APRIL 10, 2017

Charter Renewal Report

Renewal Application for American Charter Schools
Foundation d.b.a. South Pointe High School

AGENDA ITEM: Charter Renewal Application—American Charter Schools Foundation d.b.a. South Pointe High School

Request

American Charter Schools Foundation d.b.a. South Pointe High School ("Charter Holder") submitted a charter renewal application (Appendix A. Renewal Application) on October 20, 2016 to continue operation of School Pointe High School, serving grades 9–12 in Phoenix.

Background

History

The Charter Holder was granted a charter in 2002, which is currently approved for grades 9–12, and operates one school: South Pointe High School.

Governance

The Charter Holder is governed by a corporate board that consists of 6 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
Linda Comer	Chairman
Theodore Frederick	President
Scott McPhail	Secretary
Gina Conflitti	Director
John Matthews	Director
Matthew Proctor	Director

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 South Pointe High School	
Education Management Organization (The Leona Group) ● 100% Board Members in Common	
School	**Charter Holder**
Apache Trail High School	American Charter Schools Foundation d.b.a. Apache Trail High School
Alta Vista High School	American Charter Schools Foundation d.b.a. Alta Vista High School
Crestview College Preparatory High School	American Charter Schools Foundation d.b.a. Crestview College Preparatory High School
Desert Hills High School	American Charter Schools Foundation d.b.a. Desert Hills High School
Estrella High School	American Charter Schools Foundation d.b.a. Estrella High School
Peoria Accelerated High School	American Charter Schools Foundation d.b.a. Peoria Accelerated High School
South Ridge High School	American Charter Schools Foundation d.b.a. South Ridge High School
Sun Valley High School	American Charter Schools Foundation d.b.a. Sun Valley High School
West Phoenix High School	American Charter Schools Foundation d.b.a. West Phoenix High School
Education Management Organization (The Leona Group)	
School	**Charter Holder**
Gilbert Arts Academy	Kaizen Education Foundation
Advance U	Kaizen Education Foundation dba Advance U
Discover U	Kaizen Education Foundation dba Discover U
El Dorado High School	Kaizen Education Foundation dba El Dorado High School
Glenview College Preparatory High School	Kaizen Education Foundation dba El Dorado High School

Havasu Preparatory Academy Public Charter Elementary School	Kaizen Education Foundation dba Havasu Preparatory Academy
Liberty Arts Academy	Kaizen Education Foundation dba Liberty Arts Academy
Maya High School	Kaizen Education Foundation dba Maya High School
Mission Heights Preparatory Academy Public Charter High School	Kaizen Education Foundation dba Mission Heights Preparatory High School
Quest High School	Kaizen Education Foundation dba Tempe Accelerated High School
Skyview High School	Kaizen Education Foundation dba Skyview High School
South Pointe Public Charter Elementary School	Kaizen Education Foundation dba South Pointe Elementary School
South Pointe Junior High School	Kaizen Education Foundation dba South Pointe Junior High School
Summit High School	Kaizen Education Foundation dba Summit High School
Vista Grove Preparatory Academy Elementary School	Kaizen Education Foundation dba Vista Grove Preparatory Academy Elementary School
Vista Grove Preparatory Academy Middle School	Kaizen Education Foundation dba Vista Grove Preparatory Academy Middle School
Colegio Petite Arizona	Colegio Petite Phoenix

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: B. Renewal Summary Review.

Academic Performance

The academic performance of South Pointe High 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
South Pointe High School	70.64/B-ALT	69.58/B-ALT	52.71/C-ALT

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, South Pointe High School has 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.
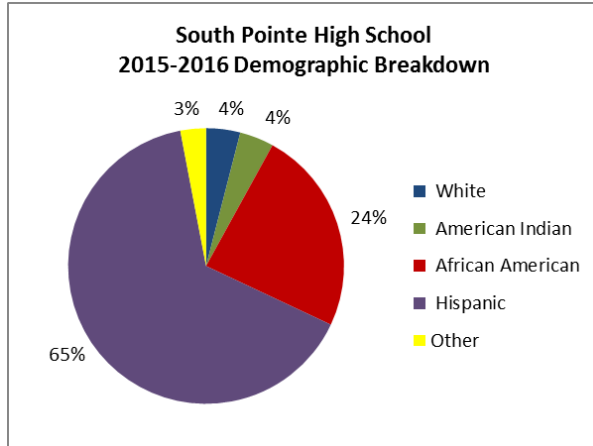
Financial Performance

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

Charter Holder Profile

The Charter Holder was granted a charter that became effective on April 21, 2003, which is currently approved for grades 9–12. The Charter Holder operates one school: South Pointe High School.

The tables below identify the percentage of students in each demographic group and subgroup identifier.
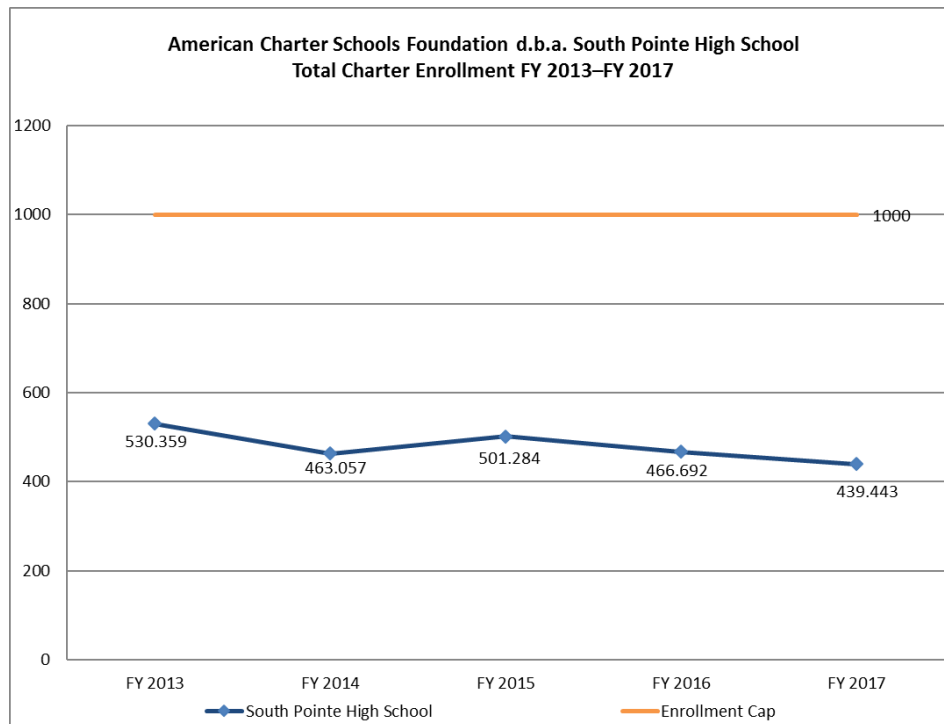
South Pointe High School
2015-2016 Demographic Breakdown

- White — 4%
- American Indian — 4%
- African American — 24%
- Hispanic — 65%
- Other — 3%

2015-2016 Subgroup Data

Category	South Pointe High School
Free and Reduced Lunch	*
English Language Learners	3%
Special Education	11%

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

The enrollment cap for the Charter Holder is 1000. The table below shows Average Daily Membership ("ADM") for the Charter Holder based on 100th day ADM for FY 2013–FY 2017.

American Charter Schools Foundation d.b.a. South Pointe High School
Total Charter Enrollment FY 2013–FY 2017

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
South Pointe High School	530.359	463.057	501.284	466.692	439.443
Enrollment Cap	1000	1000	1000	1000	1000

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 Rachel Hannah, Education Program Manager and Judy Thompson, Education Program Specialist on January 31, 2017.

At the ASR site visit, all areas were found to be in compliance, and no follow up was required.

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 and describe processes in place to show that the school implements a curriculum that improves student achievement, a system for monitoring and documenting student proficiency, a system for monitoring the integration of State academic standards in instruction, and a professional development plan that supports effective implementation of the curriculum.

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

Additional School Choices

South Pointe High School

South Pointe High School received a letter grade of C-ALT and an Overall Rating of "Does Not Meet" the Board's academic performance standard for FY 2014. The school is located in Phoenix near East Baseline Road and South Central Avenue. The following information identifies additional schools within a five-mile radius of the school and the academic performance of those schools.

There are 2 alternative schools serving grades 9–12 within a five-mile radius of South Pointe High 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 South Pointe High School, and the number that are charter schools.

South Pointe High School				2016 AzMERIT ELA 4%	2016 AzMERIT Math 2%	
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-ALT						
B-ALT	1	0	0	0	0	1
C-ALT	1	0	0	0	1	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 American Charter Schools Foundation d.b.a. South Pointe High 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 performance, 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 American Charter Schools Foundation d.b.a. South Pointe High 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 - American Charter Schools Foundation d.b.a. South Pointe High 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
Michele Kaye 10/20/2016

APPENDIX B

RENEWAL SUMMARY REVIEW

Five-Year Interval Report

ARIZONA STATE BOARD FOR CHARTER SCHOOLS
Renewal Summary Review

Interval Report Details			Hide Section
Report Date:	03/20/2017	**Report Type:**	Renewal

Charter Contract Information			Hide Section
Charter Corporate Name:	American Charter Schools Foundation d.b.a. South Pointe High School		
Charter CTDS:	07-89-83-000	**Charter Entity ID:**	80989
Charter Status:	Open	**Contract Effective Date:**	04/21/2003
Number of Schools:	1	**Contractual Days:**	
Charter Grade Configuration:	9-12	• South Pointe High School: 180	
FY Charter Opened:	2004	**Contract Expiration Date:**	04/20/2018
Charter Granted:	12/09/2002	**Charter Signed:**	04/21/2003
Corp. Type	Non Profit	**Charter Enrollment Cap**	1000

Charter Contact Information			Hide Section
Mailing Address:	7878 N. 16th St. Suite 150 Phoenix, AZ 85020	**Website:**	—
Phone:	602-953-2933	**Fax:**	602-277-4900
Mission Statement:	The mission of South Pointe High School is to help all students develop basic skills, understanding and attitudes necessary to become productive citizens. We accomplish this through an integrated approach using curriculum aligned to the Arizona State Standards and relevant instruction. The School serves young people for whom traditional schools have not been effective and predictably will not be in the future. As such, essentially all students meet one or more of the Arizona's definition of an alternative school. That is, they have behavioral issues, have dropped out or are likely to drop out, are pregnant or parenting, have a history of academic failure or have been adjudicated. It is the specific mission of the school to serve such students.		

Charter Representatives:

	Name:	Email:	FCC Expiration Date:
1.)	Mr. Theodore Frederick	ted.frederick @kaizenfoundation.org	—
2.)	Michele Kaye	michele.kaye@leonagroup.com	—

Academic Performance - South Pointe High School			Hide Section
School Name:	South Pointe High School	**School CTDS:**	07-89-83-201
School Entity ID:	80990	**Charter Entity ID:**	80989
School Status:	Open	**School Open Date:**	07/01/2003
Physical Address:	8325 South Central Avenue Phoenix, AZ 85042	**Website:**	—
Phone:	602-243-0600	**Fax:**	602-243-0800
Grade Levels Served:	9-12	**FY 2014 100th Day ADM:**	463.057

Academic Performance Per Fiscal Year	Hide Section

South Pointe High School			2012 Alternative High School (9 to 12)			2013 Alternative High School (9 to 12)			2014 Alternative High School (9 to 12)		
1. Growth			Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math		64	100	2.5	37	75	2.5	46	75	2.5
	Reading		59.5	75	2.5	45	75	2.5	47	75	2.5
1b. Improvement	Math		27	50	12.5	25.8	50	12.5	18	25	12.5
	Reading		40.5	50	12.5	40.1	50	12.5	35.6	50	12.5
2. Proficiency			Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math		23 / 19.8	75	10	23 / 19.8	75	10	16.3 / 20.9	50	10
	Reading		50 / 50	50	10	45.1 / 54.6	50	10	47.9 / 57.1	50	10
2b. Subgroup ELL	Math		25 / 17.4	75	1.67	18.9 / 20.1	50	1.67	16.3 / 21.9	50	1.67
	Reading		35 / 41.3	50	1.67	34 / 50.5	50	1.67	34.3 / 51.2	50	1.67
2b. Subgroup FRL	Math		21 / 18.8	75	1.67	22.2 / 18.7	75	1.67	16.1 / 20.6	50	1.67
	Reading		48 / 48.4	50	1.67	44.9 / 52.9	50	1.67	47.6 / 55.6	50	1.67
2b. Subgroup SPED	Math		6 / 4.5	75	1.67	10.3 / 5.8	75	1.67	0 / 6.8	25	1.67
	Reading		18 / 21.4	50	1.67	10.7 / 23.1	50	1.67	19 / 29.8	50	1.67
3. State Accountability			Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability			B-ALT	75	5	B-ALT	75	5	C-ALT	50	5
4. Graduation			Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation			Met	75	15	Met	75	15	Not Met	50	15
4b. Academic Persistence			94	100	20	95	100	20	83	75	20
Overall Rating			Overall Rating			Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard			70.64	100		69.58	100		52.71	100	

Financial Performance   Hide Section

Charter Corporate Name:	American Charter Schools Foundation d.b.a. South Pointe High School
Charter CTDS:	07-89-83-000 **Charter Entity ID:** 80989
Charter Status:	Open **Contract Effective Date:** 04/21/2003

Financial Performance   Hide Section

American Charter Schools Foundation d.b.a. South Pointe High School

Near-Term Measures	Fiscal Year 2015		Fiscal Year 2016	
Going Concern	No	Meets	No	Meets

Unrestricted Days Liquidity	42.63	Meets	44.04	Meets
Default	No	Meets	No	Meets

Sustainability Measures (Negative numbers indicated by parentheses)

Net Income	$723,712	Meets	$754,889	Meets
Fixed Charge Coverage Ratio	1.27	Meets	1.26	Meets
Cash Flow (3-Year Cumulative)	$1,196,272	Meets	$2,511,237	Meets

Cash Flow Detail by Fiscal Year	FY 2015	FY 2014	FY 2013	FY 2016	FY 2015	FY 2014
	$1,105,034	$655,576	($564,338)	$750,627	$1,105,034	$655,576

Meets Board's Financial Performance Expectations

Operational Performance   Hide Section

Charter Corporate Name:	American Charter Schools Foundation d.b.a. South Pointe High School	
Charter CTDS:	07-89-83-000	**Charter Entity ID:** 80989
Charter Status:	Open	**Contract Effective Date:** 04/21/2003

Operational Performance   Hide Section

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	Meets	--
Facility/Insurance Documentation	No issue identified	No issue identified	--
Fingerprinting	No issue identified	No issue identified	--
2.d. Is the charter holder transparent in its operations?	Meets	Meets	--
Academic Performance Notifications	No issue identified	No issue identified	--
Teacher Resumes	No issue identified	No issue identified	--
Open Meeting Law	No issue identified	No issue identified	--
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	Meets Operational	--

	Standard	Standard	
BOARD EXPECTATIONS	--	--	--

Last Updated: 2016-12-01 12:27:59

APPENDIX C

ACADEMIC SYSTEMS REVIEW REPORT

Academic Systems Review Report

Charter Holder Name	American Charter Schools Foundation d.b.a. South Pointe High School	School	South Pointe High School
Charter Holder Entity ID	80989	Site Visit Date	January 31, 2017

Academic Systems Review due to: Charter Renewal

Area	Issue	Follow-Up
School Calendar *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.*	No Issue	N/A
Instructional Hours *Pursuant to A.R.S. §15-901, minimum required instructional hours are met for all grade levels.*	No Issue	N/A
Instructional Staff Education and Experience *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.*	No Issue	N/A
Open Meeting Law *Notifications, minutes, and agendas from the last 12 months are reviewed for compliance with OML requirements. Compliance with requirement of online posting is checked.*	No Issue	N/A
Board Alignment *Board membership is reviewed for alignment between ASBCS and ACC*	No Issue	N/A
Enrollment and Attendance Policies *Reviewed for compliance with A.R.S. §15-184.*	No Issue	N/A
Mission Statement *Mission statement on school materials aligns with mission on file with ASBCS.*	No Issue	N/A
Other	No Issue	N/A

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 includes explicit instruction with rapid scaffolding of critical instruction. Instruction includes a high level of teacher and student interaction in an environment that is open, caring, and welcoming by design. The school is designated as an alternative school, and is responsive to individual student and family needs. Math and English courses include the offering of Honors courses for students.

During classroom observations, Board staff was able to see the program of instruction in action at the school. Staff observed students engaged in direct instruction, small group, and independent work. Students in multiple classrooms were participating in discussions, listening, and notetaking. All classrooms utilized technology to enhance lesson delivery, and students were utilizing technology in multiple classrooms. The schedule reviewed at the visit demonstrated that Honors courses are provided in Algebra and English, and Board staff was able to visit two Honors English courses.

Academic Systems

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

i. **The school is 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**

Evaluation of Documents	List of Document Names reviewed during site visit:
i. Math Curriculum Maps demonstrate alignment to standards, essential questions, key vocabulary, core content, tier 3 support, and resources. Maps are broken down by unit and indicate the number of days for each. ELA Maps include standards, objectives, teacher activities and student activities and are broken down by week. History and Biology maps are formatted similarly to ELA.	Curriculum Maps
ii. Math Curriculum Maps demonstrate alignment to standards, essential questions, key vocabulary, core content, tier 3 support, and resources. Maps are broken down by unit and indicate the number of days for each. ELA Maps include standards, objectives, teacher activities and student activities and are broken down by week. History and Biology maps are formatted similarly to ELA.	Curriculum Maps
iii. Courses are taught in blocks, and not over an academic year, so maps are organized so that a full course is taught within a block.	Curriculum Maps

Is there a systematic process in place for annually monitoring, evaluating, and reviewing the curriculum?

i. **The school has a process that identifies specific timeframes for monitoring, evaluating, and reviewing curriculum**	
ii. **The school has a process that identifies key personnel responsible for monitoring, evaluating, and reviewing curriculum**	
iii. **The school has a process that generates a plan of action based on findings**	

Evaluation of Documents	List of Document Names reviewed during site visit:
i. Workgroups exist for core content areas. The Power Points demonstrate updating curriculum based on benchmark scores and changes in state standards. Workgroup agendas demonstrate the use of text reflections to make revisions. Specific group members are named for individual areas to make changes. Workgroups meet every block (four times per year) and in the summer.	Curriculum Maps Workgroup Power Points (ELA and Math) Workgroup Agendas
ii. Curriculum Maps indicate the individuals responsible for reviewing in each specific subject and grade level. In the workgroups, specific group members are named for individual areas to make changes.	Curriculum Maps Workgroup Power Points (ELA and Math) Workgroup Agendas
iii. Specific changes are identified as tasks for the workgroups.	Workgroup Power Points (ELA and Math) Workgroup Agendas

How is integration of the state academic standards into the teachers' instructional practices assessed?	
i. **Classroom observations are conducted at specified intervals to confirm standards aligned curriculum are integrated into instruction**	
ii. **The school consistently uses a tool to assess the integration of standards into instruction**	
iii. **The school consistently uses a tool to assess whether instruction occurs according to the school's instructional planning document (scope and sequence, pacing guide, etc.)**	

Evaluation of Documents	List of Document Names reviewed during site visit:
i. Walkthrough tools include a section to confirm that the objective is aligned to standards, and that the objective aligns to the lesson. The Lesson Plan Feedback Rubric rates teachers on alignment to standards and objectives as well as alignment to curriculum maps.	Walkthrough Tools Lesson Plan Feedback Rubric
ii. ELA Lesson Plans indicate objectives, rigor of the objective, standards, teacher and student activities, and planned bell work and formative assessments. Math lesson plans indicate what the teacher and students will be doing. They also include weekly formative assessments, standards, objectives, prior knowledge, vocabulary, and bell work. Walkthrough tools include a section to confirm that the objective is aligned to standards, and that the objective aligns to the lesson.	ELA Daily Lesson Plan Math Daily Lesson Plan Lesson Plan Feedback Rubric Walkthrough Tools

The Lesson Plan Feedback Rubric rates teachers on alignment to standards and objectives as well as alignment to curriculum maps.	
iii. Walkthrough tools include a section to confirm that the objective is aligned to standards, and that the objective aligns to the lesson. Lesson Plan Feedback Rubric rates teachers on alignment to standards and objectives as well as alignment to curriculum maps.	Walkthrough Tools Lesson Plan Feedback Rubric

What comprises the school's teacher evaluation system? (Type, Frequency, Formative, & Summative)

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**

ii. **The school is able to provide evidence of observations with feedback provided to teachers after each observation**

iii. **The school is able to provide evidence that the evaluations of teacher performance include a final, summative component**

Evaluation of Documents	List of Document Names reviewed during site visit:
i. The teacher evaluation tool is used with all teachers once per year. New teachers are evaluated twice a year. The evaluation rates teachers on a scale of 1-5. It includes rating on growth and proficiency, instruction, and core expectations with SPED and ELL, as well as professionalism. Teacher evaluations are signed by the administrator and the teacher.	Teacher Evaluation Tool
ii. Walkthroughs provide ratings with evidence for a variety of instructional areas related to objectives, standards, management, and instruction. The evaluator provides evidence of what was seen and poses questions for the teacher to consider for improvement moving forward. Walkthroughs are emailed to teachers through the Google system upon completion.	Completed Walkthroughs
iii. Dashboards rate teachers on parent contacts, attendance, lesson plans, engagement, duties, community events, participation, surveys, gradebook entries, and student growth and proficiency. Student surveys allow students to rate teachers from 1-5 on components of their practices related to management and instruction. The teacher evaluation tool is used with all teachers once per year. New teachers are evaluated twice a year. The evaluation rates teachers on a scale of 1-5. It includes rating on growth and proficiency, instruction, and core expectations with SPED and ELL, as well as professionalism.	Quarterly Dashboards Student surveys Teacher Evaluation Tool

Is there a comprehensive assessment plan that utilizes data in a variety of ways to measure student performance and plan for teaching and learning?

i.   **The school is able to provide evidence of an assessment plan that covers all core content areas and grade levels**

ii. **The school is able to provide evidence of a process that uses assessment data to create a plan for instruction**

iii. **The school has a process that clearly identifies who is responsible for evaluating student data**

iv. **The school assessment plan identifies the types of data collected and periods of review for identified data**

Evaluation of Documents	List of Document Names reviewed during site visit:
i. The Galileo Assessment is used for Math and Reading.	Galileo Pre and Post Tests
ii. Unit tests are developed by the workgroups to align to the curriculum and curriculum maps. Class Development Profile Grid Reports are used to create student academic intervention plans weekly. Item Analysis reports are run by teachers to evaluate which standards need to be focused on in bell work for the week. Academic Intervention Plans identify the standard that posed a problem for students in Galileo. The teacher then indicates the concept that needs to be covered and the data that showed a deficiency. The teacher identifies the current mastery and the goal mastery. The bell work is designed to practice and reinforce this standard. Then, students are reassessed, and the new data is reported.	Unit Tests Class Development Profile Grid Report Item Analysis Report Academic Intervention Plan
iii. Item Analysis reports are run by teachers to evaluate which standards need to be focused on in bell work for the week. Academic Intervention Plans identify the standard that posed a problem for students in Galileo. The teacher then indicates the concept that needs to be covered and the data that showed a deficiency. The teacher identifies the current mastery and the goal mastery. The bell work is designed to practice and reinforce this standard. Then, students are reassessed, and the new data is reported.	Item Analysis Report Academic Intervention Plan
iv. Galileo Data is reviewed once per block, and at the school level from benchmark to benchmark. Data is reviewed weekly for Academic Intervention planning. Formative assessment data is collected weekly, as indicated by lesson plans Item Analysis reports are run by teachers to evaluate which standards need to be focused on in bell work for the week.	Academic Intervention Plan Lesson Plans Item Analysis Reports

What evidence demonstrates that the professional development the teachers are engaged in is increasing student achievement?

i.   **The school is able to provide evidence that it provides professional development that addresses student achievement and outcomes**

ii. **The school is able to provide evidence of the types of professional development that occur**

iii. **The school is able to provide evidence of how the implementation of professional development is monitored**

iv. **The school has a process for monitoring data to ensure that implementation of professional development has a positive impact on student achievement**

Evaluation of Documents	List of Document Names reviewed during site visit:
i. Professional development regarding using data to drive instruction was provided. It included using item analysis and creating academic intervention plans along with reassessment using Galileo. Re-teaching procedures to teachers Power Point indicates that teachers used methods to practice re-teaching procedures they were taught.	PLC: Using Data to Drive Instruction Power Point PLC: Re-teaching Procedures
ii. Professional development regarding using data to drive instruction was provided. It included using item analysis and creating academic intervention plans along with reassessment using Galileo.	PLC: Using Data to Drive Instruction Power Point PLC: Re-teaching Procedures

Re-teaching procedures to teachers Power Point indicates that teachers used methods to practice re-teaching procedures they were taught. The In-service agenda demonstrates professional development in data, goals, procedures, Google drive, testing, standards, curriculum maps, formative and summative assessments, and lesson planning, as well as other topics.	Site In-service Agenda
iii. Coaching activity logs demonstrate follow up with a teacher monitoring engagement, setting goals for engagement, and monitoring use of strategies to achieve goals. Engagement was presented in multiple formats for professional development during the current school year. Urban Connections is an outside resource used to do walk-throughs, provide feedback, and provide direction for the school's professional development. Mentors are provided to teachers to give specific feedback as outside observers.	Coaching Activity Log Urban Connections
iv. Galileo data demonstrates gains in areas for which data was used to increase student achievement through academic intervention plans.	Galileo Data

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 In-service agenda demonstrates professional development in data, goals, procedures, Google drive, testing, standards, curriculum maps, formative and summative assessments, and lesson planning, as well as other topics. New Teacher Academy Trainings include monthly training in practices specific to the Leona Group. These have included topics such as student learning targets.	Site In-service Agenda New Teacher Academy Leona QSI Website
ii. The In-service agenda demonstrates professional development in data, goals, procedures, Google drive, testing, standards, curriculum maps, formative and summative assessments, and lesson planning, as well as other topics. New Teacher Academy Trainings include monthly training in practices specific to the Leona Group. These have included topics such as student learning targets. The YE Email demonstrates frequent training for the YE teachers.	Site In-service Agenda New Teacher Academy Leona QSI Website YE Email
iii. The Mid-Year PD Schedule shows that teachers were assigned by administration to trainings that were specific to their needs. Teachers teaching in the Youth Entrepreneurs program were required to attend the YE training for alignment to the curriculum.	Mid-Year PD Schedule

What types of professional development follow-up occur?

i. **The school is able to provide evidence of follow-up activities conducted by leadership and/or staff**

ii. **The school provides opportunities for feedback to be given regarding professional development**

Evaluation of Documents	List of Document Names reviewed during site visit:
i. Coaching activity logs demonstrate follow up with a teacher monitoring engagement, setting goals for engagement, and monitoring use of strategies to achieve goals. Engagement was presented in multiple formats for professional development during the current school year.	Coaching Activity Logs
ii. The Employee Satisfaction Survey includes components rating professional development opportunities. The Coaching Survey rates the quality of coaching provided for professional development. The professional development survey allows teachers to indicate what they desire/need in professional development.	Employee Satisfaction Survey Teacher Surveys (Coaching) Professional Development Survey