

Tucson International Academy, Inc.—Entity ID 79979

Schools: Tucson International Academy, TIA East, TIA West, Tucson International Academy Midvale

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, Tucson International Academy, 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 Tucson International Academy, 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 unable to demonstrate the school is making sufficient progress toward the Board’s expectations through the submission of the required information or evidence reviewed during an on-site visit. In the most recent fiscal year for which an academic dashboard is available, Tucson International Academy Midvale received an overall rating of “Does Not Meet” the Board’s academic standards. However, Tucson International Academy, TIA East, and TIA West received overall ratings of “Meets” the Board’s academic standards.

While the Charter Holder demonstrated acceptable overall operational performance, at the time of renewal notification, the Charter Holder’s officers, directors, and members as identified in information publicly available through the Arizona Corporation Commission (ACC) did not align with its officers, directors, and members as identified in the charter contract. Therefore, the Charter Holder was required to submit additional information as part of the renewal application. The Charter Holder submitted a Charter Holder Governance Notification Request to the Board in March 2016 to add and remove new officers, directors, or members. Additionally, the Charter Holder submitted a director change to ACC in April 2016, bringing the charter holder into alignment.

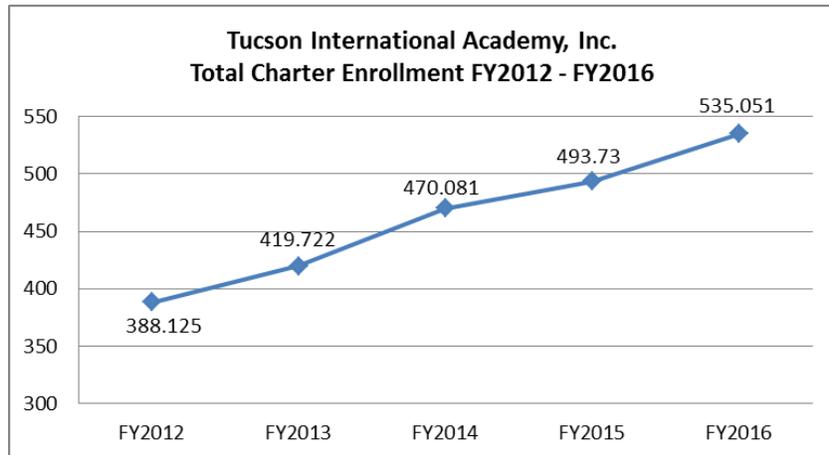
II. Profile

Tucson International Academy, Inc. operates four schools in Tucson: Tucson International Academy, serving grades K–12; Tucson International Academy Midvale, serving grades K–12; TIA East, serving

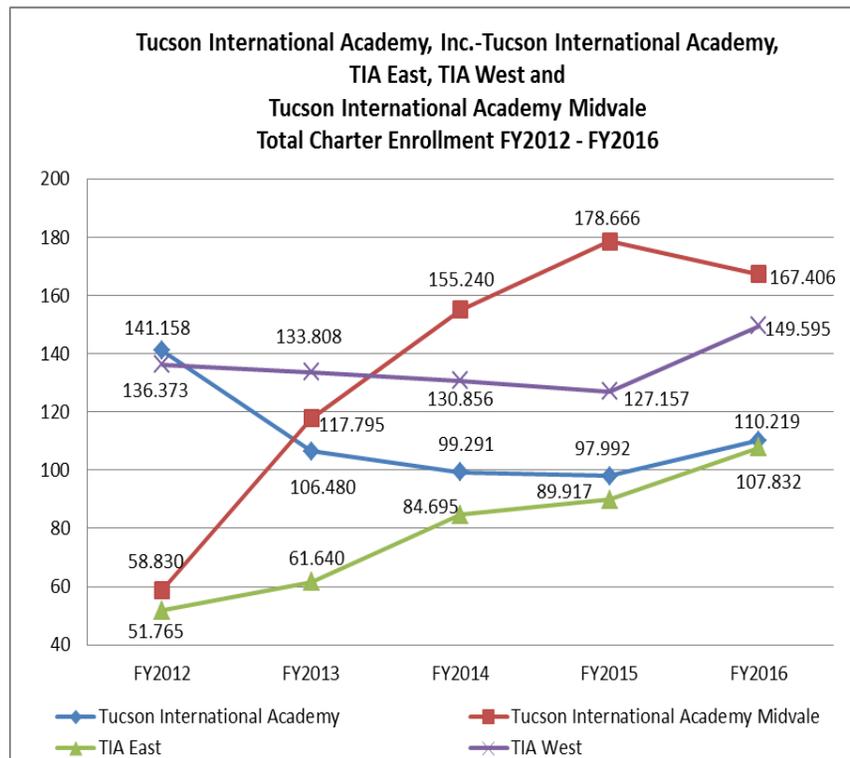
¹ The Operational Performance Framework does not require additional submissions for charter holders that have “Not Acceptable” operational performance.



grades K–11; and TIA West, serving grades K–12 in Tucson. The graph below shows the Charter Holder’s actual 100th day average daily membership (ADM) for fiscal years 2012-2016.



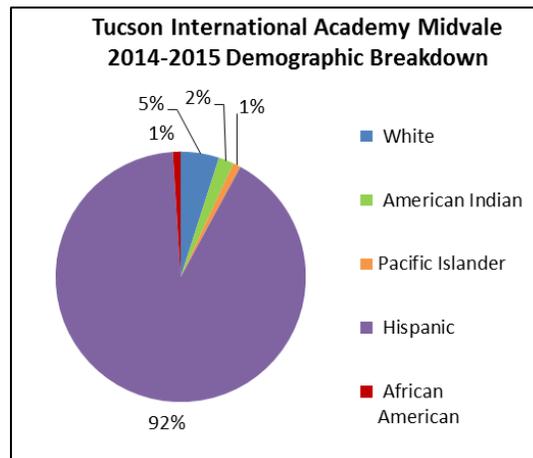
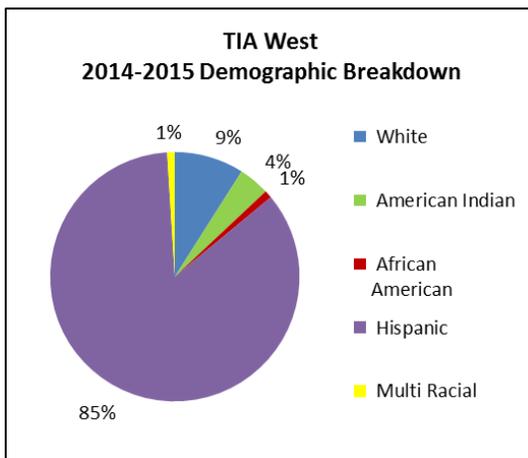
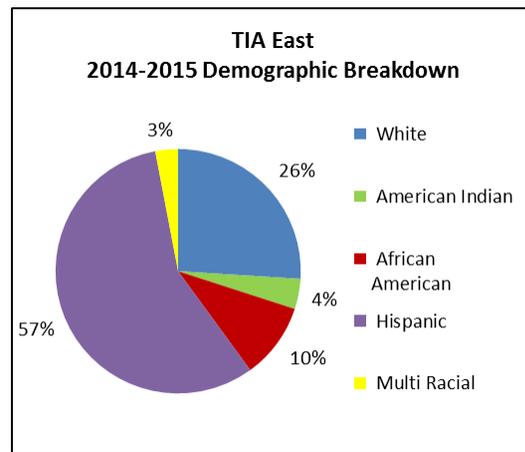
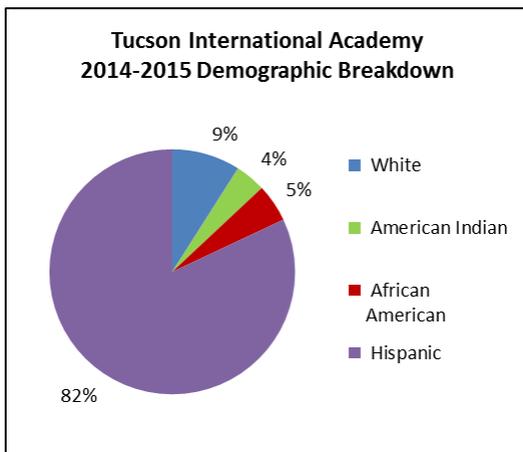
The graph below shows the Charter Holder’s actual 100th day ADM for fiscal years 2012-2016 broken down by school site.



The academic performance of Tucson International Academy, TIA East, TIA West, and Tucson International Academy Midvale 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
Tucson International Academy	08/19/2002	K–12	44.12 / D	45.22/D	75.74/B
TIA East	08/11/2008	K–11	42.65/D	45.22/D	66.18/B
TIA West	08/11/2008	K–12	47.06/D	48.53/D	80.15/A
Tucson International Academy Midvale	10/07/2003	K–12	33.09/D	54.41/C	41.91/D

The demographic data for Tucson International Academy, TIA East, TIA West, and Tucson International Academy Midvale from the 2014–2015 school year is represented in the charts below.²



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



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

School Name	Category		
	Free and Reduced Lunch	English Language Learners	Special Education
Tucson International Academy	60%	6%	14%
TIA East	60%	5%	13%
TIA West	55%	6%	13%
Tucson International Academy Midvale	59%	9%	11%

Tucson International Academy, Inc. has not been brought before the Board for any items or actions in the past 12 months.

III. Additional School Choices

Tucson International Academy Midvale received a letter grade of D, and an overall rating of “Does Not Meet” the Board’s academic performance standard for FY 2014. The school site is located in Tucson at the intersection of West Valencia Road and South Midvale Park Road. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are 34 schools serving grades K–12 within a five mile radius of Tucson International Academy Midvale 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 Tucson International Academy Midvale, 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.

Tucson International Academy Midvale				ELA 11%	Math 4%		
Letter Grade	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable ELA (± 5%)	Comparable Math (± 5%)	Charter Schools	Meets Board’s Standard
A	1	0	0	1	0	1	1
B	11	2	4	1	0	1	1
C	14	0	0	6	2	0	N/A
D	5	0	1	1	1	2	0
F	3	0	0	3	0	0	N/A

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.



The table below presents the number of schools, sorted by FY 2014 letter grade, within a five mile radius of Tucson International Academy Midvale serving a comparable percentage of students ($\pm 5\%$) in the identified subgroups.⁴

Tucson International Academy Midvale	59%	9%	11%
Letter Grade	Comparable FRL ($\pm 5\%$)	Comparable ELL ($\pm 5\%$)	Comparable SPED ($\pm 5\%$)
A	0	0	0
B	0	5	9
C	0	5	12
D	0	1	2
F	0	2	2

IV. Success of the Academic Program

The following is a timeline of activities that have occurred related to the academic performance of Tucson International Academy, Inc.:

January 2012: Tucson International Academy, Inc. was notified that the Charter Holder was required to submit a Performance Management Plan (PMP) on or before July 1, 2012 for the five-year interval review because TIA East, TIA West, Tucson International Academy and Tucson International Academy—Midvale, schools operated by the Charter Holder did not meet the Academic Expectations set forth by the Board.

June 2012: Tucson International Academy, Inc. timely submitted a PMP.

February 2013: The Board released FY 2012 Academic Dashboards. TIA East, TIA West, Tucson International Academy received overall ratings of “Does Not Meet” and Tucson International Academy—Midvale received an overall rating of “Falls Far Below” the Board’s academic standard. As a result, Tucson International Academy, Inc. did not meet the Board’s Academic Performance Expectations. In accordance with the Board’s academic framework intervention schedule at the time, the Charter Holder was waived from any specific monitoring requirements.

October 2013: The Board released FY 2013 Academic Dashboards; Tucson International Academy Midvale, TIA West, TIA East, and Tucson International Academy received an overall rating of “Does Not Meet” the Board’s academic standards and Tucson International Academy, Inc. did not meet the Board’s Academic Performance Expectations. The Charter Holder was assigned a Demonstration of Sufficient Progress (DSP) for Tucson International Academy Midvale, TIA West, TIA East, and Tucson International Academy as part of an annual reporting requirement. The DSP report was due on or before December 10, 2013.

December 2013: Tucson International Academy, Inc. was provided, through its authorized representative, Dr. Jennifer Herrera, notification that the DSP report had not been timely submitted, and the Charter Holder would be brought to the Board for consideration of non-compliance.

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



January 2014: Tucson International Academy, Inc. submitted a Demonstration of Sufficient Progress on January 10, 2014, three days prior to the Board meeting at which the Board was scheduled to consider the Charter Holder's non-compliance for failing to timely submit a DSP report.

February 2014: Board staff completed an initial evaluation of the Charter Holder's FY 2013 DSP.

July 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 Demonstration of Sufficient Progress was not acceptable in any areas. In areas that were evaluated as not acceptable, Board staff provided the Charter Holder with technical guidance. The findings contained in the final evaluation of the FY 2013 DSP was grounded in a limited evaluation of the school's evidence as compared to the evaluation used in completing final evaluation of the FY 2015 DSP submitted as part of the renewal application package.

October 2014: The Board released FY 2014 Academic Dashboards; Tucson International Academy, TIA East, and TIA West received overall ratings of "Meets" the Board's academic standards. However, Tucson International Academy Midvale received an overall rating of "Does Not Meet" the Board's academic standard. Therefore, Tucson International Academy, Inc. did not meet the Board's Academic Performance Expectations. On October 27, 2014, Tucson International Academy, Inc. was notified that Board staff had posted a list to its website that identified Charter Holders who would be assigned to a DSP in FY 2015 based on FY 2014 academic performance, which included Tucson International Academy, Inc. The posted list identified the assignment date and due date of all required submissions.

January 2015: Board staff completed an evaluation of the Charter Holder's FY 2014 DSP and made the evaluation available to the Charter Holder. In that evaluation of the FY 2014 DSP, Board staff determined that the Charter Holder's Demonstration of Sufficient Progress was not acceptable in all areas. The findings contained in the evaluation of the FY 2014 DSP were based on the written submission only as no site visit was conducted.

Tucson International Academy, Inc. did not timely submit a FY 2015 DSP Report to the Board on January 7, 2015. Tucson International Academy, Inc. was provided, through its authorized representative, Jennifer Herrera, notification that the FY 2015 DSP Report had not been timely submitted, and the Charter Holder would be brought to the Board for consideration of non-compliance at the January Board meeting.

At the January 13, 2015 Board meeting, a motion was passed to request 10% withholding of the Charter Holder's monthly state aid apportionment for the Charter Holder's failure to timely submit a Demonstration of Sufficient Progress Report. The withholding would take effect if the Charter Holder failed to submit a complete DSP on or before January 21, 2015.

Tucson International Academy, Inc. submitted a DSP Report on January 20, 2015. Board staff reviewed the DSP Report and found that it was not complete. That same day, Board staff provided the Charter Holder with notification that the Charter Holder's January 20, 2015 DSP Report submission was not complete and the withholding would take effect if a complete DSP Report was not submitted by noon on January 21, 2015.

Tucson International Academy, Inc. failed to submit a complete DSP Report by noon on January 21, 2015; as a result, ADE withheld 10% of the Charter Holder's February payment of monthly State aid apportionment.



February 2015: Tucson International Academy, Inc. submitted a DSP Report on February 3, 2015. Upon an administrative review the submission was deemed acceptable by Board staff. The portion of the Charter Holder's monthly State aid apportionment that was withheld was returned to the Charter Holder.

March 2015: On March 5, 2015, Board staff completed an initial substantive review of the DSP Report and provided Tucson International Academy, Inc. with that Initial Evaluation and notified the Charter Holder Board staff would conduct a site visit on March 19, 2015 at 9:30am. The email also provided instructions for preparing for the site visit. During the substantive evaluation of the submitted DSP Report, it was determined that the Charter Holder had not submitted a complete DSP Report on February 3, 2015 because the Charter Holder had deleted questions from the DSP report template. This action, if it had been timely identified by Board staff, would have been grounds for continued withholding of the Charter Holder's monthly state aid apportionment.

On March 18, 2015, Board staff attempted to contact Tucson International Academy, Inc. by email and telephone because the Charter Holder failed to submit an agenda and document directory 24 hours prior to the site visit, as instructed in the March 5 email. Board staff received no response to any of the communications. As a result, at 5:06 p.m. Board staff notified Tucson International Academy, Inc. that it had forfeited the opportunity to provide additional evidence to document improved academic performance and implementation of systems through the DSP site visit and that the Board would consider the Charter Holder's ability to demonstrate sufficient progress toward the Board's Academic Performance Expectations based, in part, on the DSP Report submitted by the Charter Holder on February 3, 2015.

On March 19, 2015, representatives of Tucson International Academy, Inc. responded to Board communications stating they would not be prepared for the site visit scheduled on that date.

April 2015: Board staff completed a final evaluation of the Charter Holder's FY 2014 DSP and made the evaluation available to the Charter Holder. In that final evaluation of the FY 2014 DSP, Board staff determined that the Charter Holder's Demonstration of Sufficient Progress was not acceptable in any areas. The Charter Holder was brought before the Board as a charter holder with a DSP that demonstrated no systems.

November 2015: Board staff provided the Charter Holder, through its authorized representative, Dr. Jennifer Herrera, 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 23, 2015), the deadline date on which the renewal application package would be due to the Board (February 23, 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 Tucson International Academy, Inc. (appendix: E. Renewal DSP Submission) was timely submitted by the Charter Representative on **February 23, 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 Tucson International Academy, Inc. were present at the site visit:

Name	Role
Miguel Montemayor	Principal
Kris Johnson	Curriculum
Valerie Enriquez	Principal
Jennifer Herrera	Superintendent & Charter Representative
Christian Massey	Data
Armando Valenzuela	Data
Dr. Teri Martinez	Title I
Ryan Larkin-Smith	Special Education
Jeannette Cannon	ELL Coordinator
Vividiana Rodriguez	ELL Coordinator
Kamren Taravati	Data

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

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

After considering information in the DSP Report and evidence provided at the time of the site visit, the Charter Holder demonstrated evidence of a sustained improvement plan that includes implementation of a comprehensive curriculum system, a comprehensive assessment system, a comprehensive instructional monitoring system, a comprehensive professional development system, and a system for ensuring students in grades 9-12 graduate on time. However, the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years for Tucson International Academy Midvale in 12 out of 13 measures required by the Board. Based on the findings summarized above and described below, staff determined that the Charter Holder did not demonstrate sufficient progress towards meeting the Board’s Academic Performance Expectations.

VI. Viability of the Organization



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

VII. Adherence to the Terms of the Charter

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

VIII. Board Options

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

Renewal is based on consideration of academic, fiscal and contractual compliance of the Charter Holder. There is a record of past contractual noncompliance which has been reviewed. 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 Tucson International Academy, 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 Tucson International Academy, 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

[Back to reports list](#)

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

Renewal Summary Review

Interval Report Details

[Hide Section](#)

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

[Hide Section](#)

Charter Corporate Name:	Tucson International Academy, Inc.		
Charter CTDS:	10-87-14-000	Charter Entity ID:	79979
Charter Status:	Open	Contract Effective Date:	05/24/2002
Number of Schools:	4	Contractual Days:	<ul style="list-style-type: none"> • TIA East: 180 • TIA West: 180 • Tucson International Academy: 180 • Tucson International Academy Midvale: 180
Charter Grade Configuration:	K-12	Contract Expiration Date:	05/23/2017
FY Charter Opened:	—	Charter Signed:	05/24/2002
Charter Granted:	05/13/2002	Charter Enrollment Cap	1000
Corp. Type	Non Profit		

Charter Contact Information

[Hide Section](#)

Mailing Address:	2700 W. Broadway Blvd. Tucson, AZ 85745	Website:	—
Phone:	520-792-3255	Fax:	520-792-3245
Mission Statement:	Tucson International Academy is a team based learning community committed to providing a quality education through: Preparation for a global society through language and technology, academic achievement and the pursuit of higher education, and cultural understanding and community involvement, inspired by love, respect, and responsibility.		
Charter Representatives:	Name:	Email:	FCC Expiration Date:
	1.) Dr. Jennifer Herrera	jherrera @tucsoninternationalacademy.com	—

Academic Performance - Tucson International Academy Midvale

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School Name:	Tucson International Academy Midvale	School CTDS:	10-87-14-102
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School Entity ID:	84297	Charter Entity ID:	79979
School Status:	Open	School Open Date:	10/07/2003
Physical Address:	1625 W. Valencia #109 Tucson, AZ 85746	Website:	—
Phone:	520-792-3255	Fax:	520-792-3245
Grade Levels Served:	K-12	FY 2014 100th Day ADM:	155.24

Academic Performance Per Fiscal Year

[Hide Section](#)

Tucson International Academy Midvale

		2012 Small K-12 School (K-12)			2013 Traditional K-12 School (K to 11)			2014 Traditional K-12 School (K to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	29	25	10	41	50	20	38	50	10
	Reading	22	25	10	56	75	20	45	50	10
1b. SGP Bottom 25%	Math	19.5	25	10	NR	0	0	44	50	10
	Reading	18	25	10	NR	0	0	44	50	10
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	15 / 42.2	50	7.5	38.2 / 60.9	25	7.5	23.3 / 60.5	25	7.5
	Reading	40 / 66.3	50	7.5	74.1 / 77.8	50	7.5	61.8 / 77.1	25	7.5
2b. Composite School Comparison	Math	-23.7	25	5	-20	25	5	-25.2	25	5
	Reading	-23.3	25	5	-1.5	50	5	-4.8	50	5
2c. Subgroup ELL	Math	6 / 23.8	50	2.5	46.7 / 43.8	75	3.75	18.2 / 36.4	50	2.5
	Reading	25 / 45.5	50	2.5	66.7 / 58	75	3.75	59.1 / 50	75	2.5
2c. Subgroup FRL	Math	18 / 36.2	50	2.5	38.9 / 51.8	25	3.75	24.1 / 50.8	25	2.5
	Reading	41 / 62	50	2.5	71.4 / 71.2	75	3.75	63.3 / 69.7	50	2.5
2c. Subgroup SPED	Math	0 / 16	50	2.5	NR	0	0	0 / 17.1	25	2.5
	Reading	0 / 29.8	25	2.5	NR	0	0	20 / 33.6	50	2.5
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		D	25	5	C	50	5	D	25	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		NR	0	0	NR	0	0	NR	0	0
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

33.09

85

54.41

85

41.91

85

Academic Performance - Tucson International Academy

[Hide Section](#)

School Name:	Tucson International Academy	School CTDS:	10-87-14-101
School Entity ID:	79980	Charter Entity ID:	79979
School Status:	Open	School Open Date:	08/19/2002
Physical Address:	1230 East Broadway Tucson, AZ 85719	Website:	—
Phone:	520-792-3255	Fax:	520-792-3245
Grade Levels Served:	K-12	FY 2014 100th Day ADM:	99.291

Academic Performance Per Fiscal Year

[Hide Section](#)

Tucson International Academy

		2012 Traditional K-12 School (K-12)			2013 Traditional K-12 School (K to 12)			2014 Traditional K-12 School (K to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	33.5	25	10	51.5	75	10	70	100	10
	Reading	45	50	10	37.5	50	10	63.5	75	10
1b. SGP Bottom 25%	Math	48	50	10	51.5	75	10	66	100	10
	Reading	46.5	50	10	43	50	10	79.5	100	10
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	31 / 62.8	50	7.5	31.5 / 63.8	25	7.5	46 / 61.3	50	7.5
	Reading	64 / 77.5	50	7.5	59.3 / 78.8	25	7.5	71 / 79.4	50	7.5
2b. Composite School Comparison	Math	-27.4	25	5	-24	25	5	-3	50	5
	Reading	-9.8	50	5	-12.4	50	5	2.5	75	5
2c. Subgroup ELL	Math	18 / 42.5	50	3.75	17.6 / 40.6	50	3.75	42.1 / 33.9	75	3.75
	Reading	45 / 56.4	50	3.75	35.3 / 54.6	25	3.75	57.9 / 50.6	75	3.75
	Math	27 / 52.9	50	3.75	26.8 / 54.5	25	3.75	43.1 / 51.1	50	3.75

2c. Subgroup FRL	Reading	60 / 69.6	50	3.75	56.1 / 71.8	25	3.75	68.4 / 71.8	50	3.75	
	Math	NR	0	0	NR	0	0	NR	0	0	
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	D	25	5	B	75	5	
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
4a. Graduation		NR	0	0	NR	0	0	NR	0	0	
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		44.12			85	45.22			85	75.74	

Academic Performance - TIA West

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School Name:	TIA West	School CTDS:	10-87-14-104
School Entity ID:	90045	Charter Entity ID:	79979
School Status:	Open	School Open Date:	08/11/2008
Physical Address:	2700 W. Broadway Blvd. Tucson, AZ 85745	Website:	—
Phone:	520-792-3255	Fax:	520-792-3245
Grade Levels Served:	K-12	FY 2014 100th Day ADM:	130.856

Academic Performance Per Fiscal Year

[Hide Section](#)

TIA West

		2012 Traditional K-12 School (K-12)			2013 Traditional K-12 School (K to 12)			2014 Traditional K-12 School (K to 12)		
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1. Growth										
1a. SGP	Math	43	50	10	36	50	10	66.5	100	10
	Reading	43	50	10	36	50	10	66.5	100	10
1b. SGP Bottom 25%	Math	40.5	50	10	42	50	10	63	75	10
	Reading	48	50	10	36	50	10	63	75	10
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight

2a. Percent Passing	Math	30 / 60.5	50	7.5	42.3 / 61.3	25	7.5	55.8 / 60.2	50	7.5	
	Reading	63 / 76.1	50	7.5	69 / 77.9	50	7.5	83.1 / 78.3	75	7.5	
2b. Composite School Comparison	Math	-27.4	25	5	-14.2	50	5	4	75	5	
	Reading	-10.4	50	5	-5.4	50	5	10.6	75	5	
2c. Subgroup ELL	Math	14 / 41.3	50	2.5	NR	0	0	NR	0	0	
	Reading	53 / 54.3	50	2.5	NR	0	0	NR	0	0	
2c. Subgroup FRL	Math	30 / 51.4	50	2.5	45.8 / 52.7	50	3.75	54.5 / 50.8	75	3.75	
	Reading	60 / 68.6	50	2.5	64.6 / 71.6	50	3.75	81.8 / 71.4	75	3.75	
2c. Subgroup SPED	Math	8 / 20.1	50	2.5	25 / 21.2	75	3.75	33.3 / 17.4	75	3.75	
	Reading	23 / 35.2	50	2.5	41.7 / 35.5	75	3.75	73.3 / 37.3	75	3.75	
3. State Accountability	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight		
3a. State Accountability	D	25	5	D	25	5	A	100	5		
4. Graduation	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight		
4a. Graduation	NR	0	0	NR	0	0	NR	0	0		
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	47.06			85	48.53			85	80.15		

Academic Performance - TIA East

[Hide Section](#)

School Name:	TIA East	School CTDS:	10-87-14-103
School Entity ID:	90044	Charter Entity ID:	79979
School Status:	Open	School Open Date:	08/11/2008
Physical Address:	450 N. Pantano Rd. Tucson, AZ 85710	Website:	—
Phone:	520-792-3255	Fax:	520-792-3245
Grade Levels Served:	K-11	FY 2014 100th Day ADM:	84.695

[Hide Section](#)

Academic Performance Per Fiscal Year

TIA East

		2012 Small K-12 School (K-10)			2013 Small K-12 School (K to 10)			2014 Traditional K-12 School (K to 11)			
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
1a. SGP	Math	34	50	20	40.5	50	20	68	100	20	
	Reading	31	25	20	40.5	50	20	54	75	20	
1b. SGP Bottom 25%	Math	NR	0	0	NR	0	0	NR	0	0	
	Reading	NR	0	0	NR	0	0	NR	0	0	
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
2a. Percent Passing	Math	29 / 45.3	50	7.5	35.4 / 46.9	50	7.5	45.5 / 62.4	25	7.5	
	Reading	61 / 68.2	50	7.5	58.5 / 72.7	25	7.5	75 / 78.8	50	7.5	
2b. Composite School Comparison	Math	-13.9	50	5	-6.2	50	5	-10.3	50	5	
	Reading	-5.8	50	5	-8.6	50	5	1.8	75	5	
2c. Subgroup ELL	Math	NR	0	0	0 / 19.5	25	3.75	NR	0	0	
	Reading	NR	0	0	18.2 / 37.6	50	3.75	NR	0	0	
2c. Subgroup FRL	Math	26 / 38.5	50	7.5	33.3 / 42.4	50	3.75	40.6 / 51.8	25	7.5	
	Reading	59 / 63.3	50	7.5	55.6 / 68.4	50	3.75	68.8 / 71.4	50	7.5	
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	D	25	5	B	75	5	
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
4a. Graduation		NR	0	0	NR	0	0	NR	0	0	
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		42.65			85	45.22			85	66.18	

Financial Performance

[Hide Section](#)

Charter Corporate Name: Tucson International Academy, Inc.
 Charter CTDS: 10-87-14-000 Charter Entity ID: 79979
 Charter Status: Open Contract Effective Date: 05/24/2002

Financial Performance

[Hide Section](#)

Tucson International Academy, Inc.

Near-Term Measures

	Fiscal Year 2014		Fiscal Year 2015	
	No	Meets	No	Meets
Going Concern				
Unrestricted Days Liquidity	22.50	Does Not Meet	21.98	Does Not Meet
Default	No	Meets	No	Meets

Sustainability Measures (Negative numbers indicated by parentheses)

Net Income	(\$31,870)	Does Not Meet	\$93,519	Meets
Fixed Charge Coverage Ratio	1.02	Does Not Meet	1.19	Meets
Cash Flow (3-Year Cumulative)	\$125,561	Meets	\$119,423	Meets

Cash Flow Detail by Fiscal Year

	FY 2014	FY 2013	FY 2012	FY 2015	FY 2014	FY 2013
	\$108,269	\$8,006	\$9,286	\$3,148	\$108,269	\$8,006

Meets Board's Financial Performance Expectations

Operational Performance

[Hide Section](#)

Charter Corporate Name: Tucson International Academy, Inc.
 Charter CTDS: 10-87-14-000 Charter Entity ID: 79979
 Charter Status: Open Contract Effective Date: 05/24/2002

Operational Performance

[Hide Section](#)

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

Measure	2015	2016
1.a. Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?	Meets	--
Educational Program - Essential Terms	No issue identified	--
1.b. Does the charter holder adhere with applicable education	Meets	--

requirements defined in state and federal law?		
Services to Student with Disabilities	No issue identified	--
Instructional Days/Hours	No issue identified	--
Data for Achievement Profile	No issue identified	--
Mandated Programming (State/Federal Grants)	No issue identified	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Meets	--
Timely Submission	Yes	Yes
Audit Opinion	Unqualified	Unqualified
Completed 1st Time CAPs	No issue identified	--
Second-Time/Repeat CAP	No issue identified	--
Serious Impact Findings	No issue identified	--
Minimal Impact Findings (3+ Years)	No issue identified	--
2.b. Is the charter holder administering student admission and attendance appropriately?	Does Not Meet	--
Estimated Count/Attendance Reporting	ADE ADM Audit	--
Tuition and Fees	No issue identified	--
Public School Tax Credits	No issue identified	--
Attendance Records	No issue identified	--
Enrollment Processes	No issue identified	--
2.c. Is the charter holder maintaining a safe environment consistent with state and local requirements?	Meets	--
Facility/Insurance Documentation	No issue identified	--
Fingerprinting	No issue identified	--
2.d. Is the charter holder transparent in its operations?	Meets	--
Academic Performance Notifications	No issue identified	--
Teacher Resumes	No issue identified	--
Open Meeting Law	No issue identified	--
Board Alignment	No issue identified	Inconsistency in Reporting
2.e. Is the charter holder complying with its obligations to the Board?	Does Not Meet	--
Timely Submissions	Demonstration of Sufficient Progress	Charter Governance Notification
Limited Substantiated Complaints	No issue identified	--
Favorable Board Actions	10% Withholding	--
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Meets	--
Arizona Corporation Commission	No issue identified	--
Arizona Department of Economic Security	No issue identified	--
Arizona Department of Education	No issue identified	--
Arizona Department of Revenue	No issue identified	--
Arizona State Retirement System	No issue identified	--

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

Last Updated: 2016-04-21 15:10:08

APPENDIX B

ACADEMIC DASHBOARDS

General Site Contact Inspections Grades Governing Body FY Data Site Visits Member Campuses Amendments

Academic Performance

Academic Performance

[Edit this section.](#)

TIA East

		2012 Small K-12 School (K-10)			2013 Small K-12 School (K to 10)			2014 Traditional K-12 School (K to 11)			
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
1a. SGP	Math	34	50	20	40.5	50	20	68	100	20	
	Reading	31	25	20	40.5	50	20	54	75	20	
1b. SGP Bottom 25%	Math	NR	0	0	NR	0	0	NR	0	0	
	Reading	NR	0	0	NR	0	0	NR	0	0	
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
2a. Percent Passing	Math	29 / 45.3	50	7.5	35.4 / 46.9	50	7.5	45.5 / 62.4	25	7.5	
	Reading	61 / 68.2	50	7.5	58.5 / 72.7	25	7.5	75 / 78.8	50	7.5	
2b. Composite School Comparison	Math	-13.9	50	5	-6.2	50	5	-10.3	50	5	
	Reading	-5.8	50	5	-8.6	50	5	1.8	75	5	
2c. Subgroup ELL	Math	NR	0	0	0 / 19.5	25	3.75	NR	0	0	
	Reading	NR	0	0	18.2 / 37.6	50	3.75	NR	0	0	
2c. Subgroup FRL	Math	26 / 38.5	50	7.5	33.3 / 42.4	50	3.75	40.6 / 51.8	25	7.5	
	Reading	59 / 63.3	50	7.5	55.6 / 68.4	50	3.75	68.8 / 71.4	50	7.5	
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	D	25	5	B	75	5	
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
4a. Graduation		NR	0	0	NR	0	0	NR	0	0	
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		42.65			85	45.22			85	66.18	

General Site Contact Inspections Grades Governing Body FY Data Site Visits Member Campuses Amendments

Academic Performance

Academic Performance

[Edit this section.](#)

Tucson International Academy

		2012 Traditional K-12 School (K-12)			2013 Traditional K-12 School (K to 12)			2014 Traditional K-12 School (K to 12)			
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
1. Growth											
1a. SGP	Math	33.5	25	10	51.5	75	10	70	100	10	
	Reading	45	50	10	37.5	50	10	63.5	75	10	
1b. SGP Bottom 25%	Math	48	50	10	51.5	75	10	66	100	10	
	Reading	46.5	50	10	43	50	10	79.5	100	10	
2. Proficiency											
2a. Percent Passing	Math	31 / 62.8	50	7.5	31.5 / 63.8	25	7.5	46 / 61.3	50	7.5	
	Reading	64 / 77.5	50	7.5	59.3 / 78.8	25	7.5	71 / 79.4	50	7.5	
2b. Composite School Comparison	Math	-27.4	25	5	-24	25	5	-3	50	5	
	Reading	-9.8	50	5	-12.4	50	5	2.5	75	5	
2c. Subgroup ELL	Math	18 / 42.5	50	3.75	17.6 / 40.6	50	3.75	42.1 / 33.9	75	3.75	
	Reading	45 / 56.4	50	3.75	35.3 / 54.6	25	3.75	57.9 / 50.6	75	3.75	
2c. Subgroup FRL	Math	27 / 52.9	50	3.75	26.8 / 54.5	25	3.75	43.1 / 51.1	50	3.75	
	Reading	60 / 69.6	50	3.75	56.1 / 71.8	25	3.75	68.4 / 71.8	50	3.75	
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	D	25	5	B	75	5	
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
4a. Graduation		NR	0	0	NR	0	0	NR	0	0	
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		44.12			85	45.22			85	75.74	

General Site Contact Inspections Grades Governing Body FY Data Site Visits Member Campuses Amendments

Academic Performance

Academic Performance

[Edit this section.](#)

TIA West

		2012 Traditional K-12 School (K-12)			2013 Traditional K-12 School (K to 12)			2014 Traditional K-12 School (K to 12)			
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
1a. SGP	Math	43	50	10	36	50	10	66.5	100	10	
	Reading	43	50	10	36	50	10	66.5	100	10	
1b. SGP Bottom 25%	Math	40.5	50	10	42	50	10	63	75	10	
	Reading	48	50	10	36	50	10	63	75	10	
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
2a. Percent Passing	Math	30 / 60.5	50	7.5	42.3 / 61.3	25	7.5	55.8 / 60.2	50	7.5	
	Reading	63 / 76.1	50	7.5	69 / 77.9	50	7.5	83.1 / 78.3	75	7.5	
2b. Composite School Comparison	Math	-27.4	25	5	-14.2	50	5	4	75	5	
	Reading	-10.4	50	5	-5.4	50	5	10.6	75	5	
2c. Subgroup ELL	Math	14 / 41.3	50	2.5	NR	0	0	NR	0	0	
	Reading	53 / 54.3	50	2.5	NR	0	0	NR	0	0	
2c. Subgroup FRL	Math	30 / 51.4	50	2.5	45.8 / 52.7	50	3.75	54.5 / 50.8	75	3.75	
	Reading	60 / 68.6	50	2.5	64.6 / 71.6	50	3.75	81.8 / 71.4	75	3.75	
2c. Subgroup SPED	Math	8 / 20.1	50	2.5	25 / 21.2	75	3.75	33.3 / 17.4	75	3.75	
	Reading	23 / 35.2	50	2.5	41.7 / 35.5	75	3.75	73.3 / 37.3	75	3.75	
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
3a. State Accountability		D	25	5	D	25	5	A	100	5	
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
4a. Graduation		NR	0	0	NR	0	0	NR	0	0	
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		47.06			85	48.53			85	80.15	

Tucson International Academy Midvale CTDS: 10-87-14-102 | Entity ID: 84297

General Site Contact Inspections Grades Governing Body FY Data Site Visits Member Campuses Amendments

Academic Performance

Academic Performance

[Edit this section.](#)

Tucson International Academy Midvale

		2012 Small K-12 School (K-12)			2013 Traditional K-12 School (K to 11)			2014 Traditional K-12 School (K to 12)			
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
1a. SGP	Math	29	25	10	41	50	20	38	50	10	
	Reading	22	25	10	56	75	20	45	50	10	
1b. SGP Bottom 25%	Math	19.5	25	10	NR	0	0	44	50	10	
	Reading	18	25	10	NR	0	0	44	50	10	
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
2a. Percent Passing	Math	15 / 42.2	50	7.5	38.2 / 60.9	25	7.5	23.3 / 60.5	25	7.5	
	Reading	40 / 66.3	50	7.5	74.1 / 77.8	50	7.5	61.8 / 77.1	25	7.5	
2b. Composite School Comparison	Math	-23.7	25	5	-20	25	5	-25.2	25	5	
	Reading	-23.3	25	5	-1.5	50	5	-4.8	50	5	
2c. Subgroup ELL	Math	6 / 23.8	50	2.5	46.7 / 43.8	75	3.75	18.2 / 36.4	50	2.5	
	Reading	25 / 45.5	50	2.5	66.7 / 58	75	3.75	59.1 / 50	75	2.5	
2c. Subgroup FRL	Math	18 / 36.2	50	2.5	38.9 / 51.8	25	3.75	24.1 / 50.8	25	2.5	
	Reading	41 / 62	50	2.5	71.4 / 71.2	75	3.75	63.3 / 69.7	50	2.5	
2c. Subgroup SPED	Math	0 / 16	50	2.5	NR	0	0	0 / 17.1	25	2.5	
	Reading	0 / 29.8	25	2.5	NR	0	0	20 / 33.6	50	2.5	
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
3a. State Accountability		D	25	5	C	50	5	D	25	5	
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
4a. Graduation		NR	0	0	NR	0	0	NR	0	0	
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		33.09			85	54.41			85	41.91	

APPENDIX C

RENEWAL DSP FINAL EVALUATION

Demonstration of Sufficient Progress Final Evaluation

CHARTER INFORMATION

Charter Holder Name	Tucson International Academy, Inc.	Schools	Tucson International Academy, TIA West, TIA East, Tucson International Academy Midvale
Charter Holder Entity ID	79979	Purpose of DSP Submission	Renewal
Site Visit Date	March 15, 2016		

Evaluation Overview:

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

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

Data

The area of Data is evaluated as Falls Far Below. As evidenced at the DSP site visit, the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years in 12 out of 13 measures for Tucson International Academy Midvale required by the Board. For more detailed analysis see Data Inventory (appendix: D. Renewal DSP Site Visit Inventory Forms, Site Visit Inventory – [Data](#)).

Tucson International Academy—Midvale

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

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

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

For more detailed analysis see Curriculum Inventory (appendix: D. Renewal DSP Site Visit Inventory Forms, 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, 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, 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, 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, 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: Tucson International Academy, Inc.
 School Name: Tucson International Academy Midvale
 Site Visit Date: March 15, 2016

Required for: Renewal
 Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p>[D.1] TIA 15-16 Midvale DSP Data Submission Spreadsheet CBAS 3 Midvale Growth Ach TIA 14-15 Midvale DSP Data Submission Spreadsheet</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.</p> <p>The documents provided DO NOT demonstrate improved academic performance because: due to a change in assessment tools comparative year-to-year data is not available. For FY15, AIMS practice tests were administered for benchmark assessments. For FY16 Galileo benchmark assessments were administered. Galileo assessments for FY16 evaluate student growth of ACCR standards for Math, AIMS practice tests do not evaluate ACCR standards.</p> <p>Data for FY16 demonstrates that 78% of students reached expected growth as of benchmark #3.</p> <p>Final Evaluation:</p>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input 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 checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.
<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.	
<p>[D.2] TIA 15-16 Midvale DSP Data Submission Spreadsheet CBAS 3 Midvale Growth Ach TIA 14-15 Midvale DSP Data Submission Spreadsheet</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Reading</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.</p> <p>The documents provided DO NOT demonstrate improved academic performance because: due to a change in assessment tools comparative year-to-year data is not available. For FY15, AIMS practice tests were administered for benchmark assessments. For FY16 Galileo benchmark assessments were administered. Galileo assessments for FY16 evaluate student growth of ACCR standards for Reading, AIMS practice tests do not evaluate ACCR standards.</p> <p>Data for FY16 demonstrates that 78% of students reached expected growth as of benchmark #3.</p> <p>Final Evaluation:</p>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input 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 checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.
<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.	



<p>[D.3] TIA 15-16 Midvale DSP Data Submission Spreadsheet CBAS 3 Midvale Growth Ach TIA 14-15 Midvale DSP Data Submission Spreadsheet</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math.</p> <p>The documents provided DO NOT demonstrate improved academic performance because due to a change in assessment tools comparative year-to-year data is not available. For FY15, AIMS practice tests were administered for benchmark assessments. For FY16 Galileo benchmark assessments were administered. Galileo assessments for FY16 evaluate student growth of ACCR standards for Math, AIMS practice tests do not evaluate ACCR standards.</p> <p>Data for FY16 demonstrates that 95% of students reached expected growth as of benchmark #3.</p> <p>Final Evaluation:</p>	
<p>[D.4] TIA 15-16 Midvale DSP Data Submission Spreadsheet CBAS 3 Midvale Growth Ach TIA 14-15 Midvale DSP Data Submission Spreadsheet</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading.</p> <p>The documents provided DO NOT demonstrate improved academic performance because due to a change in assessment tools comparative year-to-year data is not available. For FY15, AIMS practice tests were administered for benchmark assessments. For FY16 Galileo benchmark assessments were administered. Galileo assessments for FY16 evaluate student growth of ACCR standards for Reading, AIMS practice tests do not evaluate ACCR standards.</p> <p>Data for FY16 demonstrates that 86% of students reached expected growth as of benchmark #3.</p> <p>Final Evaluation:</p>	
	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

<p>[D.5] TIA 15-16 Midvale DSP Data Submission Spreadsheet CBAS 3 TIA 14-15 Midvale DSP Data Submission Spreadsheet K - 12 Math Passing BM 1-3</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing – Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing – Math.</p> <p>The documents provided DO NOT demonstrate improved academic performance because: due to a change in assessment tools comparative year-to-year data is not available. For FY15, AIMS practice tests were administered for benchmark assessments. For FY16 Galileo benchmark assessments were administered. Galileo assessments for FY16 evaluate student proficiency of ACCR standards for Math, AIMS practice tests do not evaluate ACCR standards.</p> <p>Data for FY16 demonstrates that 65% of students demonstrated proficiency in Math as of benchmark #3.</p> <p>Final Evaluation:</p>	
<p>[D.6] TIA 15-16 Midvale DSP Data Submission Spreadsheet CBAS 3 TIA 14-15 Midvale DSP Data Submission Spreadsheet K - 12 ELA Passing BM 1-3</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing – Reading</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing – Reading.</p> <p>The documents provided DO NOT demonstrate improved academic performance because: due to a change in assessment tools comparative year-to-year data is not available. For FY15, AIMS practice tests were administered for benchmark assessments. For FY16 Galileo benchmark assessments were administered. Galileo assessments for FY16 evaluate student proficiency of ACCR standards for Reading, AIMS practice tests do not evaluate ACCR standards.</p> <p>Data for FY16 demonstrates that 62% of students demonstrated proficiency in Reading as of benchmark #3.</p> <p>Final Evaluation:</p>	
	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>



<p>[D.7] TIA 15-16 Midvale DSP Data Submission Spreadsheet CBAS 3 TIA 14-15 Midvale DSP Data Submission Spreadsheet K - 12 Math Passing BM 1-3</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, ELL – Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Math.</p> <p>The documents provided DO NOT demonstrate improved academic performance because: due to a change in assessment tools comparative year-to-year data is not available. For FY15, AIMS practice tests were administered for benchmark assessments. For FY16 Galileo benchmark assessments were administered. Galileo assessments for FY16 evaluate student proficiency of ACCR standards for Math, AIMS practice tests do not evaluate ACCR standards.</p> <p>Data for FY16 demonstrates that 40% of ELL students demonstrated proficiency in Math as of benchmark #3.</p> <p>Final Evaluation:</p>	
<p>[D.8] N/A</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, ELL – Reading</p> <p>Not Applicable</p>	
<p>[D.9] TIA 15-16 Midvale DSP Data Submission Spreadsheet CBAS 3 TIA 14-15 Midvale DSP Data Submission Spreadsheet K - 12 Math Passing BM 1-3</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL – Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Math.</p> <p>The documents provided DO NOT demonstrate improved academic performance because: due to a change in assessment tools comparative year-to-year data is not available. For FY15, AIMS practice tests were administered for benchmark assessments. For FY16 Galileo benchmark assessments were administered. Galileo assessments for FY16 evaluate student proficiency of ACCR standards for Math, AIMS practice tests do not evaluate ACCR standards.</p> <p>Data for FY16 demonstrates that 65% of FRL students demonstrated proficiency in Math as of benchmark #3.</p> <p>Final Evaluation:</p>	
	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>



<p>[D.10] TIA 15-16 Midvale DSP Data Submission Spreadsheet CBAS 3 TIA 14-15 Midvale DSP Data Submission Spreadsheet K - 12 ELA Passing BM 1-3</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL – Reading</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Reading.</p> <p>The documents provided DO NOT demonstrate improved academic performance because: due to a change in assessment tools comparative year-to-year data is not available. For FY15, AIMS practice tests were administered for benchmark assessments. For FY16 Galileo benchmark assessments were administered. Galileo assessments for FY16 evaluate student proficiency of ACCR standards for Reading, AIMS practice tests do not evaluate ACCR standards.</p> <p>Data for FY16 demonstrates that 62% of FRL students demonstrated proficiency in Reading as of benchmark #3.</p> <p>Final Evaluation:</p>	
	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>



<p>[D.11] TIA 15-16 Midvale DSP Data Submission Spreadsheet CBAS 3 TIA 14-15 Midvale DSP Data Submission Spreadsheet K - 12 Math Passing BM 1-3</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Math.</p> <p>The documents provided DO NOT demonstrate improved academic performance because: due to a change in assessment tools comparative year-to-year data is not available. For FY15, AIMS practice tests were administered for benchmark assessments. For FY16 Galileo benchmark assessments were administered. Galileo assessments for FY16 evaluate student proficiency of ACCR standards for Math, AIMS practice tests do not evaluate ACCR standards.</p> <p>Data for FY16 demonstrates that 50% of students with disabilities demonstrated proficiency in Math as of benchmark #3.</p> <p>Final Evaluation:</p>	
<p>[D.12] TIA 15-16 Midvale DSP Data Submission Spreadsheet CBAS 3 TIA 14-15 Midvale DSP Data Submission Spreadsheet K - 12 ELA Passing BM 1-3</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading.</p> <p>The documents provided DO NOT demonstrate improved academic performance because: due to a change in assessment tools comparative year-to-year data is not available. For FY15, AIMS practice tests were administered for benchmark assessments. For FY16 Galileo benchmark assessments were administered. Galileo assessments for FY16 evaluate student proficiency of ACCR standards for Reading, AIMS practice tests do not evaluate ACCR standards.</p> <p>Data for FY16 demonstrates that 25% of students with disabilities demonstrated proficiency in Reading as of benchmark #3.</p> <p>Final Evaluation:</p>	
	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>



[D.13] AZReportcards.org	Charter holder indicated the intended purpose of the document was to demonstrate: improved performance in High School Graduation Rate The documents provided demonstrate evidence of improved performance in High School Graduation Rate. Information available for the charter holder's report card publicly available from the Arizona Department of Education indicates that for FY15 the graduation rate is 100%. Final Evaluation:	
	<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.



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Tucson International Academy, Inc.
 School Name: Tucson International Academy, Tucson International Academy Midvale, TIA East, TIA West

Site Visit Date: March 15, 2016
 Required for: Renewal
 Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome			
<p>[C.A.1]</p> <p>TIA's Scope and Sequence Sample TIA's Pacing Guide SIM II Curriculum Development Model (Golden Rod) Sample Curriculum Analysis Rubric Sample TIA's Teacher Curriculum Evaluation Form Sample TIA's Teacher Curriculum Evaluation Form Sample of curriculum Sample pacing guide Sample Subskill / Sub-concept Workshop planner with CAA with sign in sheets Complete sample process 1 Complete Sample process 2 Leadership Agenda Re-Curriculum</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Teaching staff annotates curriculum concerns and gaps that they may have. • Teachers identify needs and gaps and take notes on the Teacher Curriculum Evaluation Form. • Tucson International Academy uses a rubric protocol document called the "TIA Curriculum Analysis Rubric" to guide through the curriculum evaluation process. • Principals, CAA representatives and the teachers review the teachers' notes about the curriculum three times a year. • Review meetings with CAA representatives and Principals to discuss the information gathered about the curriculum concerns and notes from the teachers are held to prepare for summer review and/or revisions. <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>[C.A.2]</p> <p>AZMERIT Results Sample Galileo Data TIA's Teacher Curriculum Evaluation Form Teacher lesson Plans Leadership Agenda with sign in sheets re- AZMERIT data CAA Summary reports with emails Sample lesson plan aligned with sample pacing guide</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating how effectively the curriculum enables students to meet all standards.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Each year the CAA team meets with the staff to determine the current application of the pacing guide and scope and sequence. • The teachers are observed and interviewed by the CAA and a report is provided to the Principal to determine the effectiveness of the current curriculum. • TIA uses Galileo to ensure all standards were learned or mastered and the teachers' lesson plans that reflect the TIA Pacing guide to ensure that all standards are taught. • Annually, school and district principals review summative test data from AZ MERIT testing to determine how effectively the curriculum enables students to meet the standards. 			

<p>Sample Curriculum Guide with Teacher Notes Sample Pacing guide with teacher notes Sample Intervention Alert (Galileo) Galileo Alignment to ACCRS email with links ATI Statement of Alignment to ACCRS</p>	<ul style="list-style-type: none"> Feedback is used from teachers gathered in the curriculum review process to evaluate how effectively the curriculum enables students to meet the standards. <p>Final Evaluation:</p>	
<p>[C.A.3]</p> <p>TIA's Pacing Guide TIA's Scope and Sequence TIA's Curriculum Analysis Rubric Gap Analysis Preservice Orientation PD Agenda/Schedule With Sign in Sheets Staff Meeting Agenda with teacher/principal reviewing curriculum notes Sample Pacing Guide with annotations Sample of curriculum Sample pacing guide Leadership meeting agenda with sign in sheets re Curriculum evaluation Curriculum Change decisions Workshop planner with CAA with sign in sheets Complete sample process 1 Sample Curriculum with annotations</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>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"> All teaching staff implements the written curriculum and, on an ongoing basis, annotate curriculum concerns and gaps. Each year, the teachers are trained by the CAA team on how to identify the needs and gaps and they take notes on the Teacher Curriculum Evaluation Form. The TIA Curriculum Analysis Rubric includes criteria of alignment to and covering all the ACCRS. Principals and teacher review the teachers' notes about the curriculum twice a year. Teachers retain copies of the curriculum manual and suggest edits all year long as they work through the calendar. <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.1]</p> <p>Houghton Mifflin Harcourt Teacher Edition Sample Sample Cuisenaire supplemental curriculum Determination of Resource or Supplemental Curriculum needs Summary of criteria for Curriculum approval (summary sheet) Approval of Resource or Supplemental Curriculum</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 process is similar to the process for overall evaluation of curriculum. • Teachers determine and document a need for supplemental curriculum by completing a Resource or Supplemental Need form. These are reviewed by the principal and superintendent and approved as appropriate. <p>Final Evaluation:</p>	
<p>[C.B.2]</p> <p>Approval of Resource or Supplemental Curriculum Supplemental Curriculum (Houghton Mifflin Harcourt) Teacher Curriculum Evaluation Form Sample TIA's Teacher Curriculum Evaluation Form Curriculum Change decisions Workshop planner with CAA with sign in sheets Complete sample process 1</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"> • Teachers determine and document a need for supplemental curriculum by completing a Resource or Supplemental Need form. These are reviewed by the principal and superintendent and approved as appropriate. • The Superintendent completes an approval of resource or supplemental curriculum form. The form is evaluative in nature and allows for the approval or denial of supplemental curriculum or resources. <p>Final Evaluation:</p>	
<p>[C.C.1]</p> <p>Recommended Curriculum revisions TIA's Curriculum Analysis Rubric Sample Teacher curriculum evaluation form Sample Curriculum with revision Sample Pacing Guide Sample leadership agenda with</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for determining the need for curriculum revisions based on its evaluation processes.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Teachers submit curriculum evaluation forms identifying gaps and discrepancies discovered while implementing curriculum. These forms are submitted to administrators, who review them, and sign off on the concerns. • Administrators meet with teachers to discuss the need for revisions. These revisions are then brought to the leadership team for approval or denial. <p>Final Evaluation:</p>	



<p>sign in sheet re-teacher curriculum evaluation forms Workshop planner with sign in sheet Approved curriculum changes</p>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
<p>[C.C.2]</p> <p>Sample TIA's Teacher Curriculum Evaluation Form Sample of curriculum Sample pacing guide Leadership meeting agenda with sign in sheets Curriculum Change decisions Workshop planner with CAA with sign in sheets Complete sample process 1</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"> • Revisions are made to the Curriculum Guide based on the Teacher and Administrator analyses referenced in C.C.1. • The CAA makes the changes to the manual based on the Teacher and Administrator guidance from the approved curriculum changes documents. <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.1]</p> <p>Professional Development Agendas Samples of weekly lesson plans Samples of completed TIA's walkthrough Observation form Sample teacher weekly checklist (Gold Star) Six part Lesson Plan samples Addendum to the teacher handbook on instructional expectations Sample pacing guide Preservice Orientation PD Agenda/Schedule With Sign in Sheets Learner Objective Sequence</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"> • All teachers receive Professional Development / Orientation on the curriculum. • Site principals check lesson plans for alignment to the curriculum using the Six Part Lesson Plan Analysis rubric. • Principals also use informal and formal observations to ensure the curriculum is implemented with fidelity. <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>Addendum to teacher Handbook Sample Six part lesson plan Teacher Weekly Checklist (Gold Star) CAA Reports</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"> • Expectations were communicated to Instructional staff through an addendum to the Teacher Handbook. • The six part lesson plan document demonstrates that teachers are planning by using the curricular tools. • Six part lesson plan documents are reviewed and analyzed administrators for usage of curricular tools. • The CAA interviews teachers to determine understanding and usage of the curricular tools (curriculum guide, pacing guide, etc.) <p>Final Evaluation:</p>	
<p>[C.D.3]</p> <p>TIA's Scope and Sequence TIA's Pacing Guide with notes Samples of formal observation Documents Samples of Lesson plans Guidelines on tutoring / extended learning time Guidelines on support services Agendas with sign in sheets (Data Meetings) Gap Analysis Galileo Benchmark Data Six part lesson plan with Analysis rubric SPED teacher Lesson Plan Sample Data Binder data</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to ensure that all grade-level standards are taught to mastery within the academic year.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The curriculum guide includes a scope and sequence identifying grade levels for each standard and when it is taught to mastery. • The pacing guide communicates dates, subskills, and Learning Outcomes to teachers. • The Gap Analysis allows teachers to document when each standard is taught to mastery and how it aligns to Galileo. <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.E.1]</p> <p>Agenda for beginning of the year PD List of subskills / subconcepts TIA's Scope and Sequence Sample of Curriculum Preservice Orientation PD Sign in Sheets</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"> • Prior to the school year starting, all teachers and staff receive professional development on the adopted curriculum including the unpacking of standards for clarity and alignment. CAA, the principals and teachers all meet to do the following: <ul style="list-style-type: none"> ○ The ACCRS are broken down into subskills/sub-concepts to create the scope and sequence. ○ All standards are included within the scope and sequence. ○ Write LOs for all the subskills and sub-concepts. ○ All the LOs in the curriculum are reviewed to verify that they align to the ACCRS. <p>Final Evaluation:</p>	
<p>[C.E.2]</p> <p>TIA's Curriculum Analysis Rubric Sample Teacher evaluation form Sample Curriculum with revision Sample Pacing Guide Sample leadership agenda with sign in sheet re-teacher curriculum evaluation forms Workshop planner with sign in sheet Approved curriculum changes Complete sample process 1 CAA Report</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder's process to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona's College and Career Ready Standards when adopting or revising curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Teachers submit curriculum evaluation forms identifying gaps and discrepancies discovered while implementing curriculum. These forms are submitted to administrators, who review them for alignment with LOs and standards, and sign off on the concerns. • Administrators meet with teachers to discuss the need for revisions. These revisions are then brought to the leadership team for approval or denial. • The CAA reviews changes to ensure appropriate alignment to standards. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.F.1]</p> <p>Time and effort logs SPED rubric Title I Alignment to ACCRS ILLP Training and ELL Strategies with Sign in sheets Supplemental Curriculum Subgroup Email Teacher input to present levels IEP Sample ELL AZELLA Sample Title I Lesson Plans ELL Two way teacher communication log 15-16 TIA Pacing Guide ELA K B & Int. ELD Standards ELL Lesson Plans 15-16 TIA Pacing Guide ELA K PE & E ELD Standards TIA Pacing Guide ELA 1st Grade June 2015 (1) Process for selecting Title I students Title I student Placement Title I teacher meetings Title I Schedule Approval of resource / supplemental curriculum Determination of resource or supplemental curriculum needs Title I Lesson Plans 9-28-15 to 10-02-15 Special Ed program effectiveness rubric Learning Skills Rubrics Sped Service Schedule ELP Standards Binder</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"> • Interventionists determine the skill and concept gaps for each student and provide targeted instruction for those gaps. After assessing the students, interventionists identify LOs from the curriculum that addresses the student needs. • Data from the AZELLA assessment is used to determine whether a student has the English language proficiency to learn the curriculum. • An ILLP is written to help provide the ELL students with the skills they need to access the adopted curriculum. • Classroom teachers use SEI strategies. • Interventionists provide one on one or small group language acquisition instruction. • An IEP is created for students with disabilities. • Classroom teachers, Special Education teachers, and Teacher Assistants implement the IEP. • General education curriculum is used with Special Education students. Assistive Technology and Learning Skills rubrics are used to allow access. <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: Tucson International Academy, Inc.
 School Name: Tucson International Academy, Tucson International Academy Midvale, TIA East, TIA West

Site Visit Date: March 15, 2016
 Required for: Renewal
 Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p>[A.A.1] Sample ATI Growth and Achievement Reports Instructional Coaching Logs (LOs look fos and listen fors) Assessment Plan Agenda for teacher / principal meeting re- data review ILLPs Attachment B Agendas and sign in sheets for data dialogues Teacher input to present levels ELL two way communication log Data Binder Gap analysis ELL Two way teacher communication log Data meetings with sign in sheets - interventionist Sample tutoring list School Improvement emails/documentation Teacher feedback notes (handwritten on Meeting Agenda)</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"> • Data is submitted three times a year to School Improvement in order to suggest assessment systems. • Suggestions are taken from the School Improvement process. • Schools pilot the potential assessment program (align to state standards and state assessments). • Teachers offer feedback on piloted program. • Leadership Team meets to address pilot program feedback and decisions are made through consensus of the team. <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] Galileo Reports Sign in Sheets PLC Logs DIBELS Needs Assessment Assessment Calendar</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"> • Gap analysis (pacing guide, mastery level, Galileo benchmarks throughout the year) • Districtwide Data binders used 	

<p>Gap analysis Data Binders Move On One Reading Teacher Input to Present Levels</p>	<ul style="list-style-type: none"> • Six-part lesson plans (Assessment of Learning at bottom of form) • Move On One Reading-data collected • Easy-CBM for SPED • District-created Teacher Input to Present Levels <p>Final Evaluation:</p>	
<p>[A.A.3] DIBELS Results Galileo Benchmark Results Title I rank and order Tutoring Schedules Lesson plans Title 1 Student Placement</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.B.1] Galileo Benchmark Data DIBELS Data Title I Rank and Order Sample Tutoring Schedule AZELLA Data Sample ILLP Tutoring Schedule Title I Progress Reports Title I interventionist meeting Draft district assessment Plan Sample Data Binder Agenda for Data Meetings W/</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"> • Galileo Intervention alerts/reports are analyzed • Align intervention with Learner Outcome (L.O.) in 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>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"> • Data meetings to analyze individual student achievement data. • ILLPs will be monitored on a quarterly basis to ensure success. • During the data meeting, instructional decisions will be made about each subgroup to ensure that they receive Tier III Intervention in Reading and Mathematics. <p>Final Evaluation:</p>	

<p>Sign in sheets Time and effort logs SPED rubric Title I Alignment to ACCRS ILLP Training and ELL Strategies with Sign in sheets Supplemental Curriculum Subgroup Email Teacher input to present levels IEP Sample ELL AZZELA Sample Title I Lesson Plans ELL Two way teacher communication log 15-16 TIA Pacing Guide ELA K B & Int. ELD Standards 15-16 TIA Pacing Guide ELA K PE & E ELD Standards TIA Pacing Guide ELA 1st Grade June 2015 (1) Process for selecting Title I students Title I student Placement Title I teacher meetings Title I Schedule Approval of resource / supplemental curriculum Determination of resource or supplemental curriculum needs Title I Lesson Plans 9-28-15 to 10-02-15 Special Ed program effectiveness rubric Sample ILLPs (with names redacted) from each quarter—observed at visit but not scanned ELL Monitoring Form Title 1 Placement</p>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
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<p>[A.C.1] AZMERIT Test Results Sample Galileo Results Sample DIBELS Results Assessment Calendar Sample Tutoring Schedule List of strategies Title 1 Teacher Meetings TIA Professional Development Calendar 2015-2016 Title 1 Placement</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for collecting and analyzing assessment data.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The Charter Holder created an assessment calendar. Data meetings are calendared in the assessment calendar to ensure time is set aside for analysis of the data collected. • Quarterly data meetings take place with the data team that consists of principals, instructional coaches, Title 1 teachers, SPED teachers, and SPED teacher assistants. • Data from the assessments is tracked on a spreadsheet and information is analyzed by the data team, students are then placed into reteach or enrich for math. • Reports from Galileo are examined by the data team and teachers use this information in conjunction with formative data. <p>Final Evaluation:</p>	
<p>[A.C.2] Sample Galileo Results Sample Data Binder Sample adjusted pacing guide</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"> • As data meetings are held and students are not progressing through the curriculum as written, adjustments are suggested to the pacing guide for consideration at the end of the quarter. <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.C.3] Sample Needs Assessment Sample Galileo Data Sample Weekly Walkthrough Sample Instructional Coaching Documentation (Gold Star) Data Meeting Sign in sheet Title 1 Student Placement Teacher Exchange Email</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"> • During data meetings, principals compare the classroom walk through data with the student data from each classroom. During that comparison as students are identified that are not mastering standards, interventions are created (Title I, before/after school tutoring, Saturday school, etc.) for student success. • Teachers are also identified for more frequent coaching and observations. • One component of the data meeting is to determine which students will be placed into reteach and enrich. Instructional strategies are discussed for the upcoming standard. <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.



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Tucson International Academy, Inc.
 School Name: Tucson International Academy, Tucson International Academy Midvale, TIA East, TIA West

Site Visit Date: March 15, 2016
 Required for: Renewal
 Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome	
[M.A.1] Six Part Lesson Plan Weekly Walkthrough Paperwork Teacher Evaluation Handbook Coaching logs ELL Walkthroughs Emails to teachers on feedback SLO Pilot documentation	<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"> • TIA teachers are required to turn in weekly lesson plans to administration for evaluation. The format includes a state standards code. • Teachers are required to post student friendly learning objectives within their classroom and in their lesson plan book. • Walkthroughs specific to Title 1 and ELL students are conducted. ELL strategies are noted on Classroom Walkthroughs. <p>Final Evaluation:</p>	
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
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[M.A.2] Six Part Lesson Plan Weekly Walkthrough Teacher Evaluation Handbook	<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"> • Principals review lesson plans weekly to monitor the integration of standards into the classroom instruction. • Weekly walkthroughs are followed by coaching feedback to discuss how the teacher ensures mastery of learning. <p>Final Evaluation:</p>	
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
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[M.B.1] Teacher Evaluation Handbook Coaching LOs Formal Observations	<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"> • Weekly walkthroughs are conducted by coaching instructors and principals; these coaching sessions provide 	



<p>Observation Documents Observation Notes Weekly Observations Six Part Lesson Plan Analysis</p>	<p>information about lesson planning, teaching delivery and instructional strategies to ensure instructional effectiveness.</p> <ul style="list-style-type: none"> • A teacher’s instructional process is evaluated according to his/her contribution to student achievement as a component of the formal evaluation performance classification. <p>Final Evaluation:</p>	
<p>[M.B.2]</p> <p>Formal Teacher Evaluations Data Gathering Tools Record of Coaching Conversations Professional Development Calendar Classroom walkthrough at a glance Coaching on LOs Coaching Logs Observation Documents Teacher Evaluation Handbook Walkthrough ELL</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"> • Principals review lesson plans weekly to monitor the integration of standards into the classroom instruction. • Weekly walkthroughs are followed by coaching feedback to discuss how the teacher ensures mastery of learning. • Teachers are evaluated using formal evaluations and receive an overall performance classification. <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.3]</p> <p>Teacher Evaluation Handbook Coaching on LOs Leadership Meeting Agendas Formal Observation Observation Documents Observation Notes Sample Weekly Observations Teacher Self Review Formal Observations</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"> • Teachers will complete a teacher self-review to reflect on his/her performance on each component in the program. • There will be at least two formal, complete, and uninterrupted observations conducted each school year by a board-approved, qualified evaluator. • Informal observations will occur at least weekly. • A post-conference is conducted within two school days after each observation. For the purpose of documentation there will be a form for both parties to sign. • Teacher/Evaluator conference at the beginning of the year to discuss teaching domains, professional growth plan, and/or pertinent data about students in their classrooms. • Document behaviors observed on the Teaching Performance Profile. The data should reflect the domains/components observed and recorded. • Data is gathered through classroom observations, conferences, and from sources other than the classroom. • After the data are gathered, they are analyzed to determine areas of strength and opportunities for improvement. <p>Final Evaluation:</p>
<p>[M.C.1]</p> <p>Data meetings sign in sheet Sample Galileo Data results Tutoring agreement form Title I progress reports Sample lesson plan with ILLP Coaching feedback on walkthroughs with the teachers ELL's specialist PD's sign in sheet Six Part Lesson Plan sample Record of coaching feedback Observation Data</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"> • For the bottom 25%, the components of effective targeted intervention and remediation are identified through informal classroom observations and walkthroughs, as well as analyzing Galileo results. • The district monitors the data of ELL students by reviewing weekly walkthroughs, noting the strategies on the ILLPs. • TIA monitors instruction targeted to address the needs of students with proficiency for SPED students by reviewing lesson plans. • Data from weekly walkthroughs are compared with strategies on the IEPs. <p>Final Evaluation:</p>

<p>DIBELS Data Title I Rank and Order Sample Tutoring Schedule AZELLA Data Sample ILLP Tutoring Schedule Title I interventionist meeting Draft district assessment Plan Sample Data Binder Agenda for Data Meetings W/ Sign in sheets Time and effort logs SPED rubric Title I Alignment to ACCRS ILLP Training and ELL Strategies with Sign in sheets Supplemental Curriculum Subgroup Email Teacher input to present levels IEP Sample ELL AZELLA Sample Title I Lesson Plans ELL Two way teacher communication log 15-16 TIA Pacing Guide ELA K B & Int. ELD Standards 15-16 TIA Pacing Guide ELA K PE & E ELD Standards TIA Pacing Guide ELA 1st Grade June 2015 (1) Process for selecting Title I students Title I student Placement Title I teacher meetings Title I Schedule Approval of resource / supplemental curriculum Determination of resource or supplemental curriculum needs Title I Lesson Plans 9-28-15 to 10- 02-15</p>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
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Coaching feedback on walkthrough with the teachers SPED PD's Sign in sheets		
[M.D.1] Galileo Data PD Sign in sheet Record of feedback Observation data Leadership meeting agenda/sign-in sheet Formal Observations	<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 Holder and the administrative team analyze data from weekly walkthroughs and the results of Galileo assessments. • A list of areas of strength and opportunities for improvement is developed to display the needs of the instructional staff members. <p>Final Evaluation:</p>	
[M.D.2] PD Calendar Record of Coaching conversations	<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"> • Individual coaching conversations and professional development sessions will be available for staff members who have particular need(s) in their areas of strength and/or opportunities for improvement. <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.



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Tucson International Academy, Inc.
 School Name: Tucson International Academy, Tucson International Academy Midvale, TIA East, TIA West

Site Visit Date: March 15, 2016
 Required for: Renewal
 Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p>[P.A.1] Agenda Sign in sheets Needs assessment ELL PD SPED PD Principal's Institute PD Instructional Coaching log Writing an effective Learner's Outcome PD Student Learning Objective (SLO) PD Sample Books (One Minute Teacher, Harry Wong, Discipline with Dignity, Mr. Twerp, Leverage Leadership) Preservice Orientation PD Agenda/Schedule With Sign in Sheets TIA Professional Development Calendar 2015-16 Teacher Self Reviews Coaching Logs Preservice orientation</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 complete needs assessment forms. Administration analyzes teacher needs assessment forms. • Coaching logs are also used to determine needs. • CAA offers a report on curriculum, which is used to determine if and/or what PD is needed. • Galileo is analyzed in order to determine if PD is needed. • Pre-service each year based on ILLPs, SPED, and other subgroup needs. • Teacher self reviews are considered in order to determine if and/or what PD is needed. <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[P.A.2] PD Agendas Sign in sheets Teacher Self Reviews Needs Assessments Needs Assessment Analysis</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"> • Teacher self reviews • Walkthrough evaluations • Needs assessments 		



	Final Evaluation:	
[P.A.3] Galileo Reports Walkthrough Data Needs Assessment Teacher Self Review Teacher Handbook Galileo Data Sample Galileo Intervention Alerts CAA Report Teacher Walkthroughs Teacher Observation 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] Agenda Sign in sheets Sample of after school tutoring forms ILLP Training, meeting minutes, agenda Agenda for Data Meetings w sign in sheets PLC/Staff Meeting agendas/notes	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 areas of high importance will be generated by the strengths and needs identified from the data. • At the end of the quarter, identify strengths and weaknesses in the instructional process • Gaps will be aligned by identifying those patterns and then high needs professional development strategies will be incorporated into the professional development plan. 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.
	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"> • ILLP Training • SPED Training • Data Meetings/PD • PLC/Staff Meetings with the purpose of analyzing school data to support all subgroups 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] Teacher Evaluation Handbook Coaching Conversations Feedback Emails Coaching Logs</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"> • Coaching conversations follow the walkthrough. • A supportive conversation of what was positive about the observation and what refinements are needed. During the conversation, the teacher will be asked how he/she can be supported to change the behaviors to reflect all positive items on the protocol. <p>Final Evaluation:</p>	
<p>[P.C.2] Identified needs research based resources School Improvement emails Walkthroughs Teacher Self Reviews</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"> • Identification of research-based material by School Improvement Committee that will support the weaknesses will be suggested to the leadership team for purchase. • Concrete resources will be identified by choosing research based resources for purchasing and use according to the process identified (Self-Readiness Assessment). • Identification based on the various data sets the strengths and weaknesses is completed. • Principals will enlist the help of teachers (through teacher self reviews) to identify the right resources based on that list. <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.1] Professional Development Agendas Coach and instructional Protocol data Classroom Walkthroughs Coaching Logs/Emails Coaching LOs 3</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder monitors the implementation of the strategies learned in professional development sessions.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Principals will observe for strategies that were taught during professional development to ensure implementation. • Following each new instructional strategy learned, principals will observe in classrooms to ensure the strategies are being implemented according to best practices. <p>Final Evaluation:</p>	
<p>[P.D.2] Coaching conversation emails feedback Teacher evaluation handbook Emails Coaching Conversations Goldstar</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"> • Principals will follow up with the instructional staff during coaching conversations following an instructional observation. • During the coaching conversation, the principal will get a commitment as to when the teacher will be using the strategy next so that the principal can observe the strategy for fidelity. <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: Tucson International Academy, Inc.
 School Name: Tucson International Academy, Tucson International Academy Midvale, TIA East, TIA West

Site Visit Date: March 15, 2016
 Required for: Renewal
 Evaluation Criteria Area: Grad Rate

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p>[G.A.1]</p> <p>Transcripts ECAPS Academic meetings process Report cards Attendance records Diplomas</p>	<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"> The Charter Holder creates ECAPs to track student GPA, course completion, test scores, and post high school plans. Academic plans are created through meetings with students. <p>Final Evaluation:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.		
<p>[G.A.2]</p> <p>Transcripts Sample of attendance records Attendance Tracking Attendance Alert Letters Academic Meeting Process</p>	<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"> Academic advisors examine student attendance and academic performance. Academic advisors are assigned to students to meet 2 times each year to review benchmarks/summative results, transcripts, report cards, 45 day screenings, and attendance records. <p>Final Evaluation:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.		
<p>[G.B.1]</p> <p>Galileo Assessment results 100 percent graduated document Attendance tracking 3 Sample tutoring schedule and agreement Title 1 students placement Title 1 interventionist meeting</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"> Student Galileo data is monitored and students are identified when in need of intervention. These students are placed in intervention groups or identified for tutoring. Transition plans are used to remediate the social needs of students who are experiencing barriers to graduation. 		



Sped Document on Student Success-Transition Plans	Final Evaluation:	
[G.B.2] 100 percent graduated document Academic Meeting Process Academic plan Progress Reports Transcript including credit data	<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.
	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 The documents provided demonstrate evidence of the following: <ul style="list-style-type: none"> • College acceptance rates are used as one measure of effectiveness. • Progress reports, report cards, and graduation rate data are used to determine if the systems in place to provide timely supports are working. 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.

APPENDIX E

RENEWAL DSP SUBMISSION



DEMONSTRATION OF SUFFICIENT PROGRESS REPORT

CHARTER INFORMATION			
Charter Holder Name	Jennifer E. Herrera	Schools	Tucson International Academy, INC
Charter Holder Entity ID	79979	Dashboard Year	FY14
Submission Date	February 23, 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: Tucson International Academy (Midvale)			
Measure	Prior Year Dashboard	Current Year Dashboard	Data Required (any measure that did not meet/exceed for both years)
	School Rating	School Rating	
Student Median Growth Percentile (SGP)—Math	Does Not Meet	Does Not Meet	Yes
Student Median Growth Percentile (SGP)—Reading	Meets	Does Not Meet	Yes
Student Median Growth Percentile (SGP), Bottom 25%—Math (Traditional and Small Schools Only)	No Rating	Does Not Meet	Yes
Student Median Growth Percentile (SGP), Bottom 25%—Reading (Traditional and Small Schools Only)	No Rating	Does Not Meet	Yes
Improvement—Math (Alternative High Schools Only)	Not Applicable	Not Applicable	Not Applicable
Improvement—Reading (Alternative High Schools Only)	Not Applicable	Not Applicable	Not Applicable
Percent Passing—Math	Falls Far Below	Falls Far Below	Yes
Percent Passing—Reading	Does Not Meet	Falls Far Below	Yes
Subgroup, ELL—Math	Meets	Does Not Meet	Yes
Subgroup, ELL—Reading	Meets	Meets	No
Subgroup, FRL—Math	Falls Far Below	Falls Far Below	Yes
Subgroup, FRL—Reading	Meets	Does Not Meet	Yes
Subgroup, students with disabilities—Math	No Rating	Falls Far Below	Yes
Subgroup, students with disabilities—Reading	No Rating	Does Not Meet	Yes
High School Graduation Rate (High Schools Only)	No Rating	No Rating	Not Applicable
Academic Persistence (Alternative Schools Only)	Not Applicable	Not Applicable	Not Applicable

Dashboard Ratings for All Measures			
School Name: Tucson International Academy (Broadway)			
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	Meets	Exceeds	No
Student Median Growth Percentile (SGP)—Reading	Does Not Meet	Meets	Yes
Student Median Growth Percentile (SGP), Bottom 25%—	Meets	Exceeds	No



Demonstration of Sufficient Progress Report

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

Dashboard Ratings for All Measures			
School Name: Tucson International Academy (West)			
Measure	Prior Year Dashboard	Current Year Dashboard	Data Required (any measure that did not meet/exceed for both years)
	School Rating	School Rating	
Student Median Growth Percentile (SGP)—Math	Does Not Meet	Exceeds	Yes
Student Median Growth Percentile (SGP)—Reading	Does Not Meet	Exceeds	Yes
Student Median Growth Percentile (SGP), Bottom 25%—Math (<i>Traditional and Small Schools Only</i>)	Does Not Meet	Meets	Yes
Student Median Growth Percentile (SGP), Bottom 25%—Reading (<i>Traditional and Small Schools Only</i>)	Does Not Meet	Meets	Yes
Improvement—Math (<i>Alternative High Schools Only</i>)	Not Applicable	Not Applicable	Not Applicable
Improvement—Reading (<i>Alternative High Schools Only</i>)	Not Applicable	Not Applicable	Not Applicable
Percent Passing—Math	Falls Far Below	Does Not Meet	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	Yes
Subgroup, FRL—Reading	Does Not Meet	Meets	Yes
Subgroup, students with disabilities—Math	Meets	Meets	No
Subgroup, students with disabilities—Reading	Meets	Meets	No
High School Graduation Rate (<i>High Schools Only</i>)	No Rating	No Rating	Not Applicable
Academic Persistence (<i>Alternative Schools Only</i>)	Not Applicable	Not Applicable	Not Applicable



Dashboard Ratings for All Measures			
School Name: Tucson International Academy (East)			
Measure	Prior Year Dashboard	Current Year Dashboard	Data Required (any measure that did not meet/exceed for both years)
	School Rating	School Rating	
Student Median Growth Percentile (SGP)—Math	Does Not Meet	Exceeds	Yes
Student Median Growth Percentile (SGP)—Reading	Does Not Meet	Meets	Yes
Student Median Growth Percentile (SGP), Bottom 25%—Math (<i>Traditional and Small Schools Only</i>)	No Rating	No Rating	Not Applicable
Student Median Growth Percentile (SGP), Bottom 25%—Reading (<i>Traditional and Small Schools Only</i>)	No Rating	No Rating	Not Applicable
Improvement—Math (<i>Alternative High Schools Only</i>)	Not Applicable	Not Applicable	Not Applicable
Improvement—Reading (<i>Alternative High Schools Only</i>)	Not Applicable	Not Applicable	Not Applicable
Percent Passing—Math	Does Not Meet	Falls Far Below	Yes
Percent Passing—Reading	Falls Far Below	Does Not Meet	Yes
Subgroup, ELL—Math	Falls Far Below	No Rating	Yes
Subgroup, ELL—Reading	Does Not Meet	No Rating	Yes
Subgroup, FRL—Math	Does Not Meet	Falls Far Below	Yes
Subgroup, FRL—Reading	Does Not Meet	Does Not Meet	Yes
Subgroup, students with disabilities—Math	No Rating	No Rating	No
Subgroup, students with disabilities—Reading	No Rating	No Rating	No
High School Graduation Rate (<i>High Schools Only</i>)	No Rating	No Rating	Not Applicable
Academic Persistence (<i>Alternative Schools Only</i>)	Not Applicable	Not Applicable	Not Applicable

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

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

DATA TABLE 1

Assessment	Assessment Tool	Notes
Internal Benchmarking data has been disaggregated for READING from:	Galileo	TIA began using Galileo for fiscal year 2015-2016 and forward. Before this school year, TIA used the sample AIMS test for 3 rd through 12th grade and Houghton Mifflin’s Journeys benchmarks



		for Kinder through 2 nd grade.
Internal Benchmarking data has been disaggregated for MATH from:	Galileo	TIA began using Galileo for fiscal year 2015-2016 and forward. Before this school year, TIA used the sample AIMS test for 3 rd through 12th grade and Houghton Mifflin’s GoMath benchmarks for Kinder through 2 nd grade.
High School Graduation Rate	State’s reporting of	Graduation rate data is analyzed to monitor graduation rate.
Academic Persistence	N/A	N/A

VALID and RELIABLE DATA

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

For the 2015-2016 school year, TIA is currently using ATI-Galileo for baseline, benchmark, and posttest; is continuing to use the AZMERIT for annual progress monitoring, and the Arizona Board for Charter Schools’ dashboard for reviewing and analyzing data. All of these assessments and tools are valid and reliable sources that provide data about academic growth. The Galileo publishers have provided documentation based on their research that supports the validity and reliability of the assessments. AZMERIT is a state adopted assessment that the Arizona Department of Education says it is reliable and valid.

TIA uses ATI-Galileo for conducting five assessments per year. Using this valid and reliable assessment multiple times throughout the year enables TIA to use the data to make timely instructional decision to help ensure the students meet the Arizona’s College and Career Ready Standards. The charts embedded within the ATI-Galileo system provide an accurate measure of the academic growth and achievement of students at each grade level. The charts are founded in research based testing and focus on AZMERIT and Galileo benchmark testing data. The teachers, administration, and specialty staff reviewed all of AZMERIT, Galileo and the dashboard’s data over the last year and combined the results to demonstrate growth and academic achievement while implementing new systems to help students reach benchmarks set by the Arizona Charter Board.

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

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

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



DATA TABLE 2

Assessment Measure	HOW the data was analyzed	WHAT conclusions were drawn
Student Median Growth Percentile (SGP)— Math	<p>Galileo data is analyzed to look for student growth in Math from:</p> <ul style="list-style-type: none"> • The baseline to each benchmark, • Between each of the benchmarks, • The third benchmark to the posttest, • The baseline to the posttest. 	<p>TIA looked at the data for growth in Math by comparing the growth between the baseline assessment to the first benchmark and the baseline assessment to the second benchmark. TIA implemented its assessment system to analyze the data and to assist students in Math. Students were selected based on whether they were FFB or underneath the cut score. Ultimately, growth was achieved for this category. New students are being selected after each benchmark to ensure that all students receive an equal opportunity for assistance. The East campus was identified to show very little growth. Coaching to a first year teacher is being provided by the principal.</p>
Student Median Growth Percentile (SGP)— Reading	<p>Galileo data is analyzed to look for student growth in Reading from:</p> <ul style="list-style-type: none"> • The baseline to each benchmark, • Between each of the benchmarks, • The third benchmark to the posttest, • The baseline to the posttest. 	<p>TIA looked at the data for growth in Reading by comparing the growth between the baseline assessment to the first benchmark and the baseline assessment to the second benchmark. TIA implemented its assessment system to analyze the data and to assist students in Reading. Students were selected based on whether they were FFB or underneath the cut score. Ultimately, growth was achieved for this category. New students are being selected after each benchmark to ensure that all students receive an equal opportunity for assistance. On average all four campuses experienced the same amount of growth. Dissecting</p>



the data even further, the ELA HS teacher from Midvale showed higher constant results than any other teacher. Observations from principals and other ELA teachers have been done to imitate strategies for better results.

TIA looked at the data for growth in Math by first selecting students for the Bottom Quartile (BQ). Students were selected from the results of the baseline assessment. Students with the lowest scores comparing the growth between the baseline assessment to the first benchmark and the baseline assessment to the second benchmark. TIA implemented its assessment system to analyze the data and to assist students in Math. TIA looked at the data for growth in the Bottom Quartile (BQ) for Math and implemented its system for assisting students in this subgroup. Students were selected based on who had the lowest scores on the baseline. Students are monitored for the entire school year by progress monitoring through the benchmarks and posttest. Growth is achieved for this category on a quarterly basis.

Galileo data from the Bottom Quartile is analyzed to look for student growth in Math from:

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

- The baseline to each benchmark,
- Between each of the benchmarks,
- The third benchmark to the posttest,
- The baseline to the posttest.

Galileo data from the Bottom Quartile is analyzed to look for student growth in Reading from:

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

- The baseline to each benchmark,
- Between each of the benchmarks,
- The third benchmark to the posttest,
- The baseline to the posttest.

TIA looked at the data for growth in the Bottom Quartile (BQ) for Reading and implemented its system for assisting students in this subgroup. Students were selected based on who had the lowest scores on the baseline. Students are monitored for the entire school year by progress monitoring through the benchmarks and posttest. Growth is achieved for this category on a quarterly



basis.

Percent Passing—Math

Galileo data is analyzed to look percent of students passing in Math from:

- The baseline to each benchmark,
- Between each of the benchmarks,
- The third benchmark to the posttest,
- The baseline to the posttest.

AZMERIT data is analyzed to look for growth in the percent of students passing in Math from year to year.

As expected by the Arizona’s Department of Education (ADE), Arizona State Board for Charter Schools (ASBCS), ATI-Galileo and TIA, the percentage of students passing in Math went down compared to last year. TIA is still implementing its system that has been used since 13-14. This system has proven to show results and thus TIA will implement this system through the adjusting period of both, the state’s assessment and ATI-Galileo’s alignment to the AZMERIT. TIA is expecting the number of students passing to increase in both, the AZMERIT and within the internal benchmarking of TIA.

Percent Passing—Reading

Galileo data is analyzed to look for percent of students passing in Reading from:

- The baseline to each benchmark,
- Between each of the benchmarks,
- The third benchmark to the posttest,
- The baseline to the posttest.

AZMERIT data is analyzed to look for growth in the percent of students passing in Reading from year to year.

As expected by the Arizona’s Department of Education (ADE), Arizona State Board for Charter Schools (ASBCS), ATI-Galileo and TIA, the percentage of students passing in Reading went down compared to last year. TIA is still implementing its system that has been used since 13-14. This system has proven to show results and thus TIA will implement this system through the adjusting period of both, the state’s assessment and ATI-Galileo’s alignment to the AZMERIT. TIA is expecting the number of students passing to increase in both, the AZMERIT and within the internal benchmarking of TIA.

Subgroup, ELL—Math

Galileo data for the ELL subgroup is analyzed to look for student growth in Math from:

- The baseline to each benchmark,

As expected by the Arizona’s Department of Education (ADE), Arizona



- Between each of the benchmarks,
- The third benchmark to the posttest,
- The baseline to the posttest.

AZMERIT data is analyzed to look for growth in the percent of students in the ELL subgroup passing in Math from year to year.

State Board for Charter Schools (ASBCS), ATI-Galileo and TIA, the percentage of students passing in ELL Math went down compared to last year. TIA is still implementing its system that has been used since 13-14. This system has proven to show results and thus TIA will implement this system through the adjusting period of both, the state's assessment and ATI-Galileo's alignment to the AZMERIT. TIA is expecting the number of students passing to increase in both, the AZMERIT and within the internal benchmarking of TIA. TIA has also identified the new format and rigor of the questions being asked by Galileo and the AZMERIT test. TIA is focusing in key vocabulary that shows evidence in the higher growth in Math than in Reading due to the high number of non-English speaking natives.

Galileo data for the ELL subgroup is analyzed to look for student growth in Reading from:

- The baseline to each benchmark,
- Between each of the benchmarks,
- The third benchmark to the posttest,
- The baseline to the posttest.

Subgroup, ELL—Reading

AZMERIT data is analyzed to look for growth in the percent of students in the ELL subgroup passing in Reading from year to year.

As expected by the Arizona's Department of Education (ADE), Arizona State Board for Charter Schools (ASBCS), ATI-Galileo and TIA, the percentage of students passing in ELL Math went down compared to last year. TIA is still implementing its system that has been used since 13-14. This system has proven to show results and thus TIA will implement this system through the adjusting period of both, the state's assessment and ATI-Galileo's alignment to the AZMERIT. TIA is expecting the number of students passing to increase in both, the AZMERIT and within the internal benchmarking of TIA. TIA has also identified the new format and rigor of the questions being asked by Galileo and the AZMERIT test. TIA is focusing in key vocabulary, which shows evidence in the higher growth in Math than in



Reading due to the high number of non-English speaking natives.

Galileo data for the FRL subgroup* is analyzed to look for student growth in Math from:

- The baseline to each benchmark,
- Between each of the benchmarks,
- The third benchmark to the posttest,
- The baseline to the posttest.

AZMERIT data is analyzed to look for growth in the percent of students in the FRL subgroup* passing in Math from year to year.

*The FRL subgroup is the same data as the whole school/district data because between 90-95% of the students fit this category.

Since 90-95% of TIA’s student population is included in the FRL subgroup, the total number of each school/district was used. The data shows that there is growth in Math for all students. New students are being selected after each benchmark to ensure that all students receive an equal opportunity for assistance.

Galileo data for the FRL subgroup* is analyzed to look for student growth in Reading from:

- The baseline to each benchmark,
- Between each of the benchmarks,
- The third benchmark to the posttest,
- The baseline to the posttest.

AZMERIT data is analyzed to look for growth in the percent of students in the FRL subgroup* passing in Reading from year to year.

*The FRL subgroup is the same data as the whole school/district data because between 90-95% of the students fit this category.

Since 90-95% of TIA’s student population is included in the FRL subgroup, the total number of each school/district was used. The data shows that there is growth in Reading for all students. New students are being selected after each benchmark to ensure that all students receive an equal opportunity for assistance.

Galileo data for the students with disabilities subgroup is analyzed to look for student growth in Math from:

- The baseline to each benchmark,
- Between each of the benchmarks,
- The third benchmark to the posttest,
- The baseline to the posttest.

AZMERIT data is analyzed to look for growth in the percent of students in the students with

As expected by the Arizona’s Department of Education (ADE), Arizona State Board for Charter Schools (ASBCS), ATI-Galileo and TIA, the percentage of students passing in SPED Math went down or had very low increase. TIA is still implementing its system that has



	<p>disabilities subgroup passing in Math from year to year.</p>	<p>been used since 13-14. This system has proven to show results and thus TIA will implement this system through the adjusting period of both, the state's assessment and ATI-Galileo's alignment to the AZMERIT. TIA is expecting the number of students passing to increase in both, the AZMERIT and within the internal benchmarking of TIA.</p>
<p>Subgroup, students with disabilities—Reading</p>	<p>Galileo data for the students with disabilities subgroup is analyzed to look for student growth in Reading from:</p> <ul style="list-style-type: none"> • The baseline to each benchmark, • Between each of the benchmarks, • The third benchmark to the posttest, • The baseline to the posttest. <p>AZMERIT data is analyzed to look for growth in the percent of students in the students with disabilities subgroup passing in Reading from year to year.</p>	<p>As expected by the Arizona's Department of Education (ADE), Arizona State Board for Charter Schools (ASBCS), ATI-Galileo and TIA, the percentage of students passing in SPED Reading went down or had very low increase. TIA is still implementing its system that has been used since 13-14. This system has proven to show results and thus TIA will implement this system through the adjusting period of both, the state's assessment and ATI-Galileo's alignment to the AZMERIT. TIA is expecting the number of students passing to increase in both, the AZMERIT and within the internal benchmarking of TIA.</p>
<p>High School Graduation Rate (Schools serving 12th grade only)</p>	<p>Graduation rate data is reviewed annually.</p>	<p>We currently have 100% graduation rate and plan to continue this rate based on meeting individualized student needs.</p>
<p>Academic Persistence (Alternative High Schools Only)</p>	<p>N/A</p>	<p>N/A</p>



AREA II: CURRICULUM

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

A. Evaluating Curriculum

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

Answer

Write answer here. Suggested word count is 400 words

Each year, all teaching staff implement the written curriculum and on an ongoing basis, annotate curriculum concerns and gaps (e.g., sequencing of learner outcomes, supports differentiated instruction within curriculum, ongoing evaluation of alignment to the state standards and ability to enable students to meet the standards) that they may have. Each year, the teachers are trained by CAA on how to identify the needs and gaps and they take notes on the “Teacher Curriculum Evaluation Form”. The Curriculum Evaluation Form contains the LO information, state standard, date that the LO was taught, and if there is any change or correction that needs to be done such as alignment issues, level of rigor, and location of the LO within the pacing guide. Principals, CAA representatives and the teachers review the teachers’ notes about the curriculum three times a year. Review meetings with CAA representatives and Principals to discuss the information gathered about the curriculum concerns and notes from the teachers are held to prepare for summer review and/or revisions. Tucson International Academy uses a rubric protocol document called the “TIA Curriculum Analysis Rubric” to guide us through the curriculum evaluation process.

Documentation

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

- TIA’s Scope and Sequence
- Sample TIA’s Pacing Guide
- SIM II Curriculum Development Model (Golden Rod)
- Sample TIA’s Curriculum Analysis Rubric
- Sample TIA’s Teacher Curriculum Evaluation Form

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

Answer

Write answer here. Suggested word count is 400 words.

Annually, school and district Principals review summative test data from AZ MERIT testing to determine how effectively the curriculum enables students to meet the standards. TIA uses Galileo to ensure all standards were learned or mastered and the teachers’ lesson plans that reflect the TIA Pacing Guide to ensure that all standards are taught.



Using state test results and Galileo assessment data, the Principals look at the overall percent of student results noting:

- Number of students in each of the subgroups
- The changes in the percentages of students in each subgroup.
- Individual student performance on the AZ MERIT assessment to identify curriculum standards not met.
- Comparison of the four TIA school sites data.
- Comparison of TIA district data to National Norms.

Feedback is also used from teachers gathered in the curriculum review process to evaluate how effectively the curriculum enables students to meet the standards.

Each year the Curriculum Alignment Associates team meets with the staff to determine the current application of the pacing guide and scope and sequence. The teachers are observed and interviewed by the CAA and a report is provided to the Principal to determine the effectiveness of the current curriculum. Alterations are made based on the feedback and the results of the teachers' interviews/observations by the CAA.

Documentation

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

- Sample TIA's Teacher Curriculum Evaluation Form
- Sample Teacher lesson plans
- Addendum to the teacher handbook on instructional expectations

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

Answer

Write answer here. Suggested word count is 400 words.

Teachers are given a curriculum manual upon hire. These curriculum manuals were developed over time by teachers and the curriculum committee. Resources are provided to each teacher that have been aligned to the current curriculum manual. Teachers retain copies of the manual and suggest edits all year long as they work through the calendar.

All teaching staff implement the written curriculum and on an ongoing basis, annotate curriculum concerns and gaps (e.g., sequencing of learner outcomes, supports for differentiated instruction within curriculum, ongoing evaluation of alignment to the ACCRS and if the implemented curriculum enables the students to meet the standards) that they may have.

Each year, the teachers are trained by the Curriculum Alignment Associates (CAA) team on how to identify the needs and gaps and they take notes on the Teacher Curriculum Evaluation Form. The Teacher Curriculum Evaluation Form contains the LO information, state standard, date that the LO was taught, and if there is any change or correction that needs to be done (e.g., such as alignment issues,



level of rigor, and the sequence within the pacing guide that the LO is taught). The forms are turned in four times a year to the principal (at the end of each quarter). Principals and teachers review the teachers' notes about the curriculum twice a year (at the end of each semester). Annual review meetings with CAA representatives and principals are held to discuss the information gathered about the curriculum concerns and notes from the teachers to prepare for summer review and/or revisions. . Tucson International Academy uses a rubric protocol document called the TIA Curriculum Analysis Rubric to guide us through the curriculum evaluation process. The TIA Curriculum Analysis Rubric has the following criteria: alignment to and covering all the ACCRS, logical scope and sequence, following the pacing guide, appropriate level of rigor, and LOs that can be assessed. The charter holder then makes final determination of what changes to the curriculum need to be made to fill in any gaps identified. At the end of the school year, the charter holder provides CAA with all the changes for the curriculum. CAA then reviews and revises the curriculum. Test data results are used to determine whether the low assessments scores on individual standards are a result of gaps in the curriculum. The Charter Holder reviews teacher and principal and instructional leadership input, collaborates, then makes final determination of what changes to the curriculum need to be made.

Documentation

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

- Sample TIA's Teacher Curriculum Evaluation Form
- Sample TIA's Pacing Guide
- TIA's Scope and Sequence
- Sample TIA's Curriculum Analysis Rubric
- Sample Galileo results
- Sample AZMERIT Results
- Sample TIA's Curriculum Analysis Rubric



B. Adopting Curriculum

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

Answer

Write answer here. Suggested word count is 400 words.

Based on the results of the curriculum evaluation process, described in the last response, the curriculum is revised by CAA using the feedback provided by TIA teachers, Principals, Instructional leaders, and the Charter Holder.

Each year, students travel nationally and/or internationally and the curriculum is supplemented to support these trips.

Over the years, we have created a living framework that is aligned to the ACCRS. Each year, the teachers are given the updated curriculum framework with a pacing guide. They are also given resources developed by Houghton Mifflin Harcourt to match the LOs from the pacing guide.

Documentation

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

- Sample Field trip agendas
- Sample Leadership agendas regarding field trips
- Sample Pictures of field trips
- Sample Houghton Mifflin Harcourt Teacher Edition Sample

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

Answer

Write answer here. Suggested word count is 400 words.

Once the curriculum has been adopted, the Leadership Team (principals, instructional leaders, charter holder) will select data driven and research based materials based on identified needs for our students. On a quarterly basis, teachers and principals will compare the curriculum against the criteria (alignment to the AZ standards, covering all AZ standards, logical scope and sequence, appropriate level of rigor, and outcomes can be assessed) to make sure the process is working for students and they are showing results. When the data identifies, based on the monitoring, that students are not being successful, principals will take into account various data sources for success.

Documentation

- Sample Supplemental Curriculum
- Sample Teacher Curriculum Evaluation Form



C. Revising Curriculum

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

Answer

Write answer here. Suggested word count is 400 words.

Site principals and teachers review aggregate data from the Curriculum Manual Evaluation form. This occurs through an end of year meeting to disaggregate all curriculum related data. This disaggregation will occur through the use of guiding questions and a curriculum evaluation rubric. Based on this result, site principals will write a brief summary of these outcomes, which are then submitted to the superintendent and Charter Holder for review.

Documentation

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

- Sample Minutes for curriculum evaluation meetings
- Sample Recommended curriculum revisions
- Sample TIA's Curriculum Analysis Rubric

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

The Charter Holder will work with site principals to design a plan to edit, and revise the curriculum. This work will be done with CAA, site principals, and teacher leaders. Once complete, the revised curriculum will be submitted to the governing board for formal adoption.

Documentation

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

- Sample Minutes for curriculum evaluation meetings
- Sample Revisions of curriculum
- Curriculum revision date documentation (Cover letter)



D. Implementing Curriculum

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

Answer

Write answer here. Suggested word count is 400 words.

Prior to the school year starting, all teachers receive Professional Development / Orientation on the curriculum.

Weekly, teachers create lesson plans based on the curriculum. Site principals check lesson plans for alignment to the curriculum using the Six Part Lesson Plan Analysis rubric. Principals and instructional coaches check for alignment of instruction to the lesson plans and curriculum through walkthrough observations. Principals also use informal and formal observations to ensure the curriculum is implemented with fidelity. The charter holder monitors the consistent implementation of the curriculum on a quarterly basis based on the feedback provided by site principals and instructional coaches.

Documentation

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

- Sample Professional Development agendas
- Samples of weekly lesson plans
- Samples of completed TIA’s Walkthrough Observation Form
- Sample Teacher Weekly Checklist (Gold Star)
- Sample Teacher Curriculum Evaluation Form
- Addendum to the teacher handbook on instructional expectations
- Sample Six Part Lesson Plan Analysis rubric

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

Answer

Write answer here. Suggested word count is 400 words.

The charter holder ensures consistent use of curricular tools by communicating all throughout the year that the expectation is utilization of these tools 100% of the time to stay in compliance.

CAA consultants meet with the teachers and principals to provide feedback and training on the effective use of these tools at least three times a year, weekly coaching sessions by principals.

Documentation

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

- Sample Walkthroughs
- Sample Six part lesson plan
- Addendum to the teacher handbook on instructional expectations



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

Answer

Write answer here. Suggested word count is 400 words.

Tucson International Academy will create a multi-year professional development plan to support student mastery of the Arizona College and Career Ready Standards; professional development will occur in the form of weekly trainings and continuous job embedded coaching for teachers, staff, and leaders.

Tucson International Academy will work with, consultant, in order to create a multi-year professional development plan. Tucson International Academy will begin the design process for the professional development plan in July 2015. The consultant will continue to provide consultation services throughout school year 2015-2016 in order to ensure successful implementation. The professional development plan will take the form of weekly trainings for teachers and staff members, and job embedded coaching for teachers, staff members, and school leaders.

Documentation

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

- TIA's Scope and Sequence
- Sample TIA's Pacing Guide
- Samples of observation documents
- Sample of lesson plan
- Sample Agendas
- Sample Sign in sheets (Data Meetings)

E. Alignment of Curriculum

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

Answer

Write answer here. Suggested word count is 400 words.

Prior to the school year starting, all teachers and staff receive professional development on the adopted curriculum including the unpacking of standards for clarity and alignment.

CAA, the principals and teachers all meet to do the following:

- The ACCRS are broken down into subskills/subconcepts to create the scope and sequence.
- All standards are included within the scope and sequence.
- Write LOs for all the subskills and subconcepts.
- All the LOs in the curriculum are reviewed to verify that they align to the ACCRS.



Using the provided template teachers will create and turn in lesson plans to the site Principal based on the curriculum. The parts of the 6 Part Lesson Plans are:

- a) Learning Outcome to be taught, alignment to the state standard, level of rigor, academic vocabulary,
- b) Introduction,
- c) Set,
- d) Guided Practice,
- e) Independent practice,
- f) Assessment, closure, resources.

Using the Analysis of the six Part Lesson Plan template, the site Principals will check the lesson plans for alignment to curriculum and pacing guide, instructional components, and inclusion for accommodations for bottom 25%, ELL and students with disabilities

Site principals will provide immediate oral/written feedback based on the review of the six-part lesson plan with the expectation of any correction being reflected on the following week's lesson plans. Site Principals will check for the alignment of instruction to the lesson plan and curriculum through walkthroughs and formal/informal observations.

Site Principals give the Charter Holder a report that the formal/informal observations, lesson plan checks, and walkthrough observations related to curriculum were completed as scheduled.

Documentation

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

- Agenda for beginning of the year PD
- List of subskill / sub concepts
- TIA's Scope and Sequence
- Curriculum

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

Answer

Write answer here. Suggested word count is 400 words.

Based on the results of the curriculum evaluation process, described, the curriculum is revised by CAA using the feedback provided by TIA teachers and Principals. An example of this is when an LO is identified to be out of sequence, it is placed in its proper sequence.

Suggested revisions for the curriculum are shared with the leadership team for final revision.

Collaboratively the revisions are finalized.

It is then given to the School Board for final vote on adoption.

Documentation



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

- Sample TIA’s Curriculum Analysis Rubric
- Sample Minutes or notes of meeting

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"/>	All students receive instruction on the curriculum for the grade level they are currently in. Based on previous year AIMS test data or current year quarterly benchmark assessments, students who need more targeted or tiered intervention are identified. This includes the Bottom 25% of non-proficient students. Using additional assessments, interventionists determine the skill and concept gaps for each student and provide targeted instruction for those gaps. After assessing the students, interventionists identify LOs from the curriculum that addresses the student needs.	Sample Galileo benchmark data, Draft district assessment plan Sample data binder Sample Agenda for data meetings
ELL students	<input type="checkbox"/>	Data from the AZZELA assessment is used to determine whether a student has the English language proficiency to learn the curriculum. For students who do not have the English language proficiency, an Individual Learning	Sample Galileo benchmark data, Draft district assessment plan Sample data binder Sample Agenda for data meetings



		<p>Language Plan (ILLP) is written to help provide the ELL students with the skills they need to access the adopted curriculum. In addition, schools provide interventions, tutoring, extended learning time, or accommodations to help the students learn the adopted curriculum. The classroom teachers use Structured English Immersion (SEI) strategies along with the ILLP accommodations to teach the students the regular and ELL curriculum. The interventionists provide one on one or small group language acquisition instruction for the students. The ELL Standards are integrated into the TIA curriculum through the ILLPs.</p>	
Students eligible for FRL	<input checked="" type="checkbox"/>	<p>The current percent of FRL students at TIA is greater than 90%. The Charter Holder ensures that the curriculum addresses the needs of all students through processes addressed earlier. This process ensures that the FRL population’s needs are met.</p>	Sample District data
Students with disabilities	<input type="checkbox"/>	<p>Student disabilities are addressed by:</p> <ul style="list-style-type: none"> Based on extensive testing, an Individualized Education Plan (IEP) is created for students with disabilities. This IEP identifies specific skills, concepts, needs and accommodations needed to help provide these students access to the adopted curriculum. <p>Classroom teachers, Special Education teachers and Teacher Assistants implement the IEP.</p>	<p>Sample Galileo benchmark data, Draft district assessment plan Sample data binder Sample Agenda for data meetings Sample SPED assessments</p>



AREA III: ASSESSMENT

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

A. Developing the Assessment System

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

Assessment System Table

Assessment Tool	What grades use this assessment tool?	How is it used? (formative, summative, benchmark, etc.)	What <u>performance measures</u> are assessed?	What assessment data is generated?	When/how often is it administered?
AZMERIT	3-12	Summative	Math, reading, Writing	Performance levels	At the end of the courses in English 9, 10, 11 and Algebra, Algebra II and Geometry for high schools At the end of the year 3-8
Galileo	All	Formative, Summative, and benchmarking	Reading and Math	Performance levels	Five times per year for benchmarking and at the teachers’ discretion for formative
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	K-3	Benchmark and formative	Reading	Phonemic / Reading readiness	Three times per year
AZELLA	New students identifying another language spoken	Summative	English Language Proficiency	Language proficiency levels	Within a month of registration

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

Answer

Write answer here. Suggested word count is 400 words.

Site principals analyze the data for instructional effectiveness. Site principals analyze student achievement data in Reading and Mathematics. Site principals identify instructional effectiveness through this analysis of identifying successes and deficiencies. Teachers that are tied to student achievement deficiencies are identified, and receive instructional coaching from site principal.



Documentation

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

- Sample ATI Growth and Achievement reports
- Sample Instructional coaching logs (LO look for and listen for)

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

Answer

Write answer here. Suggested word count is 400 words.

Data meetings are held with the principal of each school and the charter operator throughout the organization to fully analyze data produced by the systems. Each school site will hold data meetings with the leadership team to inform and make changes to the school wide instructional process. Weekly staff meetings with like teachers are held to analyze data and make changes to the instructional program.

Documentation

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

- Sample Galileo reports
- Sample sign in sheets
- Sample staff meeting sign in sheets
- Sample DIBELS
- Sample Needs Assessment
- Assessment Calendar

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

Answer

Write answer here. Suggested word count is 400 words.

Tucson International Academy will create in calendar form an assessment calendar to be used with all schools that includes pre-assessments, benchmark assessments, unit assessments and post assessments. Calendar will be created to have pre- and post- assessments administered to each student in Reading and Mathematics. These assessments would be created and delivered by ATI in alignment with the Arizona College and Career Ready standards. Calendar will be created to have three benchmark assessment intervals in between the pre and post assessments. These benchmarks will also be housed and administered by ATI; they will be administered in Reading and Mathematics by each student.



Calendar will be created to have Unit assessments housed in Galileo, created by teachers in alignment with curriculum maps, and alignment to the Arizona College and Career Ready Standards.

Documentation

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

- Sample DIBELS results
- Sample Galileo benchmark results
- Sample Title I rank and order
- Sample Tutoring schedules

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 will address the needs of students in the bottom quartile through data meetings to analyze individual student achievement data. TIA holds data meetings with the principal of each school and the charter operator to inform and to monitor. Each school site holds data meetings with the leadership team to inform and make changes to the school wide instructional process. Based on individual student achievement data, school site leaders will identify students who fall into the bottom quartile of student achievement. Site leaders will work with instructional staff to create intervention plans for identified students. The intervention plans will include 1) Strategies for small group instruction within the classroom, 2) Small group pull-out for Tier III students,	Sample Galileo data Sample DIBELS Data Sample Title I Rank and Order Sample Tutoring schedule



		<p>where students are pulled from their non-core subject for intervention in Reading and/or Mathematics,</p> <p>3) After school tutoring for Tier III students in Reading and/or Mathematics, and</p> <p>4) Ensuring that each bottom quartile student receives individualized support so that their intervention is specifically in the areas where they demonstrate deficit.</p>	
ELL students	<input type="checkbox"/>	<p>The assessment system will address the needs of students who have been labeled as ELL by analyzing their student achievement in data meetings to compare it with what is written in the ELL summative data. The Charter Holder will hold data meetings with the principal of each school to inform and to monitor. Each school site will hold data meetings with the leadership team to inform and make changes to the school wide instructional process. These data meetings will include the ELL team. Individualized Language Lesson Plans (ILLP's) will be written and monitored on a quarterly basis to ensure success.</p>	<p>Sample Galileo data Sample AZELLA Data Sample ILLP</p>
Students eligible for FRL	<input checked="" type="checkbox"/>	<p>TIA's population is made up by 90-95% FRL students.</p>	
Students with disabilities	<input type="checkbox"/>	<p>The assessment system will address the needs of students who have a learning disability by analyzing their student achievement in data meetings to inform what is written in Individualized Education Program (IEPs) and to ensure that IEP students are receiving appropriate supports necessary. During the data meeting, instructional decisions will be made about each subgroup to ensure that they receive Tier III intervention in Reading</p>	<p>Sample Galileo data Sample IEP sign in sheet Sample Tutoring schedule</p>



		and Mathematics. Data discussed in the meeting will also be written into IEPs.	
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C. Analyzing Assessment Data

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

Answer

Write answer here. Suggested word count is 400 words.

The charter holder created an assessment calendar and hired a data coordinator to ensure the fidelity of the chart in section A and B. In addition, data meetings are calendared in the assessment calendar to ensure time is set aside for analysis of the data collected. By using this calendar, dates will not overlap and the fidelity of the administration can stay on track.

Quarterly data meetings take place with the data team that consists of our principals, instructional coaches, Title I teachers, SPED teachers and SPED teacher assistants. Teacher instructional effectiveness is discussed and each teacher is given strategies to drive instruction and increase rigor in their teaching. The data from the assessments is tracked on a spreadsheet and information is analyzed by the data team, students are then placed into reteach or enrich for math; if mastery is still not met targeted tutoring is provided within Title I and extended learning time. Reports from Galileo are examined by the data team five times per year and teachers use this information in conjunction with formative data to increase effective instruction within the classroom.

Documentation

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

- AZMERIT Test Results
- Sample Galileo Results
- Assessment Calendar
- Sample Tutoring Schedule
- List of strategies



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

Answer

Write answer here. Suggested word count is 400 words.

The charter holder will follow the curriculum revision process as often as the data dictates changes. The criteria used to guide the process are based on how students are moving towards mastery of the standards from the data supplied by Galileo.

The data team conducts a pre-data meeting analysis of the formative assessments to ensure that data meetings are effective and good ideas are developed that get to the root cause of why the student is struggling to master the standards. As data meetings are held and students are not progressing through the curriculum as written, adjustments are suggested to the pacing guide in the curriculum for consideration at the end of the quarter. Once the end of the quarter hits, the revision process starts to ensure mastery of the curriculum items before the next benchmark.

Documentation

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

- Sample Galileo results
- Sample Data binder
- Sample adjusted pacing guide

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

Answer

Write answer here. Suggested word count is 400 words.

The principal conducts weekly classroom observations of instruction via walkthroughs and compares it to the student data. Students moving towards mastery of the standards determine the criteria used to guide the process.

During data meetings, principals compare the classroom walk through data with the student data from each classroom. During that comparison as students are identified that are not mastering standards, interventions are created (Title I, before/after school tutoring, Saturday school, etc.) for student success. Teachers are also identified for more frequent coaching and observations.

The data meeting analysis provide teachers with time to be self-reflective and create lesson plans to help drive their instruction. One component of the data meeting is to determine which students will be placed into reteach and enrich while providing Title I teachers the ability to speak with the general classroom teachers about concerning students and remediation of standards to be covered. Instructional strategies are discussed for the upcoming standard. TIA is working with Arizona’s Department of Education’s (ADE) Implementation Specialist (IS) to develop a culture of data driven instruction and to improve instructional practices. Through the collaborative efforts of the teachers, resources are freely shared and ideas communicated to improve student growth and instructional



practices.

Documentation

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

- Sample Needs Assessment
- Sample Galileo Data
- Sample Weekly Walkthrough
- Sample Instructional Coaching Documentation (Gold Star)
- Sample Data Meeting's Sign in Sheet



AREA IV: MONITORING INSTRUCTION

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

A. Monitoring Instruction

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

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

Answer

Write answer here. Suggested word count is 400 words.

TIA teachers are required to turn in weekly lesson plans to administration for evaluation. Instructional strategies and ideas are discussed and revisions made when necessary to lesson plans. TIA has adopted a lesson plan format (Six Part Lesson Plan) that includes learner outcomes, state standards’ code, language objective, academic vocabulary, instructional strategies, as well as resources and assessments. Teachers are required to post student friendly learning objectives within their classroom and in their lesson plan book that is readily available at their desk.

Observations are conducted and feedback is given to ensure that the teaching supports the standards. A feedback conference form is given to teachers after each observation with areas of strength, opportunities for improvement, and review of student progress on it. An orientation will be held so the teacher knows what to expect from the supervision/evaluation process.

It should be held during the staff orientation to:

- -Introduce the timeline/schedules for the procedure and
- -Introduce the forms/components in the program.

Teacher and evaluator will conference within the first three weeks of the school year.

Discussion will include the teaching domains, components, professional growth plan, and/or pertinent data about students in their classrooms.

Procedures within the supervision/evaluation cycle include:

Teacher Self-Review - Teachers will complete a teacher self-review to reflect on his/her performance on each component in the program. It will happen during the first three weeks of the school year. This information will be shared with the supervisor/evaluator and a copy submitted to him/her during the conference at the beginning of the year.

Formative Process – The formative Process is composed of six segments:

Pre-observation conference, which is two days prior to the scheduled observation, will be held. For this conference the teacher will submit the pre-observation data form and the completed 6-part lesson plan form for the class session to be observed. The purposes of this conference include (1) to discuss the pre-observation data form and (2) to make the teacher aware of the expectations of the program. The post-observation conference will be scheduled at this time. Classroom observations. There will be at least two formal, complete, and uninterrupted observations conducted each school year by school principals. Will be scheduled at least one week prior of the observation. All teachers will have the same number of formal observations.



Informal observations (a minimum of 15 minutes) will occur at least quarterly with feedback sessions.

Teacher Post-observation/feedback

a. This conference is conducted within **five school days** after each observation.

It will focus on the areas of strength and opportunities for improvement as noted in the data.

b. For the purpose of documentation there will be a form for both parties to sign.

The purpose of this feedback conversation is to discuss classroom observation data in relation to the instrument. Walkthrough observations will occur weekly.

Summative Process Report

a. This report will be completed by the **last week of April**.

b. A copy of this report will be given to the teacher during the **first full week of May**.

c. At the end of the summative conference a signed copy will be placed in the personnel file.

Professional Growth Plan (PGP)

The discussion will focus on setting Professional Growth Plan tied to the data.

There will be a PGP form that is completed by the teacher and given to the evaluator by the end of the school year.

The PGP will be monitored by the supervisor/evaluator during the subsequent cycle.

Documentation

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

- Sample Six Part Lesson Plan form
- Sample Weekly walkthrough paperwork
- Sample Teacher Evaluation Handbook

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

Answer

Write answer here. Suggested word count is 400 words.

The TIA staff and CAA have developed a cycle observation and feedback framework that takes place throughout the year.

All principals review lesson plans weekly to monitor the integration of standards into the classroom instruction. Weekly walkthroughs are conducted and followed by coaching feedback to discuss how the teacher ensures mastery of the learning.

Documentation

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

- Sample Six part lesson plan form
- Sample Weekly walkthrough paperwork
- Sample Teacher Evaluation Handbook



B. Evaluating Instructional Practices

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

Answer

Write answer here. Suggested word count is 400 words.

A teacher’s instructional process is evaluated according to his/her contribution to student achievement. An evaluation document was created for teachers and principals. Currently, evaluation forms are being created for instructional support staff and will be used twice annually. Feedback is given to each individual and coaching plans for improvement are written, when principals in whom they provide feedback to the teacher who was observed conduct needed quarterly informal classroom observations. Weekly walkthroughs are conducted by coaching instructors and principals; these coaching sessions provide information about lesson planning, teaching delivery and instructional strategies to ensure instructional effectiveness.

Documentation

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

- Sample Teacher Evaluation Handbook

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

Answer

Write answer here. Suggested word count is 400 words.

Classroom observations are conducted to determine the quality of instruction. TIA provides professional development sessions about instructional practices and ongoing weekly walk throughs followed by coaching conversations for instructional improvement; these are held at each site. Principals report to the superintendent twice each school year about teacher’s areas of strength and opportunities for improvement.

Documentation

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

- Sample Record of coaching conversations
- Sample Professional Development Calendar



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

Answer

Write answer here. Suggested word count is 400 words.

In the evaluation process there is a section about data gathering that provides evidence about the teacher's performance on the twenty-two components. These data are gathered thru classroom observations, conferences, and from sources other than the classroom. After the data are gathered, they are analyzed to determine areas of strength and opportunities for improvement; this helps identify what the staff members need to have as professional development.

The Teacher Evaluation Process is as follows -

- 1) The purpose of this session is so the teacher knows what to expect from the supervision/evaluation process.
- 2) It should be held during the staff orientation to:
- 3) Introduce the timeline/schedules for the procedure and
- 4) Introduce the forms/components in the program.

Conference – At the beginning of the year, the teacher and evaluator will meet within the first three weeks of the school year. Discussion will include the teaching domains, professional growth plan, and/or pertinent data about students in their classrooms.

Teacher Self-Review -Teachers will complete a teacher self-review to reflect on his/her performance on each component in the program. This will happen during the first three weeks of school, and this information will be shared with the supervisor/evaluator and a copy submitted to him/her during the conference at the beginning of the year.

Pre-observation - Two days prior to the scheduled observation, a pre-observation conference will be held. For this conference the teacher will submit the pre-observation data form and the completed 6-part lesson plan form for the class session to be observed.

The purposes of this conference include (1) to discuss the pre- observation data form and (2) to make the teacher aware of the expectations of the program.

The post-observation conference will be scheduled at this time.

Classroom observations and post conference - there will be at least two formal, complete, and uninterrupted observations conducted each school year by a board-approved, qualified evaluator. This will be scheduled at least one week prior of the observation. Both probationary and continuing teachers will have the same number of formal observations. Informal observations (a minimum of 15 minutes) will occur at least weekly. Post-observation/feedback. This includes a post - conference that is conducted within two school days after each observation. It will focus on the areas of strength and opportunities for improvement as noted in the data. For the purpose of documentation there will be a form for both parties to sign

Analysis of data - Use the classroom observation notes and analyzes them prior to the post-observation/feedback conference.



Document behaviors observed on the Teaching Performance Profile. The data should reflect the domains/components observed and recorded.

Documentation

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

- Sample Teacher Evaluation Handbook

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"/>	TIA monitors instruction that addresses the needs of students with proficiency in the bottom 25%/non-proficient students. The components of effective targeted intervention and remediation are identified through informal classroom observations and walkthroughs as well as analyzing the results from the Galileo assessments. Feedback and coaching conversations with teachers are provided so they can make data-driven decisions.	<ul style="list-style-type: none"> • Sample Data meeting’s sign in sheets • Sample Galileo data results • Sample Tutoring agreement form
ELL Students	<input type="checkbox"/>	TIA monitors instruction that addresses the needs of ELL students through classroom observations. The district identifies ELLs with ILLPs who are currently enrolled, monitors the data of the ELL students reviewing weekly walkthroughs, noting the strategies on the ILLPs. Coaching conversations with	<ul style="list-style-type: none"> • Sample 6 Part Lesson Plan with ELL strategies • Sample Coaching feedback on walkthrough with the teachers • Sample ELL’s specialist PD’s sign in sheet • Sample Record of coaching feedback • Sample Observation data



		teachers on those specific instructional strategies and lesson planning are held. The data from the walkthroughs are compared with the ILLPs to determine mastery of the learning. Adjustments are made as needed and professional development is provided based on the needs of teachers.	
Students eligible for FRL	<input checked="" type="checkbox"/>	Our population is made up by 90-95% FRL students.	
Students with disabilities	<input type="checkbox"/>	TIA monitors instruction targeted to address the needs of students with proficiency for SPED students by reviewing lesson plans. The District identifies these students with IEPs who are currently enrolled; data from the weekly walkthroughs are compared with strategies on the IEPs. Checks are made to determine if the students are reaching mastery of the goals on the IEPs. Coaching conversations are conducted with teachers about the specific strategies and lesson planning. Adjustments are made on the IEPs, as necessary, and professional development is planned if needed.	<ul style="list-style-type: none"> • Sample six part lesson plan that includes SPED strategies • Sample Coaching feedback on walkthrough with the teachers • Sample SPED PD's sign in sheet

D. Providing Feedback that Develops the Quality of Teaching

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

Answer

Write answer here. Suggested word count is 400 words.

The Charter Holder and the administrative team analyze data from weekly walkthroughs and the results of Galileo assessments. A list of areas of strength and opportunities for improvement is developed to display the needs of the instructional staff members. Observations are conducted and feedback is provided to the teachers. Differentiated professional development is planned/conducted. Teachers are encouraged to attend professional development classes with Pima County Association as well as the Arizona Department of Education about the alignment of the AZCCR standards and best teaching practices.



Documentation

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

- Sample PD Sign in sheet
- Sample Record of feedback
- Sample Observation data

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

Answer

Write answer here. Suggested word count is 400 words.

The analysis of assessment data and an evaluation process are used to monitor and adjust the professional development calendar that is revised, when necessary, to meet the needs of staff members. Individual coaching conversations and professional development sessions will be available for staff members who have particular need(s) in their areas of strength and/or opportunities for improvement.

Documentation

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

- Sample PD calendar
- Sample Record of coaching conversations



AREA V: PROFESSIONAL DEVELOPMENT

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

A. Development of the Professional Development Plan

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

Answer

Write answer here. Suggested word count is 400 words.

Tucson International Academy will create a multi-year professional development plan to support student mastery of the Arizona College and Career Ready Standards; professional development will occur in the form of weekly professional development continuous job embedded coaching for teachers, staff, and leaders based on the topics that teachers and leaders need.

Documentation

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

- Sample Agenda
- Sample Sign In Sheets

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

Answer

Write answer here. Suggested word count is 400 words.

Tucson International Academy’s multi-year professional development plan will be to implement the following systems.

- A) Implementation of data collection system with professional development for teachers and leaders*
 - B) Implementation of Academic Response to Intervention (MTSS) System with training for teachers and leaders*
 - C) Implementation of walk through instructional protocol that aligns to research based best practices, with training for teachers and leaders*
 - D) Creation of Professional Learning Communities (PLCs) to enhance collaborative teacher groups.*
- In addition, the self-readiness assessment is used to determine the staff learning needs. Tucson International Academy will adopt Galileo as their Arizona College and Career Ready Standards aligned assessment tool. Teachers, staff and leaders will receive professional development on how to use ATI/Galileo. This professional development will provide teachers, staff, and leaders the knowledge to:*
- 1) Create a standards aligned formative and summative assessment*
 - 2) Access academic achievement reports by standard, by students, by individual student, by teacher, and by school*
 - 3) Create an “Intervention Dialog,” with the goal of re-teaching a lesson to targeted students and by*
 - 4) Creating an “Intervention Group” in Galileo, or a targeted group of students who will complete the*



“Instructional Dialogue”.

This professional development will be provided by the consultant, as well as from ATI trainers. This will occur during teacher orientation for teachers and staff (time allocated for professional development prior to the beginning FY 2015-2016).

Documentation

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

- Sample PD Agendas
- Sample Sign In Sheets
- Sample Teacher Self Review

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

Answer

Write answer here. Suggested word count is 400 words.

The areas of high importance will be generated by the strengths and needs identified from the data. The process will take place at the end of the quarter to identify strengths and weaknesses in the instructional process. Gaps will be aligned by identifying those patterns and then high needs professional development strategies will be incorporated into the professional development plan.

Documentation

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

- Sample Galileo Reports
- Sample Walk Through Data

B. Adapted to Meet the Needs of Subgroups

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

Answer

Write answer here. Suggested word count is 400 words.

The Charter Holder will implement a professional development model that supports the mastery of standards aligned knowledge and skills for all subgroups, including students in the bottom achievement quartile, ELL students, FRL students, and students with an identified learning disability. The Charter Holder will create a professional development model with a consultant, wherein data collection becomes a priority, and where an MTSS approach to instruction is implemented. The MTSS approach to instruction will divide students into academic tiers based on achievement need. To this end, subgroups will fall into



one of two categories: tier two (school wide intervention), or tier three (individual intervention). Based on this approach, students that fall into one of the subgroups will receive intervention services. Tucson International Academy, working in conjunction with the consultant, will provide professional development during teacher in-service, and throughout school year 2015-2016 to help teachers, and staff identifies the students in the aforementioned tiers, and how to provide intervention services that take the form of small group instruction, after school tutoring, and instructional pullout. In school year 2016-2017, PLCs and PLC meetings will be implemented with the purpose of analyzing school data to support the abovementioned creation of student achievement tiers, further supporting academic achievement for each subgroup.

Documentation

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

- Sample Agenda
- Sample Sign In Sheets
- Sample of after school tutoring forms

C. Supporting High Quality Implementation

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

Answer

Write answer here. Suggested word count is 400 words.

The Charter Holder will have the site principals conduct with fidelity classroom walk throughs and ensure coaching conversations follow the walk through. Weekly walkthroughs are conducted and the instructional protocol completed based on the observation. Then a supportive conversation of what was positive about the observation and what refinements are needed. During the conversation the teacher will be asked how he/she can be supported to change the behaviors to reflect all positive items on the protocol. In addition, the principal will confirm when the next time for observation will be done when the encouraged positive pieces could be visible.

Documentation

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

- Sample *Teacher Evaluation Handbook*
- Sample *Coaching conversations*
- Sample *Emails*



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

Answer

Write answer here. Suggested word count is 400 words.

Based on the strengths and needs of the staff concrete resources will be identified by choosing researched based resources for purchasing and use according to the process identified (Self Readiness Assessment). First identifying based on the various data sets the strengths and weaknesses is completed. Then identifying research-based materials that will support the weaknesses will be suggested to the leadership team for purchase. Principals will enlist the help of teachers to identify the right resources based on that list. The purchasing process will begin once an agreement has been reached.

Documentation

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

- Sample Self Readiness Assessments

D. Monitoring Implementation

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

Answer

Write answer here. Suggested word count is 400 words.

Principals will observe for strategies that taught during professional development to ensure implementation. Following each new instructional strategy learned, principals will observe in classrooms to ensure the strategies are being implemented according to best practices.

Documentation

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

- Sample Professional Development agendas



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

Answer

Write answer here. Suggested word count is 400 words.

Principals will follow up with the instructional staff during coaching conversations following an instructional observation. As well as requiring a commitment from the teacher as to when they will see the strategy implemented next. During the coaching conversation, the principal will get a commitment as to when the teacher will be using the strategy next so that the principal can observe the strategy for fidelity.

Documentation

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

- Sample Coaching conversation
- Sample Emails
- Sample Teacher Evaluation Handbook

AREA VI: GRADUATION RATE (if applicable)

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

A. Monitoring Progress Toward Timely Graduation

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

Answer

Write answer here. Suggested word count is 400 words.

Teachers meet 2 times per year with Freshmen, Sophomores, Juniors, and Seniors to monitor students’ path to graduation. Teachers are identified as academic advisors and assigned students to meet 2 times each year to review benchmark/summative assessment results and identify graduation requirements. Principals conduct credit audits.

Documentation

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

- Sample Transcripts
- Sample Benchmark/AZ MERIT results
- Sample Graduation diploma



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.

Academic advisors examine student attendance and academic performance. Students identified with academic difficulty are referred to Title I or afterschool tutoring for intervention services. Academic advisors are assigned students to meet 2 times each year review the following instruments to determine students experiencing academic difficulty: Benchmarks/summative results, transcripts, report cards, 45 day screenings and attendance records. Students may receive tutoring, small group instruction, and/or after school and or/summer school instruction.

Documentation

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

- Sample Transcripts
- Sample Benchmark/AZ MERIT results
- Sample of attendance records
- Sample of Report Card
- Sample of 45 Day Screening
- Sample of Title I Intervention Time and Effort Log
- Sample of Tutoring Forms

B. Addressing Barriers to Timely Graduation

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

Answer

Write answer here. Suggested word count is 400 words.

Strategies utilized to address early academic difficulty come from research-based sources. Professional development will provide training for the implementation of the strategies. TIA will implement an MTSS program to improve graduation rate. Assessments will be reviewed to determine specific tiers for students that are in need of remedial assistance.

Documentation

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

- Sample Galileo assessments



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 will review on a consistent basis the data accumulated for seniors. If a student falls below the expected number of credits for that particular grade, additional interventions will be created. Credit attainment will be reported to the Charter Holder at the end of each quarter. The Charter Holder will take actions based on gaps in the process above.

Documentation

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

- Sample Transcript including credit data



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.
N/A

Documentation

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

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.
N/A

Documentation

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

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

Answer

Write answer here. Suggested word count is 400 words.
N/A

Documentation

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

