



APRIL 10, 2017

# Charter Renewal Report

Renewal Application for Daisy Education Corporation dba  
Sonoran Science Academy-Phoenix

## AGENDA ITEM: Charter Renewal Application—Daisy Education Corporation dba Sonoran Science Academy-Phoenix

### Request

Daisy Education Corporation dba Sonoran Science Academy-Phoenix (“Charter Holder”) submitted a charter renewal application (Appendix A. Renewal Application) on October 31, 2016 to continue operation of Sonoran Science Academy-Phoenix serving grades K-12 in Phoenix.

### Background

#### *History*

The Charter Holder was granted a charter in 2008, which is currently approved for grades K-12, and operates one school: Sonoran Science Academy-Phoenix. The school was originally operated under the original Daisy Education Corporation charter through the State Board of Education. Upon transfer of that charter to ASBCS, the school transferred to its own charter.

#### *Governance*

The Charter Holder is governed by a corporate board that consists of six 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
Fatih Karatas	Chief Executive Officer
Abdullah Yilmaz	President
Adibahon Jurayeva	Secretary
Ali Kemal Unver	Treasurer
Lesly Baca Ruiz	Director
Bryan Durham	Director

The school has a separate governing body. The governing body membership is listed in the chart below.

Member Name	Type
Ali Kemal Unver	Charter Organization
Adem Aktas	Community
Omer Guvener	Community
Kimmie Nguyen	Community
Kelly Haskins	Community
Reginald Adams	Community
Stacy Austin	Parent

### *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 Sonoran Science Academy—Phoenix	
Greater than 75% Board Members in Common	
School	Charter Holder
Paragon Science Academy	Daisy Education Corporation dba Paragon Science Academy
Sonoran Science Academy—Davis Monthan	Daisy Education Corporation dba Sonoran Science Academy Davis Monthan
Sonoran Science Academy—Peoria	Daisy Education Corporation dba Sonoran Science Academy Peoria
Sonoran Science Academy—Tucson	Daisy Education Corporation dba Sonoran Science Academy



## 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 Sonoran Science Academy—Phoenix for FY 2012– FY 2014 fiscal years, 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
Sonoran Science Academy—Phoenix	68.75/B	69.85/B	62.13/B

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, Sonoran Science Academy-Phoenix 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.

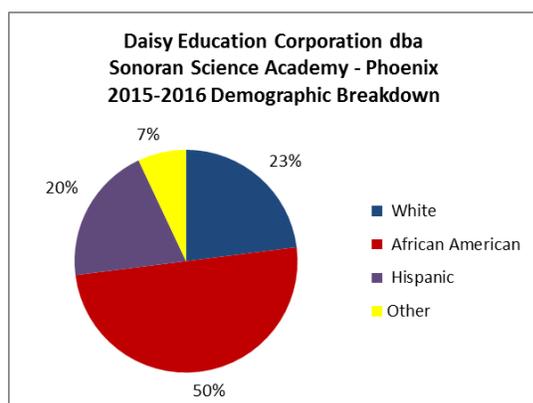
### Financial Performance

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

## Charter Holder Profile

The Charter Holder was granted a charter that became effective on April 24, 2003, which is currently approved for grades K–12. The Charter Holder operates one school: Sonoran Science Academy—Phoenix.

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

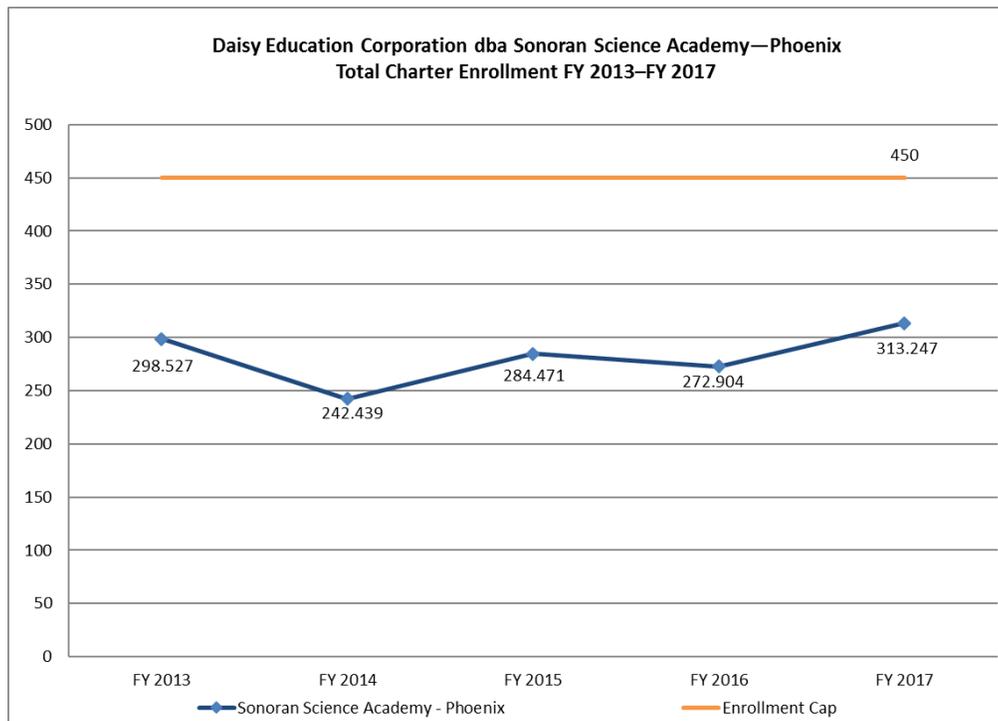


### 2015-2016 Subgroup Data

Category	Sonoran Science Academy-Phoenix
<b>Free and Reduced Lunch</b>	79%
<b>English Language Learners</b>	29%
<b>Special Education</b>	*

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

The enrollment cap for the Charter Holder is 450. The graph below shows Average Daily Membership (“ADM”) for the Charter Holder 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 Rachel Hannah, Education Program Manager and Ericka Ciganek, Education Program Specialist on February 28, 2017.

At the ASR site visit, one area, availability of information about instructional staff’s experience, was found to be out of compliance. The Charter Holder provided instructional staff resumes as follow-up documentation to Board staff after the site visit. This area has been brought into compliance.

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

### Sonoran Science Academy-Phoenix

Sonoran Science Academy—Phoenix received a letter grade of B and an Overall Rating of “Does Not Meet” the Board’s academic performance standard for FY 2014. The school is located in Phoenix near North 48<sup>th</sup> Street and East McDowell Road. The following information identifies additional schools within a five-mile radius of the school and the academic performance of those schools.

There are 59 schools serving grades K–12 within a five-mile radius of Sonoran Science Academy-Phoenix 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 Sonoran Science Academy—Phoenix, and the number of charter schools.

2014 Letter Grade	Sonoran Science Academy-Phoenix			2016 AzMERIT ELA 26%	2016 AzMERIT Math 28%	Charter Schools
	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Schools with Higher ELA	Schools with Higher Math	
A	14	12	11	13	11	5
B	13	5	5	7	8	2
C	25	3	1	8	5	5
D	7	0	0	3	0	2

## 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 Daisy Education Corporation dba Sonoran Science Academy-Phoenix.

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 Daisy Education Corporation dba Sonoran Science Academy-Phoenix. 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 - Daisy Education Corporation dba Sonoran Science Academy - Phoenix

## 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

Fatih Karatas 10/31/2016

**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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<b>Report Date:</b>	03/20/2017	<b>Report Type:</b>	Renewal
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## Charter Contract Information

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<b>Charter Corporate Name:</b>	Daisy Education Corporation dba Sonoran Science Academy - Phoenix		
<b>Charter CTDS:</b>	10-85-02-000	<b>Charter Entity ID:</b>	89914
<b>Charter Status:</b>	Open	<b>Contract Effective Date:</b>	04/24/2003
<b>Number of Schools:</b>	1	<b>Contractual Days:</b>	<ul style="list-style-type: none"> <li>Sonoran Science Academy - Phoenix: 180</li> </ul>
<b>Charter Grade Configuration:</b>	K-12	<b>Contract Expiration Date:</b>	04/23/2018
<b>FY Charter Opened:</b>	2004	<b>Charter Signed:</b>	06/04/2008
<b>Charter Granted:</b>	05/12/2008	<b>Charter Enrollment Cap</b>	450
<b>Corp. Type</b>	Non Profit		

## Charter Contact Information

[Hide Section](#)

<b>Mailing Address:</b>	2430 W RAY RD SUITE # 3 CHANDLER, AZ 85224	<b>Website:</b>	<a href="http://sonoranschools.org/phoenix">http://sonoranschools.org/phoenix</a>
<b>Phone:</b>	480-940-5440	<b>Fax:</b>	480-940-5458
<b>Mission Statement:</b>	The mission of Sonoran Science Academy Phoenix (SSA Phoenix) is to provide a rigorous, college-prep, STEM-focused education through a challenging comprehensive curriculum, continuous assessment, and dedicated teachers, inspiring students to become the leaders of tomorrow.		
<b>Charter Representatives:</b>	<b>Name:</b>	<b>Email:</b>	<b>FCC Expiration Date:</b>
	1.) Muhammet Tanyeri	<a href="mailto:stanyeri@sonoranschools.org">stanyeri@sonoranschools.org</a>	04/18/2018
	2.) Fatih Karatas	<a href="mailto:fkaratas@sonoranschools.org">fkaratas@sonoranschools.org</a>	02/19/2019
	3.) Tuncay Celik	<a href="mailto:tcelik@sonoranschools.org">tcelik@sonoranschools.org</a>	01/12/2016

## Academic Performance - Sonoran Science Academy - Phoenix

[Hide Section](#)

<b>School Name:</b>	Sonoran Science Academy - Phoenix	<b>School CTDS:</b>	10-85-02-101
<b>School Entity ID:</b>	80974	<b>Charter Entity ID:</b>	89914
<b>School Status:</b>	Open	<b>School Open Date:</b>	07/01/2003
<b>Physical Address:</b>	4837 E. McDowell Road Phoenix, AZ 85008	<b>Website:</b>	<a href="http://sonoranschools.org/phoenix">http://sonoranschools.org/phoenix</a>
<b>Phone:</b>	602-244-9855	<b>Fax:</b>	602-244-9856
<b>Grade Levels Served:</b>	K-12	<b>FY 2014 100th Day ADM:</b>	242.439

## Academic Performance Per Fiscal Year

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## Sonoran Science Academy - Phoenix

2012

2013

2014

		Traditional K-12 School (K-12)			Traditional K-12 School (K to 12)			Traditional K-12 School (K to 12)			
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
<b>1. Growth</b>											
1a. SGP	Math	56.5	75	10	56	75	10	47	50	10	
	Reading	61.5	75	10	57	75	10	53.5	75	10	
1b. SGP Bottom 25%	Math	57.5	75	10	74.5	100	10	47	50	10	
	Reading	68	100	10	62	75	10	51	75	10	
<b>2. Proficiency</b>											
2a. Percent Passing	Math	49 / 62.4	50	7.5	52.6 / 62.1	50	7.5	53.2 / 61.9	50	7.5	
	Reading	76 / 76.9	50	7.5	74.5 / 78.1	50	7.5	78.7 / 79.3	50	7.5	
2b. Composite School Comparison	Math	-10.4	50	5	-1.2	50	5	-0.2	50	5	
	Reading	1.1	75	5	4.3	75	5	5.9	75	5	
2c. Subgroup ELL	Math	25 / 42.2	50	3.75	32.9 / 41	50	3.75	37.5 / 34	75	3.75	
	Reading	54 / 55.2	50	3.75	63.5 / 54	75	3.75	58.7 / 50.4	75	3.75	
2c. Subgroup FRL	Math	46 / 52.8	50	3.75	49.2 / 53.1	50	3.75	51.4 / 51.9	50	3.75	
	Reading	73 / 69.3	75	3.75	73.2 / 70.2	75	3.75	76.6 / 72.2	75	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	
<b>3. State Accountability</b>											
3a. State Accountability		B	75	5	B	75	5	B	75	5	
<b>4. Graduation</b>											
4a. Graduation		NR	0	0	NR	0	0	NR	0	0	
<b>Overall Rating</b>		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		68.75			85	69.85			85	62.13	

Financial Performance

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Charter Corporate Name: Daisy Education Corporation dba Sonoran Science Academy - Phoenix  
 Charter CTDS: 10-85-02-000 Charter Entity ID: 89914  
 Charter Status: Open Contract Effective Date: 04/24/2003

Financial Performance

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Daisy Education Corporation dba Sonoran Science Academy - Phoenix

Near-Term Measures	Fiscal Year 2015		Fiscal Year 2016	
	Going Concern	No	Meets	No
Unrestricted Days Liquidity	53.49	Meets	62.87	Meets

Default	No	Meets	No	Meets		
Sustainability Measures (Negative numbers indicated by parentheses)						
Net Income	\$366,048	Meets	\$404,982	Meets		
Fixed Charge Coverage Ratio	1.27	Meets	1.31	Meets		
Cash Flow (3-Year Cumulative)	\$453,044	Meets	\$544,111	Meets		
Cash Flow Detail by Fiscal Year	FY 2015	FY 2014	FY 2013	FY 2016	FY 2015	FY 2014
	\$118,913	\$164,605	\$169,526	\$260,593	\$118,913	\$164,605

Meets Board's Financial Performance Expectations

## Operational Performance

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<b>Charter Corporate Name:</b>	Daisy Education Corporation dba Sonoran Science Academy - Phoenix		
<b>Charter CTDS:</b>	10-85-02-000	<b>Charter Entity ID:</b>	89914
<b>Charter Status:</b>	Open	<b>Contract Effective Date:</b>	04/24/2003

## 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?	Does Not Meet	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)	ADE Monitoring CAP - Federal Title Funds	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?	Does Not Meet	Meets	--
Estimated Count/Attendance Reporting	ADE ADM Audit	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	--
<b>OVERALL RATING</b>	<b>Meets Operational Standard</b>	<b>Meets Operational Standard</b>	<b>--</b>

BOARD EXPECTATIONS

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*Last Updated: 2017-01-18 14:30:59*

**APPENDIX C**  
**ACADEMIC SYSTEMS REVIEW REPORT**

## Academic Systems Review Report

### CHARTER INFORMATION

<b>Charter Holder Name</b>	<b>Daisy Education Corporation dba Sonoran Science Academy-Phoenix</b>	<b>School</b>	<b>Sonoran Science Academy-Phoenix</b>
<b>Charter Holder Entity ID</b>	<b>89914</b>	<b>Site Visit Date</b>	<b>February 28, 2017</b>
<b>Academic Systems Review due to: Charter Renewal</b>			

Area	Issue	Follow-Up
<b>School Calendar</b> <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	N/A
<b>Instructional Hours</b> <i>Pursuant to A.R.S. §15-901, minimum required instructional hours are met for all grade levels.</i>	No Issue	N/A
<b>Instructional Staff Education and Experience</b> <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>	Information provided for parents about five instructional staff members did not include experience in a particular academic content area.	The Charter Holder provided Board staff with copies of information sheets that have been updated to include the relevant experience. This submission brings this component of the ASR visit into compliance with A.R.S. 15-183 (F).
<b>Open Meeting Law</b> <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	N/A
<b>Board Alignment</b> <i>Board membership is reviewed for alignment between ASBCS and ACC</i>	No Issue	N/A

<b>Enrollment and Attendance Policies</b> <i>Reviewed for compliance with A.R.S. §15-184.</i>	No Issue	N/A
<b>Mission Statement</b> <i>Mission statement on school materials aligns with mission on file with ASBCS.</i>	No Issue	N/A
<b>Other</b>	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 indicates a STEM focused curriculum that includes multiple skill-level mathematics courses, project-based engineering courses, and technology integrated education.

During classroom observations, Board staff was able to see the program of instruction in action at the school. Staff observed second grade ELA focused on non-fiction science texts, Engage NY math lessons, 4<sup>th</sup> grade AIMS Science practice, and 10<sup>th</sup> grade ELA participating in a reader’s theater. High School students were engaged in computer programming working on HTML basics, and the 12<sup>th</sup> grade English class was working on research about climate change and technology through concept maps, creating questions, and creating PowerPoint presentations in small groups. Teacher use of technology to enhance lessons. was observed throughout the school.

### 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:

<p>i. Overview provides pacing in 20 day increments for the Modules taught through the program. Individual skills/concepts and standards are identified for each module.</p> <p>The Curriculum Guide provides specific standards to be taught each month, and is further broken down by week. The document is in process based on new standards, but will include objectives and assessments/activities when complete.</p> <p>ELL Language Proficiency Standards pacing guides are organized by nine week quarters. The guides provide specific standards that must be taught within the quarter.</p>	<p>Engage NY A Story of Units Curriculum Overview          ELA Curriculum Guide and Pacing Calendar          ELL Language Proficiency Standards Pacing Guides</p>
<p>ii. Overview provides pacing in 20 day increments for the Modules taught through the program. Individual skills/concepts and standards are identified for each module.</p> <p>The Curriculum Guide provides specific standards to be taught each month, and is further broken down by week. The document is in process, but will include objectives and assessments/activities when complete.</p> <p>ELL Language Proficiency Standards pacing guides are organized by nine week quarters. The guides provide specific standards that must be taught within the quarter.</p> <p>The Curriculum Plan demonstrates specific texts, tasks, and standards for each module of the Engage NY Curriculum.</p>	<p>Engage NY A Story of Units Curriculum Overview          ELA Curriculum Guide and Pacing Calendar          ELL Language Proficiency Standards Pacing Guides          ELA Grades 6-8 Curriculum Plan</p>
<p>iii. The unit plan demonstrates inclusion of Essential Questions, Texts, ELL Standards, Activities, and Participation in Socratic Seminar. These are organized by unit for the year.</p> <p>The Curriculum Guide provides specific standards to be taught each month, and is further broken down by week. The document is in process, but will include objectives and assessments/activities when complete.</p> <p>ELL Language Proficiency Standards pacing guides are organized by nine week quarters. The guides provide specific standards that must be taught within the quarter.</p>	<p>Grade 11 Unit Plans          ELA Curriculum Guide and Pacing Calendar          ELL Language Proficiency Standards Pacing Guides</p>
<p><b>Is there a systematic process in place for annually monitoring, evaluating, and reviewing the curriculum?</b></p>	
<p>i. <b>The school has a process that identifies specific timeframes for monitoring, evaluating, and reviewing curriculum</b></p> <p>ii. <b>The school has a process that identifies key personnel responsible for monitoring, evaluating, and reviewing curriculum</b></p> <p>iii. <b>The school has a process that generates a plan of action based on findings</b></p>	
<p><b>Evaluation of Documents</b></p>	<p>List of Document Names reviewed during site visit:</p>

<p>i. The agenda states that the school is in Stage 2, Step 2 of developing the school’s literacy plan. The agenda is related to the adoption of new standards and indicates that goals included creating a clear scope and sequence of the existing and new standards.</p> <p>The email is regarding grade level and department meetings to work on the ELA curriculum.</p>	<p>January 13, 2017 Agenda Grade Level and department Meeting Email</p>
<p>ii. The emails and agendas indicate the individuals involved in the processes of monitoring, evaluating, and reviewing curriculum.</p> <p>The staff survey asks how teachers feel about specific curricular components and provides a place for feedback, demonstrating that all staff has a part in the process.</p>	<p>January 13, 2017 Agenda Grade Level and department Meeting Email Sonoran Science Academy 2016 Staff Survey</p>
<p>iii. The Evaluation tool provides guidance on reviewing instructional materials for adoption based on specific guiding statements related to the CCSS.</p> <p>The meeting agenda provides information about reviewing course catalogs and descriptions for edits, recommending pathways for student tracking, impact of assessments, and collaboration about model lessons and supplemental policies. The agenda includes options for additions/deletions and comments/suggestions for improvement.</p>	<p>Instructional Materials Evaluation Tool: Quality Review Department Meeting Agendas</p>
<p><b>How is integration of the state academic standards into the teachers’ instructional practices assessed?</b></p>	
<p>i. <b>Classroom observations are conducted at specified intervals to confirm standards aligned curriculum are integrated into instruction</b></p> <p>ii. <b>The school consistently uses a tool to assess the integration of standards into instruction</b></p> <p>iii. <b>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.)</b></p>	
<p><b>Evaluation of Documents</b></p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. The schedules identify times and dates of walkthroughs and observations for specific teachers.</p>	<p>Walkthrough and Observation Schedules</p>
<p>ii. The form includes a component about whether standards-based learning objectives are posted/written, whether there is evidence of a lesson plan, and the fidelity to Core Programs.</p>	<p>Walk-through form (blank and completed)</p>
<p>iii. The form includes a component about whether standards-based learning objectives are posted/written, whether there is evidence of a lesson plan, and the fidelity to Core Programs.</p> <p>Question 1 on the form says “to which part of your curriculum does this lesson relate?” This demonstrates a check for alignment in formal walkthroughs.</p>	<p>Walk-through form (blank and completed) Pre-Conference Form (p. 15)</p>

<b>What comprises the school's teacher evaluation system? (Type, Frequency, Formative, &amp; Summative)</b>	
<p>i. <b>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</b></p> <p>ii. <b>The school is able to provide evidence of observations with feedback provided to teachers after each observation</b></p> <p>iii. <b>The school is able to provide evidence that the evaluations of teacher performance include a final, summative component</b></p>	
<b>Evaluation of Documents</b>	List of Document Names reviewed during site visit:
i. The protocol document (pg. 3) identifies the key administrative team members as responsible for the components of the teacher evaluation system. Additionally, the document states (pg. 6) that there are formal observation cycles. Observation cycles identify the number of annual observations teachers get based on previous ratings.	Teacher Evaluation Protocols
ii. Walk-throughs are completed and provided to teachers including checked boxes and specific notes from the evaluator.	Completed Walk-throughs
iii. The teacher evaluation form is a computerized spreadsheet. The Evaluation is informed by Galileo Data and Formal Observations. Once completed, these results are entered into the spreadsheet and the scores for the final, summative component are populated.	Teacher Evaluation Form
<b>Is there a comprehensive assessment plan that utilizes data in a variety of ways to measure student performance and plan for teaching and learning?</b>	
<p>i. <b>The school is able to provide evidence of an assessment plan that covers all core content areas and grade levels</b></p> <p>ii. <b>The school is able to provide evidence of a process that uses assessment data to create a plan for instruction</b></p> <p>iii. <b>The school has a process that clearly identifies who is responsible for evaluating student data</b></p> <p>iv. <b>The school assessment plan identifies the types of data collected and periods of review for identified data</b></p>	
<b>Evaluation of Documents</b>	List of Document Names reviewed during site visit:
i. Testing calendar demonstrates testing periods and dates for i-Ready, Galileo, AZELLA, AIMS Science, AzMERIT, PSAT, AP, and CogAT. The assessment plan indicates who takes each assessment, its purpose, its utilization, testing conditions, dissemination procedures, and staff development needs. The utilization of results section indicates how data is used for determining overall trends and program strengths and weaknesses, as well as how information will be used for RTI and MET teams.	<p>Testing Calendar and Assessment Plan</p> <p>i-READY reports</p> <p>Spalding Oral and Written Phonogram Assessments</p>

<p>iREADY reports demonstrate that students in grade K-8 are utilizing i-READY assessments in reading. Individual student reports provide levels, skills, and a plan for instruction to fill gaps in skills.</p> <p>Scored Oral Phonogram Assessments were provided, demonstrating use of these as a data piece for individual students.</p>	
<p>ii. RTI Folders show that data is used to determine academic issues for RTI. Students in RTI are provided determined interventions and modification. The RTI process is based upon the collected data from Galileo and iREADY. The iREADY mastery test is used to confirm that the standards addressed in RTI process have been mastered.</p> <p>The utilization of results section of the Testing Calendar and Assessment Plan indicates how data is used for determining overall trends and program strengths and weaknesses, as well as how information will be used for RTI and MET teams.</p>	<p>RTI Folders and Notes</p> <p>Testing Calendar and Assessment Plan</p>
<p>iii. The spreadsheet includes data from iREADY, growth, and grades. The data is compiled by the Reading Specialist and ELL. Additional stakeholders input data (teachers, administrators, etc.). The academic vice principal is responsible for evaluating student data in conjunction with ESS and interventionists.</p>	<p>Student academic data Spreadsheet</p>
<p>iv. The testing calendar demonstrates testing periods and dates for i-Ready, Galileo, AZELLA, AIMS Science, AzMERIT, PSAT, AP, and CogAT. The assessment plan indicates who takes each assessment, its purpose, its utilization, testing conditions, dissemination procedures, and staff development needs. The utilization of results section indicates how data is used for determining overall trends and program strengths and weaknesses, as well as how information will be used for RTI and MET teams.</p>	<p>Testing Calendar and Assessment Plan</p>
<p><b>What evidence demonstrates that the professional development the teachers are engaged in is increasing student achievement?</b></p>	
<p>i. <b>The school is able to provide evidence that it provides professional development that addresses student achievement and outcomes</b></p> <p>ii. <b>The school is able to provide evidence of the types of professional development that occur</b></p> <p>iii. <b>The school is able to provide evidence of how the implementation of professional development is monitored</b></p> <p>iv. <b>The school has a process for monitoring data to ensure that implementation of professional development has a positive impact on student achievement</b></p>	
<p><b>Evaluation of Documents</b></p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. The agreement indicates that the school has contracted with University of Phoenix’s College of Education to provide development in ELL instruction over a total of 3 full day sessions.</p> <p>The training agenda demonstrates that teachers were trained in Planning and Delivering Effective ELL Instruction.</p>	<p>University of Phoenix Professional Development Training Agreement</p> <p>ELL Training Agenda from July 26, 2016</p>

The agenda demonstrates training in Crisis Prevention and STEM integration in classrooms.	Sonoran Schools Winter In-Service Agenda
<p>ii. The agreement indicates that the school has contracted with University of Phoenix’s College of Education to provide development in ELL instruction over a total of 3 full day sessions.</p> <p>The training agenda demonstrates that teachers were trained in Planning and Delivering Effective ELL Instruction.</p> <p>The agenda demonstrates training in Crisis Prevention and STEM integration in classrooms.</p>	<p>University of Phoenix Professional Development Training Agreement</p> <p>ELL Training Agenda from July 26, 2016</p> <p>Sonoran Schools Winter In-Service Agenda</p>
iii. The walk-through form includes a component that checks for support for ELL/ESS students. ELL has been a PD focus this year, so the form has a direct correlation to the current PD.	Walk-through form
iv. AZELLA test results demonstrate that the reclassification rate was 21.9% in FY 2014, 29.2% in FY 2015, and 51.1% in FY 2016. The PD focus has been on ELL, so this demonstrates to the school that the PD is working.	AZELLA Test Results
<b>How are the professional development activities aligned with the program of instruction (curriculum, methods of instruction, best practices)?</b>	
<p>i. <b>The school provides professional development activities that support implementation of the school’s program of instruction</b></p> <p>ii. <b>The professional development provided is aligned to the curriculum</b></p> <p>iii. <b>The school selects and implements professional development based on criteria related to curriculum, instruction, and best practices</b></p>	
<b>Evaluation of Documents</b>	List of Document Names reviewed during site visit:
<p>i. The school serves a high ELL population. The agreement indicates that the school has contracted with University of Phoenix’s College of Education to provide development in ELL instruction over a total of 3 full day sessions.</p> <p>The training agenda demonstrates that teachers were trained in Planning and Delivering Effective ELL Instruction.</p> <p>STEM is a key component of the school’s Program of Instruction. The winter agenda demonstrates training in STEM integration in classrooms.</p>	<p>University of Phoenix Professional Development Training Agreement</p> <p>ELL Training Agenda from July 26, 2016</p> <p>Sonoran Schools Winter In-Service Agenda</p>
<p>ii. Planned curriculum includes ELL standards. The agreement indicates that the school has contracted with University of Phoenix’s College of Education to provide development in ELL instruction over a total of 3 full day sessions.</p> <p>The training agenda demonstrates that teachers were trained in Planning and Delivering Effective ELL Instruction.</p>	<p>University of Phoenix Professional Development Training Agreement</p> <p>ELL Training Agenda from July 26, 2016</p> <p>Sonoran Schools Winter In-Service Agenda</p>

<p>The winter agenda demonstrates training in STEM integration in classrooms.</p>	
<p>iii. The agreement indicates that the school has contracted with University of Phoenix’s College of Education to provide development in ELL instruction over a total of 3 full day sessions.</p> <p>The training agenda demonstrates that teachers were trained in Planning and Delivering Effective ELL Instruction.</p> <p>The winter agenda demonstrates training in STEM integration in classrooms.</p>	<p>University of Phoenix Professional Development Training Agreement</p> <p>ELL Training Agenda from July 26, 2016</p> <p>Sonoran Schools Winter In-Service Agenda</p>
<p><b>What types of professional development follow-up occur?</b></p>	
<p>i. <b>The school is able to provide evidence of follow-up activities conducted by leadership and/or staff</b></p> <p>ii. <b>The school provides opportunities for feedback to be given regarding professional development</b></p>	
<p><b>Evaluation of Documents</b></p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. The walk-through form includes a component that checks for support for ELL/ESS students. ELL has been a PD focus this year, so the form has a direct correlation to the current PD.</p>	<p>Walk-through form</p>
<p>ii. ELL Post-Workshop survey demonstrates that teachers have the opportunity to give feedback about individual professional development including practicality, objectives, relevance, and whether the training met expectations.</p> <p>Teachers provided feedback about whether they had a better understanding of STEM, whether they would use their new knowledge, whether it was worthwhile, and other areas they would like to see pursued.</p> <p>The survey allows teachers to rate overall satisfaction, what they liked most, what they liked least, recommendations for future improvements, and ideas for future topics.</p>	<p>Sonoran ELL Post-Workshop Survey</p> <p>AZ Create Space Survey Results</p> <p>Winter In-Service Feedback Survey</p>