



APRIL 10, 2017

Charter Renewal Report

Renewal Application for
New School for the Arts Middle School

AGENDA ITEM: Charter Renewal Application—New School for the Arts Middle School

Request

New School for the Arts Middle School (“Charter Holder”) submitted a charter renewal application on January 4, 2017 to continue operation of New School for the Arts & Academics Middle School serving grades 6–8 in Tempe.

Background

History

The Charter Holder was granted a charter in 2003, which is currently approved for grades 6–8, and operates one school: New School for the Arts & Academics Middle School.

Governance

The Charter Holder is governed by a corporate board that consists of 3 individuals. The corporate principals listed on ASBCS Online and the website of the Arizona Corporation Commission are listed in the table below.

Member Name	Position
Katy Ferrell-Cardenas	President
Denise Martin	Secretary/Treasury
Julie Adams	Other Officer

The corporate principals also act as the governing body and are responsible for the policy decisions of the school.

Associated Schools

Associated schools are defined as a school operated by a charter holder that operates one or more other charter schools that contract with the same Education Service Provider; a school operated by the same charter holder but under different charter contracts; or a school operated by a charter holder with at least fifty (50) percent of corporate board officers, directors, members, or partners in common, as reflected by the charter contract.

Schools Associated with New School for the Arts Middle	
50% Board Members in Common	
School	Charter Holder
New School for the Arts & Academics	New School for the Arts

Compliance

As stated in Board policy, prior to a renewal application being considered by the Board, staff conducts a compliance check. The Charter Holder does not have any compliance issues.

The Charter Holder has not been before the Board for any items or actions in the past 12 months.

Performance Summary

The Charter Holder’s performance for each of the Board’s frameworks (Academic, Operational, and Financial) is summarized below. The Charter Holder’s dashboards are included in Appendix: A. Renewal Summary Review.

Academic Performance

The academic performance of New School for the Arts & Academics Middle School for FY 2012–FY 2014, based on the Board’s academic framework in effect at that time, is represented in the table below.

	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
New School for the Arts & Academics Middle School	58.13 /C	79.38 /A	46.56 C

The Board’s current academic framework uses two measures to calculate overall academic ratings, letter grades and state designations for school improvement. Due to a moratorium on letter grades until FY 2018, based on FY 2017 data, the Board has not calculated overall ratings for FY 2015 and 2016. As it relates to school improvement, New School for the Arts & Academics Middle School has not been designated for school improvement in FY 2017.



Operational Performance

The Charter Holder currently meets the Board’s Operational Performance Expectations set forth in the Performance Framework adopted by the Board.

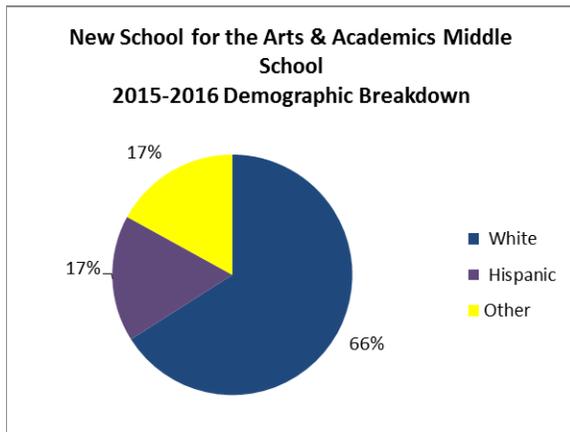
Financial Performance

The Charter Holder meets the Board’s Financial Performance Expectations set forth in the Performance Framework adopted by the Board.

Charter Holder Profile

New School for the Arts Middle School was granted a charter that became effective on April 29, 2003, which is currently approved for grades 6–8. New School for the Arts Middle School operates one school: New School for the Arts & Academics Middle School.

The tables below identify the percentage of students in each demographic group and subgroup identifier.

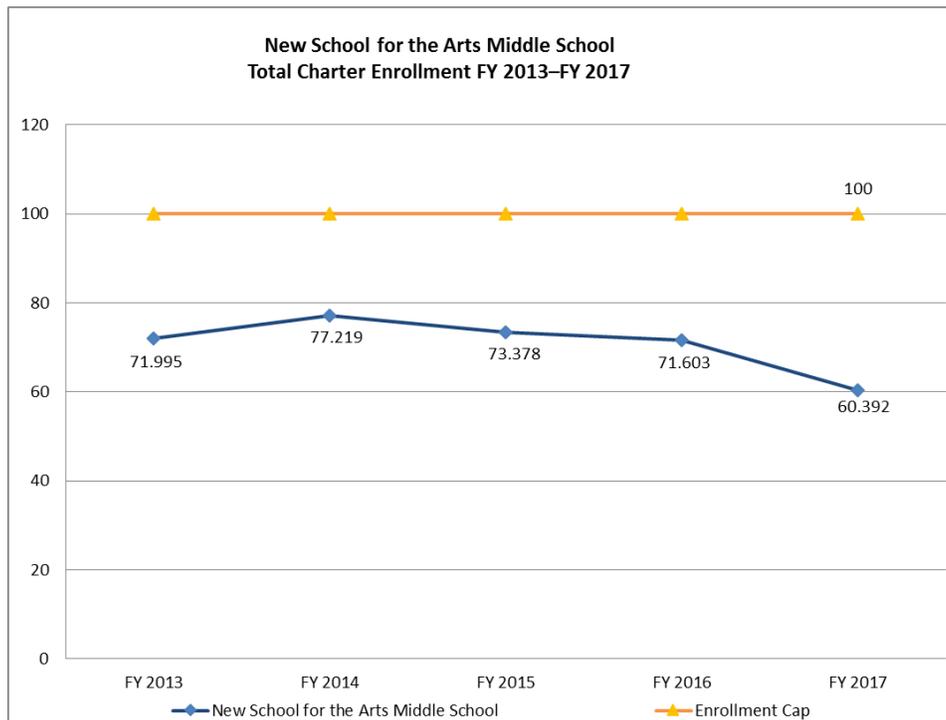


2015-2016 Subgroup Data

Category	New School for the Arts Middle School
Free and Reduced Lunch	*
English Language Learners	*
Special Education	*

If the percentage of students is 0% or 100%, the percentage for that group is redacted.

The enrollment cap for New School for the Arts Middle School is 100. The graph below shows Average Daily Membership (“ADM”) for New School for the Arts Middle School based on 100th day ADM for FY 2013–FY 2017.



Academic Systems Review

As part of the renewal process, Board staff conducted an Academic Systems Review (“ASR”) to gather evidence that demonstrates that the school implements a comprehensive program of instruction and measures pupil progress toward pupil outcomes, as required in its charter contract. The Board has established criteria comprised of questions that guides the staffs’ visit. This report includes information regarding how the school develops and implements:

- a curriculum that improves student achievement.
- a system for monitoring the integration of the State academic standards.
- a system for monitoring and documenting student proficiency.
- a professional development plan that supports effective implementation of the curriculum.

The ASR site visit was conducted by Tammy Mandel, Education Program Manager, and Judy Thompson, Education Program Specialist, on February 28, 2017.

Classroom observations completed during the ASR site visit confirmed that the Charter Holder is adhering to the Program of Instruction on file in the contract.

Additionally, at the ASR site visit, the Charter Holder was able to provide documentation or describe processes in place to show that the school implements a curriculum that improves student achievement, a system for monitoring and documenting student proficiency, and a professional development plan that supports effective implementation of the curriculum. The Charter Holder was not able to provide documents or describe processes to fully demonstrate that the school has a system for monitoring the integration of the State academic standards.

Detailed information regarding the Academic Systems Review is provided in Appendix B. Academic Systems Review Report.

Additional School Choices

New School for the Arts & Academics Middle School

New School for the Arts & Academics Middle School received a letter grade of C and an Overall Rating of “Does Not Meet” the Board’s academic performance standard for FY 2014. The school is located in Tempe on Apache Blvd. near S. Terrace Rd. The following information identifies additional schools within a five-mile radius of the school and the academic performance of those schools.

There are 38 schools serving grades K–8 within a five-mile radius of New School for the Arts & Academics Middle School that received an A–F letter grade. The table below provides a breakdown of those schools. The schools are identified by their A–F letter grades assigned by the ADE. The table identifies if those schools scored above average on the AzMERIT, had comparable scores to those of New School for the Arts & Academics Middle School, and the number that are charter schools.

New School for the Arts & Academics Middle School				2016 AzMERIT ELA 49%	2016 AzMERIT Math 25%	
2014 Letter Grade	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Schools with Higher ELA	Schools with Higher Math	Charter Schools
A	8	8	8	7	8	5
B	11	7	7	3	9	4
C	16	2	1	0	5	2
D	3	0	0	0	0	1



Board Options

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

I move to approve the request for charter renewal and grant a renewal contract to New School for the Arts Middle School.

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

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

APPENDIX A
RENEWAL APPLICATION

Renewal Application - New School for the Arts Middle School

Downloads

 [Download all files](#)

Note: Please be patient. This may take up to a few minutes to complete depending on the number of files included with this application.

Detailed Business Plan

Charter Holder's Organizational Membership:

The Charter Holder is waived from the requirements of the Charter Holder's Organizational Membership requirement in the Detailed Business Plan Section.

Charter Holder's Financial Sustainability:

The Charter Holder is waived from the Charter Holder's Financial Sustainability requirement in the Detailed Business Plan Section.

Renewal Assurances

Renewal Assurance and Understanding

The Arizona State Board for Charter Schools is authorized, pursuant to Arizona Revised Statutes, Title 15, Chapter 1, Article 8, to execute a Charter Contract ("Charter") for the purpose of authorizing the renewal of established charter schools to provide a learning environment to improve pupil achievement and to provide additional academic choices for parents and pupils and to serve as alternatives to traditional public schools.

The Charter Holder shall operate its charter school(s) consistent with the terms of the Charter and all applicable laws; shall achieve pupil outcomes according to the educational standards established by law and the Charter; and shall be governed and managed in a financially prudent manner.

By signing below, the Charter Holder understands that:

- A Renewal Charter is for the purpose of continuing the operation of the charter school(s) approved for renewal by the Arizona State Board for Charter Schools.
- The program of instruction will continue to be implemented as described in the Charter.
- The Charter Holder is required to submit all amendment requests pursuant to the procedures or rules formulated by the Arizona State Board for Charter Schools.
- The Charter Holder shall not take action on or implement any modification to its Charter until approved by the Arizona State Board for Charter Schools.
- The Charter Holder acknowledges that its officers, directors, members, or partners are aware of their responsibilities in the operation of a charter school as described in Arizona statute and that the Charter Holder is subject to and will ensure compliance with all relevant federal, state and local laws and requirements.
- The Charter Holder acknowledges that if a Renewal Charter is granted, the Charter Holder must execute the Charter with the Arizona State Board for Charter Schools within twelve months of the date of approval of the Charter by the Arizona State Board for Charter Schools. A Charter that is not timely signed expires.

I certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the renewal process or revocation of the Charter. I understand that incomplete applications will not be considered.

I acknowledge that taking action or implementing changes prior to approval by the Arizona State Board for Charter Schools is a breach of the Charter and the Arizona State Board for Charter Schools may revoke or not renew the Charter.

Charter Representative Signature

Katy Cardenas 01/04/2017

APPENDIX B
RENEWAL SUMMARY REVIEW

Five-Year Interval Report

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ARIZONA STATE BOARD FOR CHARTER SCHOOLS

Renewal Summary Review

Interval Report Details

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Report Date: 03/27/2017 Report Type: Renewal

Charter Contract Information

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Charter Corporate Name: New School for the Arts Middle School

Charter CTDS: 07-89-81-000 Charter Entity ID: 80985

Charter Status: Open Contract Effective Date: 04/29/2003

Number of Schools: 1 Contractual Days:

- New School for the Arts & Academics Middle School: 180

Charter Grade Configuration: 6-8

FY Charter Opened: 2004 Contract Expiration Date: 04/28/2018

Charter Granted: 03/10/2003 Charter Signed: 04/25/2003

Corp. Type Non Profit Charter Enrollment Cap 100

Charter Contact Information

[Hide Section](#)

Mailing Address: 1216 East Apache Boulevard
Tempe, AZ 85281 Website: —

Phone: 480-947-3917 Fax: 480-970-6625

Mission Statement: The New School for the Arts Middle School will be Arizona's premiere charter middle school by providing students who have interest and talent in the arts with a superior integrated academic and arts program.

Charter Representatives: Name: Email: FCC Expiration Date:

1.) Ms. Katy Cardenas kcardenas@aznsa.com —

Academic Performance - New School for the Arts & Academics Middle School

[Hide Section](#)

School Name: New School for the Arts & Academics Middle School School CTDS: 07-89-81-001

School Entity ID: 80986 Charter Entity ID: 80985

School Status: Open School Open Date: 07/01/2003

Physical Address: 1216 East Apache Boulevard
Tempe, AZ 85281 Website: —

Phone: 480-481-9235 Fax: 480-970-6625

Grade Levels Served: 6-8 FY 2014 100th Day ADM: 77.219

Academic Performance Per Fiscal Year

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New School for the Arts & Academics Middle School

	2012 Small Elementary School (6 to 8)			2013 Traditional Elementary School (6 to 8)			2014 Traditional Elementary School (6 to 8)		
	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1. Growth									

1a. SGP	Math	39	50	12.5	49	50	12.5	33	25	12.5	
	Reading	44	50	12.5	62	75	12.5	33	25	12.5	
1b. SGP Bottom 25%	Math	38.5	50	12.5	80	100	12.5	48	50	12.5	
	Reading	33.5	25	12.5	67	100	12.5	36	50	12.5	
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
2a. Percent Passing	Math	58 / 41.6	75	7.5	69.5 / 61.8	75	11.25	52.3 / 61.2	50	11.25	
	Reading	82 / 68.2	75	7.5	93.2 / 79.1	100	11.25	89.2 / 77.3	75	11.25	
2b. Composite School Comparison	Math	12.3	75	7.5	-4.6	50	11.25	-21	25	11.25	
	Reading	9.9	75	7.5	4.9	75	11.25	2.6	75	11.25	
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0	
	Reading	NR	0	0	NR	0	0	NR	0	0	
2c. Subgroup FRL	Math	NR	0	0	NR	0	0	NR	0	0	
	Reading	NR	0	0	NR	0	0	NR	0	0	
2c. Subgroup SPED	Math	20 / 14	75	7.5	NR	0	0	NR	0	0	
	Reading	40 / 33.1	75	7.5	NR	0	0	NR	0	0	
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
3a. State Accountability		C	50	5	A	100	5	C	50	5	
Overall Rating		Overall Rating			Overall Rating			Overall Rating			
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		58.13			100	79.38			100	46.56	

Financial Performance

[Hide Section](#)

Charter Corporate Name: New School for the Arts Middle School
 Charter CTDS: 07-89-81-000 Charter Entity ID: 80985
 Charter Status: Open Contract Effective Date: 04/29/2003

Financial Performance

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New School for the Arts Middle School

Near-Term Measures

	Fiscal Year 2015		Fiscal Year 2016	
	No	Meets	No	Meets
Going Concern	No	Meets	No	Meets
Unrestricted Days Liquidity	115.86	Meets	132.42	Meets
Default	No	Meets	No	Meets

Sustainability Measures (Negative numbers indicated by parentheses)

Net Income	\$13,703	Meets	\$26,499	Meets
Fixed Charge Coverage Ratio	1.12	Meets	1.22	Meets
Cash Flow (3-Year Cumulative)	\$61,965	Meets	\$103,300	Meets

Cash Flow Detail by Fiscal Year

FY 2015 FY 2014 FY 2013 FY 2016 FY 2015 FY 2014

\$11,710 \$62,813 (\$12,558) \$28,777 \$11,710 \$62,813

Meets Board's Financial Performance Expectations

Operational Performance

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Charter Corporate Name: New School for the Arts Middle School
 Charter CTDS: 07-89-81-000 Charter Entity ID: 80985
 Charter Status: Open Contract Effective Date: 04/29/2003

Operational Performance

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

Measure	2015	2016	2017
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	Meets	--
Educational Program - Essential Terms	No issue identified	No issue identified	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	Meets	--
Services to Student with Disabilities	No issue identified	No issue identified	--
Instructional Days/Hours	No issue identified	No issue identified	--
Data for Achievement Profile	No issue identified	No issue identified	--
Mandated Programming (State/Federal Grants)	No issue identified	No issue identified	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Meets	Meets	--
Timely Submission	Yes	Yes	Yes
Audit Opinion	Unqualified	Unqualified	Unqualified
Completed 1st Time CAPs	No issue identified	No issue identified	--
Second-Time/Repeat CAP	No issue identified	No issue identified	--
Serious Impact Findings	No issue identified	No issue identified	--
Minimal Impact Findings (3+ Years)	No issue identified	No issue identified	--
2.b. Is the charter holder administering student admission and attendance appropriately?	Meets	Meets	--
Estimated Count/Attendance Reporting	No issue identified	No issue identified	--
Tuition and Fees	No issue identified	No issue identified	--
Public School Tax Credits	No issue identified	No issue identified	--
Attendance Records	No issue identified	No issue identified	--
Enrollment Processes	No issue identified	No issue identified	--
2.c. Is the charter holder maintaining a safe environment consistent with state and local requirements?	Meets	Does Not Meet	--
Facility/Insurance Documentation	No issue	No issue	--

	identified	identified	
Fingerprinting	No issue identified	Audit Finding - CAP Not Required	--
2.d. Is the charter holder transparent in its operations?	Meets	Does Not Meet	--
Academic Performance Notifications	No issue identified	No issue identified	--
Teacher Resumes	No issue identified	No issue identified	--
Open Meeting Law	No issue identified	Minutes (Contract Amendment)	--
Board Alignment	No issue identified	No issue identified	--
2.e. Is the charter holder complying with its obligations to the Board?	Meets	Meets	--
Timely Submissions	No issue identified	No issue identified	--
Limited Substantiated Complaints	No issue identified	No issue identified	--
Favorable Board Actions	No issue identified	No issue identified	--
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Meets	Meets	--
Arizona Corporation Commission	No issue identified	No issue identified	--
Arizona Department of Economic Security	No issue identified	No issue identified	--
Arizona Department of Education	No issue identified	No issue identified	--
Arizona Department of Revenue	No issue identified	No issue identified	--
Arizona State Retirement System	No issue identified	No issue identified	--
Equal Employment Opportunity Commission	No issue identified	No issue identified	--
Industrial Commission of Arizona	No issue identified	No issue identified	--
Internal Revenue Service	No issue identified	No issue identified	--
U.S. Department of Education	No issue identified	No issue identified	--
3. Is the charter holder complying with all other obligations?	Meets	Meets	--
Judgments/Court Orders	No issue identified	No issue identified	--
Other Obligations	No issue identified	No issue identified	--
OVERALL RATING	Meets Operational Standard	Meets Operational Standard	--
BOARD EXPECTATIONS	--	--	--

Last Updated: 2016-10-19 08:05:05

APPENDIX C

ACADEMIC SYSTEMS REVIEW REPORT

Academic Systems Review Report

CHARTER INFORMATION			
Charter Holder Name	New School for the Arts Middle School	School	New School for the Arts & Academics Middle School
Charter Holder Entity ID	80985	Site Visit Date	February 28, 2017
Purpose of Academic Systems Review: Charter Renewal			

Area	Issue	Follow-Up
School Calendar <i>The number of instructional days on the school calendar aligns with the number of instructional days in the contract and on file with the Arizona Department of Education.</i>	No Issue	
Instructional Hours <i>Pursuant to A.R.S. §15-901, minimum required instructional hours are met for all grade levels.</i>	No Issue	
Instructional Staff Education and Experience <i>Pursuant to A.R.S. §15-183(F), information about the teaching background and experience for all instructional staff members is available to parents. Availability of this information is communicated to parents.</i>	Charter Holder did not have teaching background and experience for one current instructional staff member.	Charter Holder submitted instructional staff member information by the deadline.
Open Meeting Law <i>Notifications, minutes, and agendas from the last 12 months are reviewed for compliance with OML requirements. Compliance with requirement of online posting is checked.</i>	No Issue	
Board Alignment <i>Board membership is reviewed for alignment between ASBCS and ACC</i>	No Issue	

Enrollment and Attendance Policies <i>Reviewed for compliance with A.R.S. §15-184.</i>	No Issue	
Mission Statement <i>Mission statement on school materials aligns with mission on file with ASBCS.</i>	No Issue	
Other	No Issue	

Program of Instruction

Prior to the Academic Systems Review visit, Board staff reviewed the Charter Holder’s contract, as amended, to identify the program of instruction the Charter Holder is contracted to deliver. Additionally, prior to conducting classroom observations, Board staff discussed the program of instruction with school leadership to further understand the methods of instruction utilized at the school.

The Charter Holder’s program of instruction incorporates a dynamic high school preparatory curriculum with innovative arts training.

During classroom observations, Board staff was able to see the program of instruction in action at the school. Staff observed core content and fine arts instruction:

- Students sharing and discussing writing journal entries in an English classroom
- Students working independently on mythology essays in another English classroom
- Teacher reviewing for a science quiz while students take notes in their science notebooks
- Students practicing a ballet routine
- Students free drawing “something that would be nice to hang on the wall”

Academic Systems

Does the school have an explicit, written curriculum for core content area that is aligned with the state academic standards that drills down to the skill level?

- i. **The school was able to provide evidence of curriculum alignment with state academic standards for core content areas and grade levels.**
- ii. **The school’s curriculum provides explicit content and skills to be taught for each grade level and/or content area**
- iii. **The school’s curriculum provides an explicit, organized sequence of content and skills within an academic year for mathematics and language arts.**

Evaluation of Documents

List of Document Names reviewed during site visit:

<p>i. Listed documents, including the Content Area Skills Inventory Sheets and Science and Social Studies Skills and Standards, identify state academic standards for core content areas and grade levels that correlate with the skills being taught from the curriculum.</p>	<p>Engage NY Curriculum Overview; Engage NY modules; Engage NY teacher lesson plans, assessments, topic overviews, student materials, and student lessons; NSAA Content Objectives; Content Area Skills Inventory Sheets (ELA/Math/Social Studies/Science); Literature Yearly Objectives; Science and Social Studies Skills and Standards</p>
<p>ii. The documents presented not only include state academic standards and explicit content and skills to be taught for each grade level and content area, but also the sequence of when those skills should be taught .</p>	<p>Engage NY Curriculum Overview; Engage NY modules; Engage NY teacher lesson plans, assessments, topic overviews, student materials, and student lessons; NSAA Content Objectives; Content Area Skills Inventory Sheets (ELA); Literature Yearly Objectives;</p>
<p>iii. The documents presented were able to provide an explicit, organized sequence of content and skills within an academic year for mathematics and language arts. The Charter Holder spoke to that fact that in social studies the teachers decide when content is taught. Science sequence is determined by skill. Some content areas have explicit, organized sequence and some do not.</p>	<p>Engage NY Curriculum Overview; Engage NY modules; Engage NY teacher lesson plans, assessments, topic overviews, student materials, and student lessons; NSAA Content Objectives; Content Area Skills Inventory Sheets (ELA); Literature Yearly Objectives;</p>
<p>Is there a systematic process in place for annually monitoring, evaluating, and reviewing the curriculum?</p>	
<p>i. The Charter Holder described a process that identifies specific timeframes for monitoring, evaluating, and reviewing curriculum, but no documentation was provided.</p> <p>ii. The Charter Holder described a process that identifies key personnel responsible for monitoring, evaluating, and reviewing curriculum, but no documentation was provided.</p> <p>iii. The Charter Holder described a process that generates a plan of action based on findings, but no documentation was provided.</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. The Charter Holder spoke to using the data (Galileo, district tests, AzMerit) in the summer to facilitate any changes. All five vice-principals are also in-class teachers and work with the principal to facilitate any changes needed.</p>	<p>No documents provided.</p>

<p>ii. The Charter Holder spoke to using the data (Galileo, district tests, AzMerit) in the summer to facilitate any changes. All five vice-principals are also in-class teachers and work with the principal to facilitate any changes needed.</p>	<p>No documents provided.</p>
<p>iii. The Charter Holder spoke to using the data (Galileo, district tests, AzMerit) in the summer to facilitate any changes. All five vice-principals are also in-class teachers and work with the principal to facilitate any changes needed.</p>	<p>No documents provided.</p>
<p>How is integration of the state academic standards into the teachers' instructional practices assessed?</p>	
<p>i. Classroom observations are conducted at specified intervals but do not confirm that standards aligned curriculum is integrated into instruction.</p> <p>ii. The school does not consistently use a tool to assess the integration of standards into instruction.</p> <p>iii. The school does not consistently use a tool to assess whether instruction occurs according to the school's instructional planning document (scope and sequence, pacing guide, etc.)</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. The Charter Holder described that teachers get their standards on a flash drive but that they are not required to include them on lesson plans and teacher observation/evaluation forms do not confirm integration of standards into instruction.</p>	<p>Course Content Skills and Standards Checklists; NSAA Classroom Observation Forms: 2016-17; Observation: Observer's Feedback, Teaching Performance Profile and Rating; Peer Observation</p>
<p>ii.</p>	<p>No documents provided.</p>
<p>iii.</p>	<p>No documents provided.</p>
<p>What comprises the school's teacher evaluation system? (Type, Frequency, Formative, & Summative)</p>	
<p>i. The school has a process that clearly identifies who is responsible for implementing the various components of the teacher evaluation system and when these processes occur.</p> <p>ii. The school was able to provide evidence of observations with feedback provided to teachers after each observation.</p> <p>iii. The school was able to provide evidence that the evaluations of teacher performance include a final, summative component.</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>

i. This NSAA Teacher Evaluation Schedule clearly identifies who is responsible for implementing the various components of the teacher evaluation system and when these processes occur.	NSAA Teacher Evaluation Schedule
ii. Each NSAA Classroom Observation Form includes a section where teachers are provided feedback after each observation. Additionally, the Peer Observation forms include a feedback section.	NSAA Classroom Observation Forms: 2016-17; Observation: Observer’s Feedback, Teaching Performance Profile and Rating; Peer Observation
iii. The NSAA Classroom Observation Form includes a final, summative component each time a teacher is observed.	NSAA Classroom Observation Forms: 2016-17
Is there a comprehensive assessment plan that utilizes data in a variety of ways to measure student performance and plan for teaching and learning?	
<p>i. The school was able to provide evidence of an assessment plan that covers all core content areas and grade levels.</p> <p>ii. The school was not able to provide evidence of a process that uses assessment data to create a plan for instruction.</p> <p>iii. The school was not able to provide evidence of a process that clearly identifies who is responsible for evaluating student data.</p> <p>iv. The school assessment plan identifies the types of data collected and periods of review for identified data.</p>	
Evaluation of Documents	List of Document Names reviewed during site visit:
i. The ZipGrade and District Test Score printouts includes assessments for all core content areas and grade levels.	ZipGrade printout (to keep track of Galileo scores); District Test Score Printout
ii. The Charter Holder described how Data-Driven PLCs meet on a regular basis to create a plan for instruction.	No documents provided.
iii. The Charter Holder described how Data-Driven PLCs meet on a regular basis to create a plan for instruction.	No documents provided.
iv. The school calendar specifies when Galileo and state testing will be completed.	NSAA School Calendar
What evidence demonstrates that the professional development the teachers are engaged in is increasing student achievement?	
<p>i. The school was able to provide evidence that it provides professional development that addresses student achievement and outcomes.</p> <p>ii. The school was able to provide evidence of the types of professional development that occur.</p> <p>iii. The school was not able to provide evidence of how the implementation of professional development is monitored.</p>	

iv. The school has a process for monitoring data to ensure that implementation of professional development has a positive impact on student achievement, but no documentation was provided.	
Evaluation of Documents	List of Document Names reviewed during site visit:
i. The Professional Development Meeting Schedules and Agendas include professional development topics that address student achievement and outcomes. The Charter Holder stated that these topics are determined by input from the staff at meetings throughout the year.	2015-16 NSAA Professional Development & Staff Meeting Schedules (2016-17 schedules were not available at the time of the visit).; 2015-16 Professional Development Agendas (2016-17 Agendas not available at the time of the visit)
ii. The Professional Development Meeting Schedules and Agendas include information about the types and topics of professional development that occur.	2015-16 NSAA Professional Development & Staff Meeting Schedules (2016-17 schedules were not available at the time of the visit).; 2015-16 Professional Development Agendas (2016-17 Agendas not available at the time of the visit)
iii. The Charter Holder described that this is informally observed. Reflection is done at monthly staff meetings.	No documents provided.
iv. The Professional Development Schedule notes that there is a Data-Driven PLC, but no agendas or minutes were provided.	2015-16 NSAA Professional Development & Staff Meeting Schedules (2016-17 schedules were not available at the time of the visit).
How are the professional development activities aligned with the program of instruction (curriculum, methods of instruction, best practices)	
i. The school provides professional development activities that support implementation of the school’s program of instruction.	
ii. The professional development provided is aligned to the curriculum.	
iii. The school selects and implements professional development based on criteria related to curriculum, instruction, and best practices.	
Evaluation of Documents	List of Document Names reviewed during site visit:
i. The Professional Development Meeting Schedules and Agendas, as well as the Professional Development Guide, provide evidence that professional development activities address and support the program of instruction (arts training and high school preparatory courses).	2015-16 NSAA Professional Development & Staff Meeting Schedules (2016-17 schedules were not available at the time of the visit).; 2015-16 Professional Development Agendas (2016-17 Agendas not available at the time of the visit); Professional Development Guide: Best Practices for Student Learning

<p>ii. The Professional Development Meeting Schedules and Agendas, as well as the Professional Development Guide, provide evidence that professional development activities are aligned to the curriculum (core content areas and arts focus) and are using best practices to instruct students.</p>	<p>2015-16 NSAA Professional Development & Staff Meeting Schedules (2016-17 schedules were not available at the time of the visit); 2015-16 Professional Development Agendas (2016-17 Agendas not available at the time of the visit); Professional Development Guide: Best Practices for Student Learning</p>
<p>iii. The documents listed provide evidence that the school selects and implements professional development based on criteria related to curriculum, instruction, and best practices. The Charter Holder stated that these topics are determined by input from the staff at meetings throughout the year. The Charter Holder has also developed a Professional Development Guide for use by staff, based on its best practices.</p>	<p>2015-16 NSAA Professional Development & Staff Meeting Schedules (2016-17 schedules were not available at the time of the visit); 2015-16 Professional Development Agendas (2016-17 Agendas not available at the time of the visit); Professional Development Guide: Best Practices for Student Learning</p>
<p>What types of follow-up occur?</p>	
<p>i. The school was not able to provide evidence of follow-up activities conducted by leadership and/or staff.</p> <p>ii. The school was not able to provide evidence that opportunities for feedback to be given regarding professional development.</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. The Charter Holder described that reflection occurs at subsequent staff meetings following the professional development.</p>	<p>No documents provided.</p>
<p>ii. The Charter Holder described that teachers do self-reflection on professional development at the end of the first semester that will help facilitate professional development in the second semester.</p>	<p>No documents provided.</p>