turn it in (ELA).pdf</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"> • The team can create ALS classes to supplement. • The curriculum team meets monthly at Resolutions to progress and discuss options. After review of data available from all possibilities, the charter will decide on timeliness of implementation and teacher training. • The options are evaluated by the curriculum team. • The team reviews available resources both in house and available for purchase. <p>Final Evaluation:</p>	
<p>[C.C.1]</p> <p>Curriculum map ELA 12.doc ELA9-17-15.doc Curriculum change feedback.pdf Math connector SS.pdf Intervention determinations.pdf Adding concept course email.pdf</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"> • A curriculum team will meet monthly to give feedback on effectiveness of curriculum. • Data collected from student assessments that adequately reflect successful or unsuccessful implementation of the revised curriculum serves as criteria the guides the process. • Data will determine weak areas that need growth and the curriculum team discusses any needed revisions. • Once a change is proposed, the team will meet the following month at Resolutions to discuss to revisions and subsequent implementation of revision. <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.	
<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>[C.C.2]</p> <p>Curriculum map ELA 9.doc Academic Vocabulary.pdf SMART goal minutes.pdf SMART goal (ELA) minutes.pdf ELA 11-20-15 Meeting Minutes.doc SMART goal (ELA) close reading.pdf PAS SMART goal documentation.pdf Smart GOAL PROOF.pdf PAS math intervention log SS.pdf Tech training.pdf ALS Lesson Removal List.doc Rubric training.pdf ELA old and new map.pdf</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"> • The curriculum team creates an implementation plan. • The implementation plan includes teacher training, assessments, and data collection times to determine student comprehension. • The curriculum team trains teachers on implementation strategies. • Both large and small scale revisions are completed at Resolutions and the curriculum director makes revisions that reflect those changes. <p>Final Evaluation:</p>	
<p>[C.D.1]</p> <p>All staff Galileo.pdf SMART goal (ELA) close reading.pdf PD goals sample.pdf Curriculum science update.pdf Survey on curriculum.pdf Coach log.pdf Coach email PAS.pdf Observations for GL.pdf Observations for METRO.pdf</p> <p>spot checking minutes.pdf PAS spot check.pdf Rubric training.pdf</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"> • Informal evaluations are held monthly for all teachers and formal evaluations are held each semester at each campus for all teachers. • Formal and informal evaluations are completed using the IObservation tool. • Monthly academic coaching sessions are made for each teacher where implementation of curriculum is the focus. The charter further employs rubrics and spot checking to ensure the curriculum is implemented with fidelity. • Teachers use rubrics for all graded assignments and the academic coach does spot checking on the use of these grading tools on a monthly basis. <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.2]</p> <p>PAS spot check.pdf Math department alignment process.pdf PAS goals.pdf Curriculum science update.pdf Employee handbook.pdf Observation Metro.pdf Observations for GL.pdf Iobservation change.pdf Training Iobservation.pdf Coach log.pdf Math curriculum MM.pdf Kelley LP.pdf Graves LP.pdf Curriculum changes ELA MM.pdf Spot checking minutes.pdf 2015-2016 Prof Devel Sched.docx</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"> • In academic coaching, teachers are asked about goals and resources needed to achieve their goals. • Student portfolios are spot-checked to ensure rubrics are used with fidelity. • Informal evaluations are held monthly for all teachers and formal evaluations are held each semester at each campus for all teachers. • Lesson Plan logs are spot checked to ensure use of Marzano template. • Expectations have been communicated to teachers and administration verbally and in writing using various methods. <p>Final Evaluation:</p>	
<p>[C.D.3]</p> <p>2015-2016 Prof Devel Sched.doc ELA 11-20-15 Meeting Minutes.doc Math dept alignment process.pdf Algebra 1 & 2 eval-changes.pdf ELA old and new map.pdf Galileo BP vs ALS.pdf GL child and meeting.pdf History old new maps.pdf Intervention determinations.pdf PAS Child Study MM.pdf PAS connector SS ALS.pdf PAS galileo growth.pdf PAS Galileo standard check.pdf PAS math intervention log SS.pdf PAS SS interventions.pdf Planner SS.pdf</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"> • Deliver standards to students on an individual basis. • The charter stresses the importance of the CCR standards through the use of an effective curriculum that blends traditional teaching with computer based lessons. • Concepts are taught and mastery is assessed through ALS finals and Galileo benchmark assessments. • Teachers, curriculum department, and administration review student assessments individually on an ongoing basis that reflects the self-paced blended learning model. <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><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.E.1]</p> <p>ELA old and new map.pdf History old new maps.pdf Algebra 1 & 2 eval-changes.pdf All staff Galileo.pdf Curriculum change feedback.pdf Curriculum changes ELA MM.pdf Curriculum science update.pdf Mary PD and training.pdf New curriculum.pdf PAS math intervention log SS.pdf PD MM.pdf PD narratives.pdf Small curriculum change.pdf SPED PD.pdf Training lobservation.pdf</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"> • The CCR standards are aligned in the charter’s curriculum. Curriculum teams ensure the ALS course walk (curriculum) and the direct instruction portion of the blended learning model are aligned to the CCR standards by mapping all aspects of student work the standards. • When aligning standards, the charter has a team of content teachers, curriculum, and administration that go over the lessons in the course and confirm its placement in the curriculum map. <p>Final Evaluation:</p>	
<p>[C.E.2]</p> <p>ELA old and new map.pdf History old new maps.pdf Algebra 1 & 2 eval-changes.pdf Curriculum change feedback.pdf Curriculum changes ELA MM.pdf Curriculum edit.pdf Curriculum rewrite.pdf New curriculum.pdf Observations METRO.pdf Observations for GL.pdf PAS spot check.pdf</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><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>Bottom 25% tracking.pdf Concept course SS.pdf Galileo SPED Finals (Isaac).pdf Intervention bottom 25% MM.pdf Kelley LP.pdf Kimberly LP.pdf PAS 504 accommodation plan.pdf PAS 504 plan.pdf PAS bottom 25% report.pdf PAS concept SS.pdf PAS IEP documentation goals.pdf PAS math intervention log SS.pdf SPED at Galileo Level (metro).pdf Child Study Meeting Notes</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> <ul style="list-style-type: none"> • Content teachers use that data to give interventions and supplemental instruction to the bottom 25% of students in the area of Math and ELA. Students are then re assessed after interventions to determine effectiveness of the supplemental instruction. • The curriculum offers at level versions of the standard curriculum well as read aloud classes. Students can be assigned previous grade level work to fill gaps to allow access to grade level curriculum. • The charter assesses the effectiveness of the curriculum for this subgroup by the data collected through grade level assessments. • Tutors and interventionists are contracted to work with students based on the Galileo or ALS course assignment of the interventionist. <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: PAS Charter, Inc.

Required for: Renewal

School Name: Intelli-School Metro, Intelli-School Glendale

Evaluation Criteria Area: Assessment

Site Visit Date: March 23, 2016

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p>[A.A.1]</p> <p>Academic Vocabulary.pdf Curriculum changes ELA MM.pdf ELA old and new map.pdf Galileo BP vs ALS.pdf Intervention determinations.pdf Math curriculum MM.pdf Math modules.pdf PAS connector SS ALS.pdf</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 Galileo assessment is evaluated by its alignment to the CCR standards. • Previous assessments were providing general feedback and the Charter Holder searched for an assessment system that provided specific feedback on standards and reflected actual achievement of students.. • Galileo webinar was conducted to learn about the system and its ability to work for the Charter Holder’s population of students. • Galileo was presented to principals at an administrative meeting. • Galileo blueprints were compared to the ALS courses to ensure alignment. • The Charter Holder piloted Galileo for a semester at the Glendale campus. <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.
<p>[A.A.2]</p> <p>All staff Galileo.pdf Assessment data galileo-ALS.pdf Curriculum changes ELA MM.pdf Curriculum history & science update.pdf Galileo MM.pdf Math curriculum MM.pdf Rubric training.pdf</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 curriculum team reviews classes on an ongoing basis to determine how well ALS assessments match the curriculum map. • The charter further cross references the assessment data with the Galileo blueprints. The curriculum director mapped and reordered the ELA curriculum to match the delivery of the Galileo benchmarks. This process is reviewed every June. <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.

<p>[A.A.3]</p> <p>Assessment data galileo-ALS.pdf ELA old and new map.pdf Graves LP.pdf Issac LP.pdf Kelley LP.pdf Lesson with exit tickets.pdf Math modules.pdf PAS bottom 25% report.pdf PAS SS interventions.pdf Shayla exit slip.pdf</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"> As Intelli School is a blended model learning environment, the majority of these interventions are given via direct instruction. After the direct instruction, teachers assess students again on a Galileo formative assessment. The administration uses that data to evaluate the effectiveness of those assessments <p>Final Evaluation:</p>	
<p>[A.B.1]</p> <p>All staff Galileo.pdf Bottom 25% tracking.pdf Concept course SS.pdf Galileo SPED Finals (Isaac).pdf PAS bottom 25% report.pdf PAS LS course SS.pdf PAS math intervention log SS.pdf SPED at Galileo Level (metro).pdf</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 Galileo benchmark system allows teachers to see common gaps and use those reports to create intervention groups for the bottom quartile. The Galileo system allows the teachers to create lessons with formative assessment that measure the success of the interventions. Administration uses that data from the assessments to collaborate instructional strategies with teacher that reach struggling/low performing/sped students. <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>ALS PAS data SS.pdf Assessment data galileo-ALS.pdf Bottom 25% tracking.pdf PAS bottom 25% report.pdf PAS Galileo standard check.pdf Reset logs.pdf</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"> Assessing data from the Galileo data process begins with analysis of the baseline assessment. The bottom quartile students are given direct instruction interventions and assessed after each intervention. Galileo data is also used to identify FFB students and place them in group interventions along with students who have similar gaps. Galileo data is collected on an ongoing basis as students complete courses. Baseline and benchmark data is analyzed on an ongoing basis by teachers and administration and monthly (for growth) by curriculum team and department leads. ALS data is analyzed regularly at the campus by teachers and administration. ALS data is used to assess the level of rigor and completion of each student’s assessments attempt. <p>Final Evaluation:</p>	
<p>[A.C.2]</p> <p>Academic Vocabulary.pdf Curriculum change feedback.pdf Curriculum changes ELA MM.pdf Curriculum edit.pdf Curriculum rewrite.pdf Galileo BP vs ALS.pdf Math curriculum MM.pdf Math meeting 12-15-15.doc Small curriculum change.pdf</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"> Curriculum is adjusted based on the data analysis on an ongoing basis through monthly check ins with content area teachers at Resolutions. Adjustments to assessments begin with a detailed email from a teacher or administration to the curriculum team. The curriculum team puts the item on the monthly meeting agenda and the item is discussed with administration, curriculum, and content teachers. The criteria that guide the process for adjusting curriculum to the assessment includes Galileo data and staff feedback. These adjustments to curriculum are reflected in the curriculum map for the course. <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>Kelley LP.pdf Kimberly LP.pdf ALS PAS data SS.pdf IntelliSchool Metro_Galileo source data_Math_FY16 PAS Connector SS ALS.pdf Tutor log.pdf AzMerit Classes.pdf</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"> • When analyzing Galileo data, the charter is able to increase the amount of time students in the bottom quartile and FFB students receive direct instruction. • ALS reports are used on a weekly basis at the campuses to instruct what each student needs to complete their work. Since students are completing work at their own pace, teachers rely on the live ALS assessment data to help students. Teachers vary their instruction for individual students in regards to time, approach, and amount of direct instruction needed. • Teachers and administrators use the data to assign additional instruction for students using state tutors. <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: PAS Charter, Inc.

Required for: Renewal

School Name: Intelli-School Metro, Intelli-School Glendale

Evaluation Criteria Area: Professional Development

Site Visit Date: March 23, 2016

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p>[P.A.1]</p> <p>Coach email PAS.pdf Coach log.pdf Iobservation change.pdf Observation METRO.pdf Observations for GL.pdf PAS goals.pdf PD request-suggestion.pdf Professional Development Plan.docx In-house PD excel spreadsheet</p>	<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"> • Teachers may self-assess and ask for a professional development of their choice. In this case, they propose their professional development to the superintendent and their principal. Upon review of the content, the request is either approved or denied. • Teacher’s professional development must focus on data, blended model, their area of content, use of technology in the classroom, or classroom management. Teachers attend a minimum of two professional developments per school year (in addition to all staff trainings). • The academic coach uses their observation feedback to recommend a topic. <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>[P.A.2]</p> <p>Iobservation change.pdf Observations minutes.pdf PD MM.pdf PD narratives.pdf PD plan.pdf Professional Devel Calendar.doc Training Iobservation.pdf Socratic seminar ELA emails and materials</p>	<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"> • The charter ensures the professional development plan is aligned with staff learning needs by individualizing the plan to each staff member. • The charter also ensures the professional development is meeting the staff learning needs though analysis of IObservation feedback and the assignment of workshops based on that information. • The academic coach uses the data in IObservation formal evaluations, informal evaluation, and walk through evaluations to recommend professional development topics for each staff member. • The content department leader will recommend departmental training that would benefit the district in implementing new teaching methods or support existing methods. 		



	Final Evaluation:	
	<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.3] ALS PAS data SS.pdf Assessment data galildo-ALS.pdf lobervation change.pdf PD MM.pdf PD plan.pdf Plagiarism PD Blueprint Socratic seminar ELA emails and materials In-house PD Excel spreadsheet	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. The documents provided demonstrate evidence of the following: <ul style="list-style-type: none"> • The charter analyzes student data to decipher the greatest need to increase student achievement. Data analyzed includes ALS student achievement data as well as Galileo benchmark data. • The coaching staff works with the teacher to self-assess and be assigned professional development opportunities that address those gaps discussed in the meetings. • Areas of high importance are determined as well by teacher evaluation and administrator recommendation based on perceived need. • Data is analyzed and professional development is recommended based on the areas of data collection and usage, content, classroom management, use of technology, and the blended learning environment. 	
	Final Evaluation: <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[P.B.1] PD Log.pdf PAS SMART goal documentation.pdf PD feedback.pdf SMART goal (ELA) minutes.pdf SPED PD.pdf In-house PD excel sheet	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. The documents provided demonstrate evidence of the following: <ul style="list-style-type: none"> • The Charter Holder provides professional development to ensure instructional staff is able to address the needs of students in all four subgroup. • The Charter Holder provides PD in the form of coaching for teachers, in addition to sending teachers to outside training as needed. 	
	Final Evaluation: <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>[P.C.1]</p> <p>All staff Galileo.pdf Coach email PAS.pdf Coach log.pdf Observation METRO.pdf Observations for GL.pdf PAS goals.pdf PD MM.pdf PD narratives.pdf PD staff feedback.pdf SMART goal (ELA) close reading.pdf SMART goal (ELA) minutes.pdf Tech training.pdf Turn it in discussion MM.pdf</p>	<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"> Academic coach and/or administration reviews SMART goals to determine if PD strategies are being implemented. The academic coach monitors the trainings and progress of individual PD plans. <p>Final Evaluation:</p>	
<p>[P.C.2]</p> <p>PAS SMART goal documentation.pdf PD MM.pdf SMART goal (ELA) close reading.pdf SMART goal (ELA) minutes.pdf SMART goal minutes.pdf Book request.pdf Budget Sub documentation Sign in sheet for mentoring/coaching</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"> The Charter Holder has a specific PD budget, academic coaches to support implementation, and will give teachers subs in order to work on materials and lessons to attend and implement professional development. <p>Final Evaluation:</p>	
<p>[P.D.1]</p> <p>SMART goal (ELA) minutes.pdf SMART goal minutes.pdf PAS SMART goal documentation.pdf Math modules.pdf</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"> The administration/academic coach meets with teachers to review SMART goals to determine implementation of professional development. <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.



<p>[P.D.2]</p> <p>Math curriculum MM.pdf PAS SMART goal documentation.pdf PD feedback.pdf PD MM.pdf SMART goal (ELA) close reading.pdf SMART goal (ELA) minutes.pdf</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder monitors and follows-up with instructional staff regarding 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"> • The administration/academic coach meets with teachers to review SMART goals to determine implementation of 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>



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: PAS Charter, Inc.

Required for: Renewal

School Name: Intelli-School Metro, Intelli-School Glendale

Evaluation Criteria Area: Monitoring Instruction

Site Visit Date: March 23, 2016

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p>[M.A.1]</p> <p>Spot checking minutes.pdf SPED at Galileo Level (metro).pdf PAS spot check.pdf PAS bottom 25% rept.pdf Observations minutes.pdf Observations for GL.pdf Observations for METRO.pdf Math modules.pdf Kimberly LP.pdf Iobservation change.pdf Intern log (PAS).pdf History old new map.pdf Coach log.pdf Coach email PAS.pdf Bottom 25% tracking.pdf</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"> • Teachers are assigned an academic coach that meets with each teacher monthly. Academic coaches focus on best teaching practices that increase student achievement. • The IObservation tool ensures the charter is implementing teaching standards with fidelity by holding teachers accountable to multiple aspects of the profession. • The curriculum team does monthly spot checks at the campus to ensure student work is being graded with rubrics and feedback to students is timely as well as appropriate rigor is displayed in student work. • Although each campus employs a full time SPED teacher, the SPED director serves as a monitor and coach to help the SPED instructors. • Math interventionists work specifically with the bottom 25% of students. • The Marzano lesson plan template identifies standards taught in a lesson. The observation tool is aligned to the lesson plan and allows administration to confirm that lessons include standards, as indicated on curriculum maps and lesson plans. <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>[M.A.2]</p> <p>Academic Vocabulary.pdf Concept course MM.pdf Kelley LP.pdf Kimberly LP.pdf Math modules.pdf Observation METRO.pdf Observations for GL.pdf PAS spot check.pdf PD MM.pdf</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"> Aligning the curriculum through direct instruction (and ALS) to the CCR standards and mentoring teachers to implement them is one way the charter leads all students to mastery of standards. The ALS uses a spiral curriculum that scaffolds content for students. This scaffolding helps the charter ensure that the curriculum leads students to mastery of concepts by approaching them in multiple ways. <p>Final Evaluation:</p>	
<p>[M.B.1]</p> <p>Iobservation change.pdf Observation METRO.pdf Observations for GL.pdf PAS goals.pdf PAS spot check.pdf Coach log.pdf</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"> The charter evaluates the instructional practices of staff with the IObservation tool. The academic coach is assigned to assist the teacher in building up their competency in the self-identified domains and they become the instructional goal for the remainder of the school year. Teachers receive one informal observation monthly. After the informal observation, the academic coach works with teachers on strategies discussed in individual feedback. Teachers also receive bi monthly walk-throughs. Administrators leave feedback for teachers. Academic coach may also view this feedback to assist teachers in becoming more self-reflective. Formal evaluations are done on the IObservation tool each semester. <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>Coach email PAS.pdf Coach log.pdf lobservation change.pdf Mentoring Emails.pdf Observation METRO.pdf Observations for GL.pdf Observations minutes.pdf Training lobservation.pdf</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"> • The charter uses the IObservation tool to identify quality of instruction. • When a teacher receives a score of “not using” or “beginning” the academic coach is notified and the teacher will meet with the coach to discuss best practices to fulfill those areas. When a teacher receives “developing” the assessor documents ways the teacher can improve the strategy. • When teachers are awarded with an “innovating” score, those teachers are used as mentors and exemplars. <p>Final Evaluation:</p>	
<p>[M.B.3]</p> <p>Coach log.pdf lobservation change.pdf Observation METRO.pdf Observations for GL.pdf PAS goals.pdf PAS spot check.pdf</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"> • The IObservation tool the charter employs assists in the identification of each individual teacher’s strengths and weaknesses. • When there is lack of evidence for any part of the IObservation domain, the teacher is notified via the IObservation system and the academic coach is alerted. • Additionally, teachers are asked to self-assess their professional goals using the IObservation tool. The self-reflection is used by the academic coach to guide teachers in a direction that benefits the teacher’s professional growth. • When teachers are awarded with an “innovating” score, those teachers are used as mentors and exemplars. <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.

<p>[M.C.1]</p> <p>Graves LP.pdf Issac LP.pdf Bottom 25% tracking.pdf Concept course SS.pdf Intern log (PAS).pdf SPED PD.pdf</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 charter evaluates supplemental instruction for the bottom 25% subgroup and sped students using the same IObservation tool as the general observations. • The charter employs a SPED coordinator/Assistant Superintendent to administer their observations. • ASU Interns work with students and provide logs to administrators detailing interventions and instruction. • The Math Interventionist provides intervention reports and logs so that administrators can monitor the work done with students in the identified subgroups. <p>Final Evaluation:</p>	
<p>[M.D.1]</p> <p>Observation METRO.pdf Observations for GL.pdf Observations minutes.pdf lobervation change.pdf Spot checking minutes.pdf Coach email PAS.pdf Coach log.pdf</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"> • The charter analyzes information about strengths and weaknesses by addressing the domains in IObservation that were not proficient. • Teachers are given individual feedback and coached on the least proficient domains. The curriculum team then decides on a frequency of coaching and possible professional development opportunities each teacher may need. • When a teacher is identified as having a specific strength, the curriculum team meets to discuss how that teacher can mentor others to implement similar strategies. <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.2]</p> <p>Coach email PAS.pdf Coach log.pdf Curriculum rewrite.pdf Iobservation change.pdf Math curriculum MM.pdf Observations for GL.pdf Observations for METRO.pdf Observations minutes.pdf Spot checking minutes.pdf Training mentoring-Policy.pdf</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"> • The charter analyzes information about strengths and weaknesses by addressing the domains in IObservation that were not proficient. • Teachers are given individual feedback and coached on the least proficient domains. The curriculum team then decides on a frequency of coaching and possible professional development opportunities each teacher may need. • When a teacher is identified as having a specific strength, the curriculum team meets to discuss how that teacher can mentor others to implement similar strategies. <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: PAS Charter, Inc.

Required for: Renewal

School Name: Intelli-School Metro, Intelli-School Glendale

Evaluation Criteria Area: Grad Rate

Site Visit Date: March 23, 2016

Document Name/Identification	Intended Purpose and Discussion Outcome	
[G.A.1] ECAP log.pdf Resume.pdf Orientation email.pdf Counselor email.pdf Planner SS.pdf Credit email.pdf Child Study.pdf Counselor log.pdf Student suc.pdf	<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"> • Counselors guide new students through Student Success (life skills elective assigned to all incoming students) and ECAP, working to put together a plan for graduation and a plan for transition after graduation. Students must complete this first course and their grade level ECAP before they can begin their core courses. • Administrators conduct entrance interviews with students to determine current credit completion and goals. This information is emailed to staff that will be working with the student. <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] Progress Report.pdf Report.pdf Connector.pdf Intevention group.pdf AzMERIT classes.pdf Child Study.pdf Planner SS.pdf Math intervention.pdf Intervention emails.pdf	<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"> • One is through requiring two progress reports and two report cards each school year to show each individual student's class completion. Students with low production are also identified with weekly ALS/Connector reports which lead to the Child Study Log and bi-weekly meetings to discuss individual student struggles and possible interventions. • As students complete courses, teachers track class completion on the student's academic planner. Before entering a new class, teachers review the planner with the individual student and discuss the next class to be added in ALS. <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.

<p>[G.B.1]</p> <p>Connector.pdf Counselor log.pdf Math intervention. pdf Concept course AA. pdf Child Study.pdf Tutoring schedule.pdf SM guidance.pdf SM parent.pdf Intern log (PAS).pdf Student counsel.pdf Newsletter.pdf Math intervention.pdf</p>	<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>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Employing a fulltime special education teacher and counselor at every campus. • The Charter Holder identifies student struggles through monitoring Galileo baselines and benchmarks, ALS data, and guidance documentation of student issues. • To address academic issues, the Charter Holder employs a math interventionist, state grant-funded tutors, and ASU interns to assist teachers. Staff utilizes concept courses, specific breakout sessions, and referral services to make sure all student needs are addressed. • To prevent dropouts, the Charter allows for a flexible schedule, regular parental contact, and rewards for attendance and production. <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.
<p>[G.B.2]</p> <p>Withdrawals.pdf Evals.pdf Survey.pdf Speeches.pdf</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 Charter Holder evaluates each school’s staff on the process of graduating and retaining students. End of year bonuses reflect team evaluations which focus on Absence rate, Retention rate, Graduates, Student counts (ADM), and assessment scores. • The Charter Holder administers student, parent, and staff surveys to help determine the effectiveness of all procedures. Parent and student surveys tend to focus on the level of academic and social support they receive from staff. • Intelli School maintains a log of phone calls to withdrawn students to gain insight as to why they left and what their plan is now. <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.

APPENDIX E
RENEWAL DSP SUBMISSION



DEMONSTRATION OF SUFFICIENT PROGRESS REPORT

CHARTER INFORMATION			
Charter Holder Name	PAS Charter Inc.	Schools	IntelliSchool Metro IntelliSchool Glendale
Charter Holder Entity ID	79953	Dashboard Year	FY16
Submission Date	February 22, 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.



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>IntelliSchool Metro</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)	Not Applicable	Not Applicable	Not Applicable
Student Median Growth Percentile (SGP), Bottom 25%—Reading (Traditional and Small Schools Only)	Not Applicable	Not Applicable	Not Applicable
Improvement—Math (Alternative High Schools Only)	Falls Far Below	Meets	Yes
Improvement—Reading (Alternative High Schools Only)	Does Not Meet	Does Not Meet	Yes
Percent Passing—Math	Does Not Meet	Meets	Yes
Percent Passing—Reading	Does Not Meet	Meets	Yes
Subgroup, ELL—Math	No Rating	No Rating	No
Subgroup, ELL—Reading	No Rating	No Rating	No
Subgroup, FRL—Math	Does Not Meet	Meets	No
Subgroup, FRL—Reading	Does Not Meet	Meets	No
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)	Does Not Meet	Does Not Meet	Yes
Academic Persistence (Alternative Schools Only)	Meets	Meets	No

Dashboard Ratings for All Measures			
School Name: <u>IntelliSchool Glendale</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)	Not Applicable	Not Applicable	Not Applicable
Student Median Growth Percentile (SGP), Bottom 25%—Reading (Traditional and Small Schools Only)	Not Applicable	Not Applicable	Not Applicable



Improvement—Math (<i>Alternative High Schools Only</i>)	Falls Far Below	Does Not Meet	Yes
Improvement—Reading (<i>Alternative High Schools Only</i>)	Does Not Meet	Does Not Meet	Yes
Percent Passing—Math	Does Not Meet	Meets	Yes
Percent Passing—Reading	Meets	Meets	No
Subgroup, ELL—Math	No Rating	No Rating	No
Subgroup, ELL—Reading	No Rating	No Rating	No
Subgroup, FRL—Math	Falls Far Below	Meets	Yes
Subgroup, FRL—Reading	Meets	Meets	No
Subgroup, students with disabilities—Math	No Rating	No Rating	Yes
Subgroup, students with disabilities—Reading	No Rating	No Rating	Yes
High School Graduation Rate (<i>High Schools Only</i>)	Does Not Meet	Does Not Meet	Yes
Academic Persistence (<i>Alternative Schools Only</i>)	Meets	Meets	No

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:	Galileo	Students are given a baseline assessment before beginning each ELA class. The Galileo CBAS 1 serves as the class midterm for the first semester of each class. The CBAS 2 serves as the final for first semester ELA. The CBAS 3 serves as the midterm for second semester of ELA. The Galileo Post Test serves as the final for the entire year of ELA. This is the benchmarking procedure for all four ELA classes. As our students have high mobility and open enrollment, we decided on this procedure to best assess students as they complete classes.
Internal Benchmarking data has been disaggregated for MATH from:	Galileo	Students are given a baseline assessment before beginning each math class. The Galileo CBAS 1 serves as the class midterm for the first semester of each class. The CBAS 2 serves as the final for first semester of each core math course. The CBAS 3 serves as the midterm for second semester of each math course. The Galileo Post Test serves as the final for the entire year of



		each math course. This is the benchmarking procedure for all three core math classes, Algebra 1, Geometry, and then Algebra 2. Each class is broken into two half credit courses. As our students have high mobility and open enrollment, we decided on this procedure to best assess students as they complete classes.
High School Graduation Rate	Graduation Rate	The Charter Holder monitors Graduation Rate as a component of team evaluations. The number of Graduates is noted in the school's Retention Rate. This rate measures the number of students added and withdrawn each semester. Graduates are identified from withdrawn lists and effect the rate positively. The data shows how well the campus culture encourages Academic Persistence and achieves the goal of graduating students.
<u>Academic Persistence</u>	N/A	The Metro campus has met expectations for three consecutive years. The Glendale campus met expectations for the last two years and did not have Alternative Status the year before that.

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.

Baseline, Benchmark, and Post Tests are proctored in a secure testing environment, using Galileo. Students are pulled from their normal seat to take tests at specific testing locations, where they can be better monitored by staff. These testing stations do not allow access to the internet, student drives, or any other access that may jeopardize the validity of the assessment.

The Charter Holder feels that the reliability of the assessments has improved by scheduling them according to class completion rather than testing all students at one time, based on cohort. This better reflects AzMERIT testing, which only occurs when the student is actually working toward completion of that specific class. With open enrollment and a self-paced curriculum, assessments scheduled by calendar do not accurately reflect the growth of students not working on a particular class, which was the case in years passed.

The data from the 2014-15 school year was the Charter Holder's first year using Galileo as a benchmark assessment. The assessments were not scheduled according to individual student progress, as they were in 2015-16. The Charter also ran into technical issues with Galileo while administering the early assessments to the majority of students at one time. IntelliSchool and Galileo were eventually able



diagnose the issues, but the first round of Baseline assessments did not accurately reflect the appropriate number of students.

In prior years, the Charter Holder had employed TABE and ALS benchmarks, which were not nearly as accurate a predictor of the mastery of state standards as is Galileo. In the first year with Galileo, the Charter Holder realized that to make data more valid and reliable, there needed to be changes made to when the assessments were administered based on which students were actually working on those courses at that time. These changes were addressed going into 2015-16.

Galileo was very helpful in working with IntelliSchool to pilot a “self-paced assessment”. In order to make it work, all of the school year’s assessments would need to be available to students from August to June. As Galileo normally opens assessment windows for a particular test and then closes them, there were a number of discussions about how to make this work. It was decided that Galileo would provide IntelliSchool with access to all Galileo Baselines, Benchmarks, and Post Tests from the previous year. This allows students to access the appropriate assessments for each class, in the form of a pretest, midterm, and final. The assessments do not reflect percentile data, as they would if they were aggregated with other Galileo users, but they provide an accurate assessment through cut scores in real time. The Charter Holder plans to work with Galileo to aggregate the data when all assessments are complete, at the end of the school year.

For both 2014-15 and 2015-16, all Galileo assessments were scored as follows:

80% and up= Exceeds (HP)

60%-79%= Meets (P)

40%-59%= Approaches (PP)

39% and below= Falls Far Below (MP)

These percentages were agreed upon with Galileo representatives as conservatively matching percentile data, which considers 50th percentile the cut off for proficiency.

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
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<p>Student Median Growth Percentile (SGP)—Math</p>	<p>Galileo results for all tests were combined to identify the percentage of students meeting the growth target. The Charter Holder decided to focus on bringing all students to at least the Approaching mark. This was a more realistic target than expecting all students to reach Meeting.</p>	<p>The Charter Holder has never received an SGP rating for Math. To expect the recently implemented changes to curriculum and assessment to bring all students to Meeting was unrealistic. A more realistic target was to eliminate the Falls Far Below. This realistic target showed significant improvement from FY 14-15 to FY 15-16. On the Math Post Test at the Metro campus, the percentage of students reaching the Approaching mark rose from 23% to 90%. On the Math Post Test at the Glendale campus, the percentage of students reaching the Approaching mark rose from 23% to 54%. Next year’s growth target will be to see the Meeting mark percentage show similar growth.</p>
<p>Student Median Growth Percentile (SGP)—Reading</p>	<p>Galileo results for all tests were combined to identify the percentage of students meeting the growth target. The Charter Holder decided to focus on bringing all students to at least the Approaching mark. This was a more realistic target than expecting all students to reach Meeting.</p>	<p>The Charter Holder has never received an SGP rating for Reading. To expect the recently implemented changes to curriculum and assessment to bring all students to Meeting was unrealistic. A more realistic target was to eliminate the Falls Far Below. This realistic target showed significant improvement from FY 14-15 to FY 15-16. On the Reading Post Test at the Metro Campus, the percentage of students reaching the Approaching mark rose from 56% to 100%. On the Reading Post Test at the Glendale campus, the percentage of students reaching the Approaching mark rose from 55% to 83%. Next year’s growth target will be to see the Meeting mark percentage show similar growth.</p>
<p>Student Median Growth Percentile (SGP) Bottom 25%/Improvement—Math</p>	<p>N/A</p>	<p>N/A</p>
<p>Student Median Growth Percentile (SGP) Bottom 25%/Improvement—Reading</p>	<p>N/A</p>	<p>N/A</p>
<p>Percent Passing—Math</p>	<p>Galileo Baseline, Benchmark, and Post Test data was analyzed. Cut scores were used as percentile data is unavailable when utilizing Galileo in a self-paced format. Scores of 80 and above were Exceeding, 60-79 were Meeting, 40-59 were Approaching, and 39 and below were Falls Far Below.</p>	<p>The percentage of students meeting the proficiency mark on Math assessments at the Metro campus increased significantly on Baselines, Benchmarks, and Post Tests.</p> <p>The percentage of students meeting the proficiency mark on Math assessments at the Glendale campus increased significantly on Baseline assessment, but not on Benchmarks and Post Tests. The number of students reaching those assessments will increase as the school year continues and similar growth is expected.</p> <p>The Charter Holder feels that the data shows there are still gaps in the Math curriculum as students do not seem completely prepared for the assessments. This information drives the</p>



Demonstration of Sufficient Progress Report

		<p>Charter to continue making changes to the ALS system while supplementing with additional direct instruction.</p> <p>As mentioned in the SGP analysis, the growth in the percentage of students Approaching and the decrease in percentage of students that Fall Far Below provides optimism that changes are taking effect.</p> <p>The Charter Holder is aware that this growth is largely due to changes in assessment scheduling, but feels confident that recently implemented changes to curriculum, assessment, instruction, professional development, and student engagement will show more improvement as the systems improve.</p>
<p>Percent Passing—Reading</p>	<p>Galileo Baseline, Benchmark, and Post Test data was analyzed. Cut scores were used as percentile data is unavailable when utilizing Galileo in a self-paced format. Scores of 80 and above were Exceeding, 60-79 were Meeting, 40-59 were Approaching, and 39 and below were Falls Far Below.</p>	<p>The percentage of students meeting the proficiency mark on Reading assessments at the Metro campus increased significantly on Baselines and Benchmarks. The Charter Holder is confident that by the end of the school year, similar growth will be seen in Post Test data.</p> <p>The percentage of students meeting the proficiency mark on Reading assessments at the Glendale campus rose significantly on Baselines, Benchmarks, and Post Tests.</p> <p>As mentioned in the SGP analysis, the growth in the percentage of students Approaching and the decrease in percentage of students that Fall Far Below provides optimism that changes are taking effect.</p> <p>The Charter Holder feels that the data shows there are still gaps in the Reading curriculum as students do not seem completely prepared for the assessments. This information drives the Charter to continue making changes to the ALS system while supplementing with additional direct instruction.</p> <p>The Charter is aware that this growth is largely due to changes in assessment scheduling, but feels confident that recently implemented changes to curriculum, assessment, instruction, professional development, and student engagement will show more improvement as the systems improve.</p>
<p>Subgroup, ELL—Math</p>	<p>N/A</p>	<p>All ELL students have declined services this year.</p>
<p>Subgroup, ELL—Reading</p>	<p>N/A</p>	<p>All ELL students have declined services this year.</p>



Demonstration of Sufficient Progress Report

Subgroup, FRL— Math	N/A	Nearly 90% of IntelliSchool PAS students can be classified as FRL. Removing non-FRL students does not have a significant effect on data.
Subgroup, FRL— Reading	N/A	Nearly 90% of IntelliSchool PAS students can be classified as FRL. Removing non-FRL students does not have a significant effect on data.
Subgroup, students with disabilities— Math	Galileo Baseline, Benchmark, and Post Test data was analyzed. Cut scores were used as percentile data is unavailable during the year, when utilizing Galileo in a self-paced format. Scores of 80 and above were Exceeding, 60-79 were Meeting, 40-59 were Approaching, and 39 and below were Falls Far Below.	The sample size of students with disabilities is small and therefore the data does not demonstrate trends well. In addition, Students with disabilities are often only assessed with the Baseline and then given more appropriate, level-specific tests for Benchmarks and Post Tests, as determined by individual IEPs. Galileo has worked with IntelliSchool to implement Benchmark and Post Test data at levels below high school for the 2015-16 school year. Identifying these lower levels or gaps is the criteria for changing curriculum to their grade level. This data will be aggregated at years end to determine growth.
Subgroup, students with disabilities— Reading	Galileo Baseline, Benchmark, and Post Test data was analyzed. Cut scores were used as percentile data is unavailable during the year, when utilizing Galileo in a self-paced format. Scores of 80 and above were Exceeding, 60-79 were Meeting, 40-59 were Approaching, and 39 and below were Falls Far Below.	The sample size of students with disabilities is small and therefore the data does not demonstrate trends well. In addition, Students with disabilities are often only assessed with the Baseline and then given more appropriate, level-specific tests for Benchmarks and Post Tests, as determined by individual IEPs. Galileo has worked with IntelliSchool to implement Benchmark and Post Test data at levels below high school for the 2015-16 school year. Identifying these lower levels or gaps is the criteria for changing curriculum to their grade level. This data will be aggregated at years end to determine growth.
High School Graduation Rate (Schools serving 12 th grade only)	The Charter Holder monitors Graduation Rate as a component of Retention Rate. This measures the number of students added and withdrawn each semester, identifying graduates as a subgroup of the withdrawn students.	As an Alternative School, IntelliSchool accepts all students, regardless of cohort and credits. The Charter Holder is focused on improving in this area, and evaluates staff on their ability to not only help students progress, but keep them enrolled. Retention Rates have improved over the course of the last three years. The data will be aggregated at year's end and be analyzed more closely. From 8/17/15 to 2/17/16, PAS IntelliSchool has graduated 9 students.
Academic Persistence (Alternative High Schools Only)	N/A	PAS IntelliSchool has met proficiency for three consecutive years.



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

To evaluate curriculum, the charter uses an ongoing data driven curriculum evaluation process to ensure CCR standards are being addressed in the curriculum. The charters process begins with regular emails from content teachers documenting various issues they encounter with the curriculum while teaching students. Teachers also document data on student achievement (using ALS, connector, and Galileo) and communicate common difficulties for students to the curriculum team via email. Emails are sent to “curriculum” as well as “administration”. The emails are then separated into categories based on subject (math, language arts, social studies, electives) by the curriculum team. Monthly departmental meetings with content teachers, administration, curriculum, and superintendent then discuss the issues documented by teachers. Meetings are held monthly at Resolutions, 2222 W Northern Ave Ste. A-110 Phoenix, AZ 85021. The team evaluates current curriculum and discusses possible curriculum options. Implementation and alignment of curriculum is evaluated as well. The curriculum director and assistant superintendent assure CCR standards are being addressed in each part of the evaluation process. Once the team agrees on the possible courses of action, the curriculum director and superintendent meet to discuss possible changes. The documented issues that teachers or students have with the curriculum are the criteria the charter uses to guide the process. Some of the issues may arise from the level of rigor, while others arise from ease of transition into direct instruction for teachers. The charter uses emails, assessment results, and the CCR standards to guide the process of evaluating the curriculum.

Documentation

- Emails
- ALS Data
- Galileo Data
- Curriculum Meeting Minutes

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



The charter uses an ongoing process of curriculum mapping, current CCR standards, ALS course walk (curriculum), Galileo blueprints, and student achievement data to evaluate how effectively the curriculum enables students to meet all standards. Teachers, administrators, curriculum director, assistant superintendent, and superintendent all play a role in ensuring the curriculum enables students meet all standards. The charter analyzes CCR standards annually, and adds to its curriculum based on changes needed to reflect the CCR standards. This CCR standard evaluation process is done in the months of June and July annually. The charter takes the CCR standards and completes a map for ELA, Math and History. The charter compares CCR aligned curriculum maps to the Galileo blueprints the CCR aligned curriculum maps. The charter employs ATI (Galileo) as a reflection of the state assessment and benchmarking test for all students. Galileo data is evaluated on a weekly basis. After comparing the CCR standards and the Galileo benchmark standards (via Galileo blueprint report), the charter compares those maps to the ALS course walk. The ALS course walk is the tool the curriculum uses to teach the technology driven portion of the blended model learning community.

After mapping is complete and assessed on an ongoing basis, the charter uses feedback from the staff to ensure standards are being addressed. Content teachers email feedback on an ongoing basis when they identify standards that are not being addressed, or not being addressed in an efficient manner. Those content teachers then meet monthly at Resolutions. In this meeting, the department head will discuss the curricular emails with content staff and investigate standards that are discussed in those meetings. After a curriculum team investigates the issues, revision/additions may take place.

Documentation

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

- Curriculum Maps
- ALS Course Walk Maps
- Galileo Blueprints
- Emails
- Monthly Departmental Meetings Minutes
- Curriculum Meeting Minutes

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

• **Answer**

In order to identify gaps in the curriculum, the charter employs a process where a team compares the standards outlined in the ALS course walk (curriculum) to the CCR standards and the Galileo blueprints. When there is a standard that the curriculum is deficient in, it is identified as a gap. Deficiencies could be identified through teacher emails, departmental meetings, or documented student interactions.

The criteria the charter uses to guide the process is any issue documented difficulty that interferes with a student mastering a concept. The charter recognizes that deficiencies are possible when the standards is not addressed sufficiently, or when standards are not given adequate coverage within the lesson to master. The criteria to alert the curriculum department of a gap is a common deficiency noted by teachers, administration, math interventionist, ELA department head, math department head, curriculum director, superintendent, or assistant superintendent. All school professionals review data from the Galileo assessment tool as well as the ALS curriculum to identify the gaps on an ongoing basis. Bi-monthly curriculum meetings ensure gaps are identified on a consistent basis.

The gaps are identified on an ongoing basis and are documented through emails and departmental meetings. Curriculum meetings are held monthly at Resolutions to address the possible gaps and sent up an intervention for those gaps.

Documentation

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

- Emails
- Curriculum Meeting Minutes
- Departments Meeting Minutes
- Galileo Blueprints
- Curriculum Maps



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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

After curriculum is evaluated, the charter uses a process to determine if new and/or supplemental curriculum needs to be adopted. In this process, the curriculum director meets with departmental leads and discusses the outcomes of the evaluated curriculum that is in question on an ongoing basis. Meetings take place at Resolutions. Curriculum and department heads discuss possible new curriculum available. The group then sets a date to discuss the data available from those new curriculum pieces. Curriculum presenters are welcome to give webinars about their products and answer questions the team has regarding their offers. The team then meets again to determine which (if any) of the proposed supplemental curriculum would be most beneficial to the blended learning environment. The criteria used to determine outcome would be the data supporting the new and/or supplemental curriculum would raise student achievement. Department leads, the math interventionist, curriculum director, assistant superintendent, and superintendent meet a final time to decide on purchase, implementation, cost, assessment, and teacher training. Finally, the curriculum director would adjust the curriculum maps to reflect the new and/or supplemental curriculum.

Documentation

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

- Curriculum Meetings
- Departmental Meetings

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

After the charter has chosen to adopt new and/or supplemental curriculum, the options are evaluated by the curriculum team. The curriculum team in the evaluating process is the same team that determined the need for adoption of the new/supplemental curriculum (curriculum director, teachers, administration, assistant superintendent, superintendent, math interventionist), the team reviews available resources both in house and available for purchase. With the charter’s license agreement with ALS, it is able to create classes within the ALS system that would be available for students. The curriculum team reviews the available ALS possibilities and weighs them against curriculums available for purchase. When available, representatives from companies will use webinars to propose materials to the team. The curriculum team meets monthly at Resolutions to progress and discuss options. After review of data available from all possibilities, the charter will decide on timeliness of implementation and teacher training.

Documentation

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

- Curriculum Meeting Minutes
- Departmental Meeting Minutes

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

After curriculum is evaluated, the charter determines the need for revision through curriculum team meetings. A curriculum team comprised of the curriculum director, content teacher, assistant superintendent, superintendent, administration, and math interventionist meet monthly to give feedback on the effectiveness. Discussions will center on student data (from newly adopted/revised curriculum) in the form of ALS data and/or Galileo data. Data will determine weak areas that need growth and the curriculum team discusses any needed revisions. Team will take into account curriculum maps, CCR standards, implementation timelines, and assessment data to propose changes. Once a change is proposed, the team will meet the following month at Resolutions to discuss to revisions and subsequent implementation of revision. Data collected from student assessment that adequately reflect successful or unsuccessful implementation of the revised curriculum serves as criteria the guides the process.

Documentation

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

- Curriculum Meeting Minutes
- Departmental Meeting Minutes
- Connector 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 a determination that curriculum must be revised is confirmed, the charter employs a curriculum team to make revisions. The curriculum team comprised of teachers, administration and the curriculum director create an implementation plan. The implementation plan includes teacher training, assessments, and data collection times to determine student comprehension. The curriculum team trains teachers on implementation strategies, timelines, and how to incorporate direct instruction into the blended learning community. Small scale revisions (such as changes to multiple choice answers) are done on an ongoing basis. Large scale revisions (such as changes in novel study selection) are revised over the summer and implemented in the fall. Both large and small scale revisions are completed at Resolutions and the curriculum director makes revisions that reflect those changes.

Documentation

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

- Curriculum Meeting Minutes
- Departmental Meeting Minutes
- Changes to math Curriculum
- Summer Changes to ELA

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

The charter ensures curriculum is being consistently implemented in a variety of ways. Consistent implementation and high teacher standards are addressed via multiple methods. One way the charter ensures the curriculum is implemented with fidelity is through formal and informal evaluations. Informal evaluations are held monthly for all teachers and formal evaluations are held each semester at each campus for all teachers. Formal and informal evaluations are completed using the IObservation tool. In addition to the informal evaluations, monthly academic coaching sessions are made for each teacher where implementation of curriculum is the focus. The charter further employs rubrics and spot checking to ensure the curriculum is implemented with fidelity. Teachers use rubrics for all graded assignments and the academic coach does spot checking on the use of these grading tools on a monthly basis. Teachers and administration are required to attend monthly departmental and curriculum meetings where they discuss curriculum and the process of proper implementation. In addition, the charter participates in multiple professional developments and requires teachers to attend workshops specific to their content and curriculum.

Documentation

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

- Departmental meeting Minutes
- Curriculum Meeting Minutes
- Academic Coaching Log
- Formal and Informal Observations
- Spot Checking Log and Feedback
- Summer all staff: History Rubric Writing

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

The charter ensures consistent use of the curricular tools using various methods. One way the charter ensures consistent use of curricular tools is through informal and formal observations. Using the IObservation tool, administrators and the academic coach review each teacher’s use of the various curricular tools. The charter further ensures consistent use of curricular tools by spot checking student work and teacher grading processes. Expectations have been communicated to teachers and administration verbally and in writing using various methods. Emails, formal and informal observation feedback, walk through feedback, spot checking feedback, and professional development assignments are other examples of ways the charter communicates consistent use of curricular tools to the instructional staff.

Documentation

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

- Emails
- Employee Handbook
- Formal Evaluations
- Informal Evaluations
- Walk Through Feedback
- Spot Checking Feedback



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

The charter ensures that all grade-level standards are taught to mastery within the academic year by analyzing its various types of data on an ongoing basis. IntelliSchool is a self-paced alternative high school where students are enrolling daily. With the open enrollment, the charter has to deliver standards to students on an individual basis. The charter stresses the importance of the CCR standards through the use of an effective curriculum that blends traditional teaching with computer based lessons. The curriculum department works on an ongoing basis to develop and adopt curriculum that engages students while educating them on concepts. Concepts are taught and mastery is assessed through ALS finals and Galileo benchmark assessments. The ALS assignments ensure mastery of material and the Galileo midterms, finals, and benchmarks assess concept mastery. Teachers, curriculum department, and administration review student assessment individually on an ongoing basis that reflects the self-paced blended learning model. The data reflects the needs of the students and their comprehension of the materials and this is what drives the charter to identify the standards that are being addressed within the academic year.

Documentation

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

- Galileo Data
- ALS data
- Curriculum Maps
- Child Study Log
- Intervention log-Math

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

The charter aligns its curriculum to the CCR standards by mapping the curriculum. The curriculum director and assistant superintendent update large scale curriculum changes in the months of June and July and update small scale changes on an ongoing basis. The CCR standards are aligned in the charter’s curriculum. Curriculum teams ensure the ALS course walk (curriculum) and the direct instruction portion of the blended learning model are aligned to the CCR standards by mapping all aspects of student work the standards. When aligning standards, the charter has a team of content teachers, curriculum, and administration that go over the lessons in the course and confirm its placement in the curriculum map. The charter further uses professional development opportunities to ensure staff is proficient in understanding CCR standards.

Documentation

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

- Curriculum Maps
- Meeting Minutes
- Small Scale Changes
- Summer Curriculum Changes
- PD for CCR Standards



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

Answer

The charter uses a monitoring process to ensure that changes to curriculum are aligned with the CCR standards. The curriculum department monitors changes in the curriculum and matches them with the CCR standards. The charter aligns its curriculum to the CCR standards by mapping the curriculum. The charter ensures that curriculum maintains alignment by only allowing the curriculum team to make changes to maps. The curriculum director and assistant superintendent update large scale curriculum changes in the months of June and July and update small scale changes on an ongoing basis. The CCR standards are aligned in the charters curriculum. When aligning standards, the charter has a team of content teachers, curriculum, and administration that go over the lessons in the course and confirm its placement in the curriculum map. The charter further uses professional development opportunities to ensure staff is proficient in understanding CCR standards.

Documentation

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

- Curriculum Maps
- Meeting Minutes
- Small Scale changes
- Summer Curriculum Changes

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"/>	The charter measures each student in the areas of ELA and Math within a week of enrollment. Students use the Galileo assessment tool taken on campus. Administration takes the benchmark data and the students are then broken into four achievement based categories. Content teachers use that data to give interventions and supplemental instruction to the bottom 25% of students in the area of Math and ELA. Students are then re assessed after interventions to determine effectiveness of the supplemental instruction.	<ul style="list-style-type: none"> • Bottom Quartile Report • Galileo Data • Break Out Logs • Departmental Meeting Minutes



Demonstration of Sufficient Progress Report

ELL students	<input checked="" type="checkbox"/>		
Students eligible for FRL	<input checked="" type="checkbox"/>		
Students with disabilities	<input type="checkbox"/>	<p>The charter enables students with disabilities to access curriculum through multiple options of accommodations monitored by full time highly qualified cross-categorically certified special education instructors on site. In addition to having a fully accessible ADA campus, the charter offers accommodations to students with emotional disabilities as well as learning disabilities. The curriculum offers at level versions of the standard curriculum well as read aloud classes. The SPED teachers work closely with the SPED director to facilitate all levels of learners in the blended model. Students with disabilities are assessed based on their specific level of ability. The charter assesses the effectiveness of the curriculum for this subgroup by the data collected through grade level assessments (assessments and meeting IEP goals).</p>	<ul style="list-style-type: none"> • Concept Courses • Meeting Minutes • LS Courses • IEP Documentation/Goals • SPED Grade Level Assessments • 504 Documentation



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?
ALS	9-12	Formative and Summative	AZCCR Standards. All subjects	Percentage grade	For every lesson in every class a formative assessment (mastery test) is given. A summative assessment Galileo and/or ALS final) is given at the end of each class. Assessments are administered on campus.
Galileo	9-12	Benchmark	AZCCR Standards. ELA and Math	FAME score and percentage	Benchmark within 1 week of enrollment. Midterm and final (Galileo) for ELA and Math classes. All assessments are administered on campus.
TABE (SPED)	9-12	TABE is used as a grade level benchmark after Galileo baseline determines student is performing below high school level.	ELA, Math, grade level aptitude	Grade level mastery in ELA and math	TABE test is administered after Galileo has proven a SPED student is below high school level.
AZELLA	9-12 (ELL)	Summative	English language aptitude	AZELLA score	Administered upon enrollment and again in the spring based on data from the PHLOTE.



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

Answer

The charter uses data to evaluate the assessment tools. Data collected from the ALS assessment tool collected includes percent passing, mastery attempts, and time spent on lessons. With this information the content teachers and administration locate difficult lessons and subjects which are then addressed at departmental meetings. Teachers and administration record this information on an ongoing basis and email the curriculum department for documentation and placement on departmental agendas. Once the department discusses the data and the specific source of difficulty in the assessment, possible changes are discussed. When a change is made, the team then discusses training and implementation of the change so that the assessment more accurately reflects the lesson. The Galileo assessment is evaluated by its alignment to the CCR standards. As Galileo is the charters best predictive reflection of the AzMERIT, the charter assesses its effectiveness based on its alignment to CCR standards.

Documentation

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

- Galileo blueprint
- Departmental meeting minutes
- Curriculum Maps
- ALS report documenting mastery attempts and time on lesson

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

The curriculum team reviews classes on an ongoing basis to determine how well ALS assessments match the curriculum map. The charter further cross references the assessment data with the Galileo blueprints. The curriculum director mapped and reordered the ELA curriculum to match the delivery of the Galileo benchmarks. This process is reviewed every June. The math lead, math interventionist, and assistant superintendent reordered the ALS math classes to mirror what has been done for the ELA classes. Each content team evaluates the assessments by cross referencing ALS study guides, Galileo blueprints and the AZCCR standards.

During the two weeks of all staff training, curriculum development and discussion is shared by departments. History assessments were a point of emphasis this past summer, as the curriculum director recently spent time adding to classes to better meet standards. The newly added assignments and assessments were completed by staff in a session which included all teachers and principals. Rubrics were engineered in small groups and shared with all staff.

Documentation

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

- Galileo Blueprints
- Curriculum Maps
- Departmental Meetings
- ALS assessment data for Math and ELA
- All Staff History Rubric training



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

The method and criteria used to evaluate the ongoing process of assessments aligning to instructional methodology includes data from the Galileo interventions and the ALS assessment system. The Galileo data is used by teachers on an ongoing basis to identify the bottom quartile of students as well as students in the FFB category and create interventions for those students. As IntelliSchool is a blended model learning environment, the majority of these interventions are given via direct instruction. After the direct instruction, teachers assess students again on a Galileo formative assessment. The administration uses that data to evaluate the effectiveness of those assessments. The ALS system is used by teachers at the campus on an ongoing basis to review students who are having difficulty mastering formative and summative assessments in all classes. Teachers use that data to create direct instruction interventions with those students. After intervention, students are given formative or summative assessments to measure the effectiveness of the intervention. The charter uses that assessment data to track its effectiveness.

Documentation

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

- ALS Data
- Galileo Data (Intervention)
- Galileo bottom quartile report
- Lesson plans
- Curriculum Map
- Exit ticket from break out

B. Adapted to Meet the Needs of Subgroups

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

Subgroup Assessment Table

Subgroup	Exempt	How does the assessment system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	List documents that serve as evidence of implementation of this process.
Students with proficiency in the bottom 25%/non-proficient students	<input type="checkbox"/>	The assessment system assesses the bottom 25% of students by providing data to help teachers supplement instruction. The Galileo benchmark system allows teachers to see common gaps and use those reports to create intervention groups for the bottom quartile. The Galileo system allows the teachers to create lessons with formative assessment that measure the success of the interventions. Administration uses that data from the assessments to collaborate instructional strategies with teacher that reach struggling/low performing students.	<ul style="list-style-type: none"> • Galileo data • Intervention data • Galileo training log



ELL students	<input checked="" type="checkbox"/>		
Students eligible for FRL	<input checked="" type="checkbox"/>		
Students with disabilities	<input type="checkbox"/>	The assessment system addresses the proficiency of the students in terms of grade level, math skills and ELA skills. The assessment tool measures growth for the students with disabilities and allows teachers to cater the assessments to the individual level of the learner. Galileo allows teachers to create an assessment of varied levels to suit the IEP goals of each student. The administration uses the data collected to assure that the student courses in ALS and the benchmark testing in Galileo are reflective of the students' academic level rather than cohort.	<ul style="list-style-type: none"> • TABE Data • Galileo Data • ALS LS course

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

TABE data is assessed to identify grade level rather than levels on each standard. SPED teachers sometimes opt to use the TABE test when transcripts are incomplete or questionable. The TABE is used only as a baseline for IEP goal writing purposes.

Assessing data from the Galileo data process begins with analysis of the baseline assessment. All students in the open enrollment process take a baseline Galileo within their first week of being enrolled. The students are then placed in classes that include Galileo assessments as midterms and finals (Math and ELA). After the baseline data is collected, the teacher and administration compile a document of the bottom quartile performing students. The bottom quartile students are given direct instruction interventions and assessed after each intervention. Galileo data is also used to identify FFB students and place them in group interventions along with students who have similar gaps. Galileo data is collected on an ongoing basis as students complete courses. Baseline and benchmark data is analyzed on an ongoing basis by teachers and administration and monthly (for growth) by curriculum team and department leads. ALS data is analyzed regularly at the campus by teachers and administration. ALS data is used to assess the level of rigor and completion of each student’s assessments attempt. Teachers are able to record and notify curriculum (via email) when there are assessment pieces that students miss (most commonly missed assessments). Teachers collect data on how many attempts students have made on assessments, how long it took them, and the average grade for the class.



Documentation

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

- Galileo Data
- TABE Data
- ALS Data
- Reset Logs

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

Curriculum is adjusted based on the data analysis on an ongoing basis through monthly check ins with content area teachers at Resolutions. Adjustments to assessments begin with a detailed email from a teacher or administration to the curriculum team. The curriculum team puts the item on the monthly meeting agenda and the item is discussed with administration, curriculum, and content teachers. Galileo assessments are not changed (baselines and benchmarks). The Galileo formative assessments created by teachers can be altered if needed. ALS assessments are changed using the same protocol as the Galileo assessment change proposal. The criteria that guides the process for adjusting curriculum to the assessment includes Galileo data and staff feedback. These adjustments to curriculum are reflected in the curriculum map for the course.

Documentation

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

- ALS Data
- Galileo Data
- Department Meeting Minutes
- Emails from curriculum changes from staff

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

Using the data collected from assessments the charter is able to make adjustments to instruction. IntelliSchool employs a blended classroom learning environment. The charter uses data to balance the amount of direct instruction and the amount of computer based learning to increase student mastery of CCR standards. When analyzing Galileo data, the charter is able to increase the amount of time students in the bottom quartile and FFB students receive direct instruction. By assigning teachers to create interventions for struggling students, the charter makes adjustments to the instruction at the campus. The bottom quartile and FFB performing students are analyzed on an ongoing basis at campus and on a monthly basis at Resolutions by the curriculum team. ALS reports are used on a weekly basis at the campuses to instruct what each student needs to complete their work. Since students are completing work at their own pace, teachers rely on the live ALS assessment data to help students. Teachers vary their instruction for individual students in regards to time, approach, and amount of direct instruction needed. The criteria that teachers use to determine a need for more direct instruction includes mastery attempts, connector data, practice test, and notes. Teachers and administrators use the data to assign additional instruction for students using state tutors. The charter also utilizes this data to drive AzMERIT direct instruction sessions.



Documentation

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

- Direct Instruction Log
- ALS Student Data
- Galileo Benchmark/Baseline Data
- Connector Data
- Tutor logs
- AzMERIT prep logs



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

The charter monitors that instruction is aligned with the CCR standards by mapping its curriculum. The curriculum team maps CCR standards to the direct instruction and computer based portions of the blended learning model. Curriculum identifies gaps on an ongoing basis and updates maps as those changes are made.

The charter ensures instruction is implemented with fidelity by furnishing teachers with a support system that reflects the CCR standards and best teaching practices. Teachers are assigned an academic coach that meets with each teacher monthly. Academic coaches focus on best teaching practices that increase student achievement. Teachers are also observed informally on a monthly basis, formally on a semester basis, and get classroom walkthroughs on a bi monthly basis. The charter employs the IObservation tool to document and produce feedback for formal observations, informal observations, and classroom walkthroughs. The IObservation tool ensures the charter is implementing teaching standards with fidelity by holding teachers accountable to multiple aspects of the profession. Spot checking student work and teacher grading is another way the charter monitors instruction is implemented with fidelity. The curriculum team does monthly spot checks at the campus to ensure student work is being graded with rubrics and feedback to students is timely as well as appropriate rigor is displayed in student work. To address the needs of the subgroups, the charter employs a SPED director at Resolution to coach and assist in SPED implementation at campuses. Although each campus employs a full time SPED teacher, the SPED director serves as a monitor and coach to help the SPED instructors follow procedure and focus on individual student goals. To ensure effective instruction of the bottom quartile students, the charter has employed a math interventionist to work specifically with the bottom 25% of students (as measured by Galileo assessment and ALS assessments). In addition to a math interventionist, teacher perform weekly additional direct instruction sessions to assist students who have been identified as FFB and/or bottom 25% (as measured by Galileo assessments and ALS assessments). Additionally, ASU interns visit campuses and tutor bottom quartile students with Math and ELA. The charter ensures the instruction is effective throughout the year by implementing all of its instruction monitoring on a consistent basis and sharing feedback on those monitoring tools on a consistent basis.

Charter is exempt from FRL and ELL subgroups.

Documentation

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

- IObservation Feedback
- IObservation Walk Through
- Curriculum Maps
- Meeting Minutes
- Academic Coaching Log
- Spot Checking Feedback
- Direct Instruction Log
- Intern Log



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

Answer

The charter monitors instruction to ensure it leads student to mastery by assessing teacher instruction and implementing a solid curriculum. Teachers get feedback from a variety of sources. Formal observations, informal observations and academic coaching sessions allow teachers to reflect on their practices. Assessing teacher strategies and their implementation of the curriculum assists administration in assigning teachers professional development that help ensure instruction leads to mastery of standards. Aligning the curriculum through direct instruction (and ALS) to the CCR standards and mentoring teachers to implement them is one way the charter leads all students to mastery of standards. The ALS uses a spiral curriculum that scaffolds content for students. This scaffolding helps the charter ensure that the curriculum leads students to mastery of concepts by approaching them in multiple ways. Another example of the way the charter differentiates instructions to ensure standard mastery is through multiple sources of instruction delivery. Students are exposed to instruction through technology based curriculum, media, direct instruction, tutoring, and group lessons.

Documentation

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

- Direct Instruction Log
- Curriculum Maps
- Departmental Meeting Minutes

B. Evaluating Instructional Practices

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

Answer

The charter evaluates the instructional practices of staff with the IObservation tool. Semester one at the campus focuses on domain one: Classroom Strategies and Behaviors. Teacher are assessed base on lesson segments addressing content. After the teacher receives an applying score on all parts of that domain, they are asked to self-reflect on a domain that is challenging to them individually. The academic coach is assigned to assist the teacher in building up their competency in the self-identified domains and they become the instructional goal for the remainder of the school year. The new domains, as well as domain 1, are assessed monthly during the second semester. Teachers receive one informal observation monthly. After the informal observation, the academic coach works with teachers on strategies discussed in individual feedback. Teachers also receive bi monthly walk troughs. Administrators leave feedback for teachers. Academic coach may also view this feedback to assist teachers in becoming more self-reflective. Formal evaluations are done on the IObservation tool each semester.



Documentation

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

- IObservation Informal Observation
- IObservation Formal Observation
- IObservation Walk Through Observations
- Academic Coaching Log

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

Answer

The charter uses the IObservation tool to identify quality of instruction. The IObservation tool assesses teachers on multiple domains. Each domain has an objective and multiple pieces of student and teacher evidence that can prove the domain is fulfilled. When a teacher receives a score of “not using” or “beginning” the academic coach is notified and the teacher will meet with the coach to discuss best practices to fulfill those areas. When a teacher receives “developing” the assessor documents ways the teacher can improve the strategy to become “innovating” If a teacher has only those “developing” marks, the academic coach works on those skills as opposed to a teacher that needs “developing” skills supplemented. When teachers are awarded with an “innovating” score, those teachers are used as mentors and exemplars. When a teacher is an exemplar teacher, they will have teachers from other sites visit to observe their direct instruction. As a mentor teacher, there is often email communication documenting difficulties and how to implement exemplar strategies.

Documentation

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

- Academic Coaching Log
- Email between Mentor Teachers
- IObservation Feedback
- Meeting minutes

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

Answer

The IObservation tool the charter employs assists in the identification of each individual teacher’s strengths and weaknesses. In the IObservation tool, skills are broken into domains, each domain creates the opportunity for the observer to identify multiple pieces of evidence from both teacher and student that would confirm the teacher is skilled in that area. The main focus of the observations are classroom instruction and planning (helping students interact with new knowledge, testing and generating hypothesis, helping students practice and deepen new knowledge). When there is lack of evidence for any part of the IObservation domain, the teacher is notified via the IObservation system and the academic coach is alerted. Additionally, teacher are asked to self-assess their professional goals using the IObservation tool. This self-reflections is used by the academic coach to guide teachers in a direction that benefits the teacher’s professional growth.



Documentation

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

- Academic Coaching Logs
- IObservation Feedback
- IObservaiton goals

C. Adapted to Meet the Needs of Subgroups

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

Subgroup Monitoring Instruction Table

Subgroup	Exempt	What is the Charter Holder’s ongoing process to evaluate supplemental instruction targeted to address the needs of students in the following subgroups?	List documents that serve as evidence of implementation of this process.
Traditional Schools: Students with proficiency in the bottom 25% Alternative schools: Non-proficient students	<input type="checkbox"/>	The charter evaluates supplemental instruction for the bottom 25% subgroup using the same IObservation tool as the general observations. The IObservation tool ensures that all types of learners are addressed. Teachers are trained to refer back to objectives multiple times and check for understanding during lessons to ensure the bottom quartile is engaged and their needs are addressed.	<ul style="list-style-type: none"> • Lesson Plans • IObservation Feedback • Professional Development Log
ELL Students	<input checked="" type="checkbox"/>		
Students eligible for FRL	<input checked="" type="checkbox"/>		
Students with disabilities	<input type="checkbox"/>	The charter evaluates instruction on SPED instruction with the same IObservation tool as the general Observations. The charter employs a	<ul style="list-style-type: none"> • Professional Development Log • IObservation Feedback



	<p>SPED coordinator/Assistant Superintendent to administer their observations. This assessor not only has a SPED background, but can refer teachers to resources and professional development opportunities.</p>	
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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

The charter analyzes information about strengths and weaknesses by addressing the domains in IObservation that were not proficient. The monthly informal observations serve as an assessment indicating what the charter needs to focus on for instruction implementation. Teachers are given individual feedback and coached on the least proficient domains. The curriculum team then decides on a frequency of coaching and possible professional development opportunities each teacher may need. When a teacher is identified as having a specific strength, the curriculum team meets to discuss how that teacher can mentor others to implement similar strategies.

Documentation

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

- IObservation Feedback
- Meeting Minutes
- Professional Development Logs
- Academic Coaching Logs



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

The feedback given to teachers allows for self-reflection and professional development direction. The IObservation tool has a self-reflection essay and professional goal section that each teacher completes. This information is used to track individual teaching skills and monitor growth. Academic coaches and the curriculum team (including SPED director) review this information with teachers on a monthly basis to ensure instruction is being implemented according to the assessment tool.

Documentation

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

- IObservation Feedback
- Academic Coaching Log
- IObservation Goals
- Departmental Meeting Minutes



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

As a blended learning model school, the charter requires that teachers and principals attend professional development that is specific to this type of student. Teacher’s professional development must focus on data, blended model, their area of content, use of technology in the classroom, or classroom management. Teachers attend a minimum of two professional developments per school year (in addition to all staff trainings). Teachers may self-assess and ask for a professional development of their choice. In this case, they propose their professional development to the superintendent and their principal. Upon review of the content, the request is either approved or denied. In order to be approved, the topic must relate to those listed above. When a teacher is not sure of which professional development would be support them, the academic coach uses their observation feedback to recommend a topic. In this case the team (teacher and academic coach) will identify a professional development and email the appropriate parties for approval. A principal may also recommend a professional development.

The data analyzed to prompt the professional development plan are the IObservation feedback and the ALS student achievement data. Based on the needs of the students and their ability to digest the teaching strategies and curriculum, the charter develops a professional development plan that will benefit each individual staff member.

Documentation

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

- IObservation Feedback
- Professional Development Feedback
- Professional Development Plan
- Academic Coach Emails

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

The charter ensures the professional development plan is aligned with staff learning needs by individualizing the plan to each staff member. Teachers with fewer than 3 years teaching experience may need further content area or classroom management professional development. As the charter adopts new assessment tools and benchmarking procedures to align with state standards, professional development is geared towards that data and understanding its impact. The charter also ensures the professional development is meeting the staff learning needs though analysis of IObservation feedback and the assignment of workshops based on that information. The academic coach uses the data in IObservation formal evaluations, informal evaluation, and walk through evaluations to recommend professional development topics for each staff member. Often times the content department leader will recommend departmental training that would benefit the district in implementing new teaching methods or support existing methods.



Documentation

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

- Professional Development Log
- Departmental Meeting Minutes
- IObservation
- Professional development plan

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

W The charter addresses areas of high importance by in house data analysis. The charter analyzes student data to decipher the greatest need to increase student achievement. Data analyzed includes ALS student achievement data as well as Galileo benchmark data. The data shows what concepts student are struggling with. When departmental meetings address these issues, the curriculum and coaching staff is present. The coaching staff works with the teacher to self-assess and be assigned professional development opportunities that address those gaps discussed in the meetings. Data is analyzed and professional development is recommended based on the areas of data collection and usage, content, classroom management, use of technology, and the blended learning environment.

Documentation

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

- ALS Data
- Galileo Data
- Departmental Meeting Minutes
- Professional Development Log

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

The charter ensures the professional development meets the needs of the subgroups by individualizing its professional development. The SPED instructors are supported by a SPED coordinator and the assistant superintendent. SPED teachers analyze data in the same fashion that content teachers analyze data. The SPED teachers address the needs of their students by attending professional developments selected based on data collected at the site. The charter addresses the needs of the bottom 25% subgroup in their professional development by catering the implementation of new skills at a level of rigor that is appropriate for the students. Since the charter uses the blended learning model, the instruction is provided to students based on their individual level. Teachers use skills learned at professional development to create SMART goals with their department.



Documentation

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

- Professional Development Log
- Departmental Meeting Minutes
- SMART Goals

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

The charter supports high quality implementation of strategies learned in professional development through the use of departmental SMART goals. After a departmental professional development has been attended, staff completes a feedback survey. Part of the survey assesses each staff member’s ideas of implementation of the learned skill. The department then meets to review what parts of the professional development are accessible to the charter’s blended learning model. After discussion, the content team creates a smart goal and discussed implementation time. The team is furnished with resources in the areas of substitutes, materials, a curriculum team, and an academic coach. The content team meets monthly and communicates in an ongoing basis via email regarding the SMART goal. The curriculum team and academic coach travel to campuses during the week to view data and implementation strategies. When the SMART goal timeline has ended, the data is collected and the team discusses its struggles and success of implementation. The curriculum team then meets with content teams to decide if long term implementation is possible.

Documentation

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

- Academic Coaching Log
- Professional Development Notes/Email
- IObservation Feedback
- SMART Goal
- Departmental Meeting Minutes.

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

Answer

The charter identifies concrete resources for the staff through professional development opportunities as well as during formal and informal observations. The curriculum team provides resources for both students and teachers in the form of new curriculum, novels, and basic material. When a SMART goal is created from a departmental professional development, the department chair will request resources from the district. Grant opportunities are another way the charter receives supplemental materials such as books and technology.



Documentation

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

- Departmental Meeting Minutes
 - SMART Goal
 - Resource Request Emails
-



D. Monitoring Implementation

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

Answer

The charter monitors implementation of strategies learned in professional development through documented monthly departmental meetings. Departments meet monthly to discuss professional development skill implementation, timelines, and data. Departments create SMART goals that are reflective of skills learned in professional development. Department then discusses data needed to achieve the goal. The charter monitors the meetings by including the academic coach to analyze data and ensure it is valid. Teachers also communicate professional development skills learned and SMART goals departmental meetings to all content teachers as well as department head and academic coach.

Documentation

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

- Departmental Meeting Minutes
- Professional development log
- SMART goal data

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

Answer

The charter follows up monthly during departmental meetings and on an ongoing basis via email regarding implementation of strategies learned in professional development. Departments meet monthly to review and discuss successes and challenges encountered when implementing strategies learned in professional development. The charter assigns the academic coach to facilitate the meetings and communicate with the department via email on an ongoing basis to track progress of the skill learned in professional development.

Documentation

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

- Departmental Meeting Minutes
- Email Documentation



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

The Charter Holder’s process to create academic and career plans begins right away. From day one, staff begins a conversation with each individual student about their academic and career plans. Every student has an orientation with the principal, either individually or in a small group, and discusses their “story”. Many students are with the charter to catch up on credits and return to a district school, others are looking to finish with the charter. The principal shares this information with the staff through email, and it helps staff to understand where the student is coming from and their plan. Counselors then meet with students within the first week of enrollment. Counselors guide new students through Student Success (life skills elective assigned to all incoming students) and ECAP, working to put together a plan for graduation and a plan for transition after graduation. Students must complete this first course and their grade level ECAP before they can begin their core courses. After the counselor notifies staff that Student Success and ECAP have been completed, the teacher of record meets with students to build the students ALS classes based on their academic planner. Counselors continue to meet with students as needed, at a minimum of once per semester. Teachers notify all staff of credit triggers, which indicate a student has reached a new grade level (cohort is often a poor indicator of our students’ academic progress). As students reach the next “grade level”, counselor again check in on how the academic plan is progressing and begin working on the next ECAP with the student. At 16.5 credits, students are rewarded for senior status with a white tee shirt. Students that are not progressing in a timely manner are identified in the child study process. Counselors, teachers, and principals meet with students to identify obstacles and try interventions. Motivation is often an issue with the charters population, making academic and career goals vital to keep students focused from day to day. As seniors near graduation, counselors begin discussions about post-secondary plans. Counselors assist students with financial aid, college applications, job searches, and anything else to prepare them for life after graduation. Students undecided about direction after graduation are encouraged to visit community college or CTE programs such as West-MEC or EVIT.

Documentation

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

- ECAP Log
- Student Resume
- Principal email after orientation
- Counselor email after meeting
- Planner
- Credit trigger email
- Child study meeting
- Counselor logs
- Student Success



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

Answer

Write answer here. Suggested word count is 400 words.

The Charter Holder monitors student progress in a number of ways. One is through requiring two progress reports and two report cards each school year to show each individual student’s class completion. Students with low production are also identified with weekly ALS/Connector reports which lead to the Child Study Log and bi-weekly meetings to discuss individual student struggles and possible interventions. The Charter Holder reviews these logs before quarterly evaluations.

On quarterly basis, the Charter Holder also aggregates each school’s completed Math and ELA courses. This data also includes Concept Courses, which are lower level electives, used to fill in gaps in core subjects. All of this data, organized into one document, enables the Charter Holder to determine the level of team effectiveness at keeping students on track at each school. The data is discussed with staff during evaluations.

As students complete courses, teachers track class completion on the student’s academic planner. Before entering a new class, teachers review the planner with the individual student and discuss the next class to be added in ALS. The progression is usually obvious, but students are encouraged to be involved in the decision of what to take next. The discussion makes the student aware of their progress and remaining credits toward their goal. On a quarterly basis, the records department checks to be sure that planners match the School Master gradebook. This check insures accuracy.

As the Charter Holder has historically identified math as an area of concern for a large percentage of our students, a math interventionist was brought in to help monitor and address the issue of math struggles. The interventionist works with and manages a Math Intervention Log, which provides a system of communication for all teachers, tutors, and interns. The Interventionist also creates Galileo interventions and lesson plans for teacher to utilize. The position has taken much of the planning and data analysis responsibilities away from the teachers so that they can focus more on instruction. The criteria for inclusion in this process is identification of students not progressing or demonstrating low scores on baselines and benchmarks. These students are immediately identified by the interventionist and put into intervention groups for additional assistance.

Documentation

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

- Progress Report
- Report Card
- ALS/Connector data
- Galileo interventions/groups
- AzMERIT class completion list
- Child Study Log
- Child study meeting minutes
- Academic planner
- Math Interventions Log
- Emails discussing interventions



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

IntelliSchool believes that to effectively engage the “at-risk” population, staff must often first address the issues that caused the student to struggle in other settings. The Charter Holder believes that for many students, building rapport and trust is crucial to make any headway in the academic realm.

IntelliSchools are one of the few alternative charter schools that employs a full time Special Education instructor at each campus. The belief is that the approach a Special Education teacher takes with IEP students can prove effective with regular education students as well. The influence of these SPED teachers on the rest of the team cannot be underestimated. They are insightful in Child Study Meetings and in addressing behavior issues.

Similarly, employing a counselor at every campus provides a much needed perspective on academic and social issues that strengthens the team. These social and behavioral issues often become hurdles to graduation. The Charter Holder expects all staff to treat each student as a risk for dropping out. Policies are built to give students as much support as possible and staff the flexibility to find ways to help students succeed. Counselors meet regularly with students to discuss any and all issues.

The Charter Holder facilitates a student council on campus to help staff better understand student needs and plan activities which can help students have healthier social lives. The student council also helps to communicate with parents and the school community through a quarterly newsletter. They work closely with the counselors and staff to plan field trips and park days, which foster stronger school culture. This year, the council has worked hard to put together a prom for all four campuses.

The Charter Holder identifies student struggles through monitoring Galileo baselines and benchmarks, ALS data, and guidance documentation of student issues. Staff ensures that issues brought up by any student are shared with counselors and, when appropriate, the rest of the team.

To address academic issues, the Charter Holder employs a math interventionist, state grant-funded tutors, and ASU interns to assist teachers. Staff utilize concept courses, specific breakout sessions, and referral services to make sure all student needs are addressed. To prevent dropouts, the Charter allows for a flexible schedule, regular parental contact, and rewards for attendance and production.

IntelliSchool was originally created to provide a flexible, safe setting for students unable to succeed in a traditional district setting. Twenty years later, much has changed, but that central tenet is still very much the Charter Holder’s focus.

Documentation

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

- ALS/Connector data
- Counselor Logs
- Galileo interventions
- Concept courses
- Child Study Logs
- Tutoring schedules/lists
- School Master guidance notes



- School Master parent contact
- ASU Interns log
- Student Council Minutes
- Quarterly Newsletters
- Math Intervention log

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

Answer

Write answer here. Suggested word count is 400 words.

The Charter Holder evaluates each school’s staff on the process of graduating and retaining students. End of year bonuses reflect team evaluations which focus on Absence rate, Retention rate, Graduates, Student counts (ADM), and assessment scores.

The Charter Holder also awards a quarterly “Team Excellence Award” to the campus leading in these categories and student production through each quarter.

IntelliSchool maintains a log of phone calls to withdrawn students to gain insight as to why they left and what their plan is now. The school is obviously not the perfect fit for every student, but these exit interview calls can shed light on staff issues or areas where the school can improve.

The Charter Holder administers student, parent, and staff surveys to help determine the effectiveness of all procedures. Parent and student surveys tend to focus on the level of academic and social support they receive from staff.

When a student graduates from IntelliSchool, there are actually two graduation ceremonies. The first happens on campus at any point in the year when the student meets the credit requirements and receives their diploma. The second ceremony takes place in the auditorium of a local district high school each June and includes all of the students from all four campuses, walking across the stage in a traditional ceremony. When the first ceremony occurs, students are required to give a senior speech to their fellow classmates during a school day. They are encouraged to bring family and food and truly celebrate their accomplishment. These senior speeches serve as anecdotal evidence of the level of support students receive while attending IntelliSchool.

Documentation

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

- Withdrawn student call logs
- Team evaluations
- Staff surveys
- Parent surveys
- Student surveys
- Senior speeches



AREA VII: ACADEMIC PERSISTENCE (if applicable)

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

A. Strategies for Continuous Enrollment

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

Answer

Write answer here. Suggested word count is 400 words.

Documentation

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

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

Answer

Write answer here. Suggested word count is 400 words.

Documentation

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

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

Answer

Write answer here. Suggested word count is 400 words.

Documentation

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

