

**AGENDA ITEM: Request to Expand Charter School Operations – The Odyssey Preparatory Academy, Inc.**

**Issue**

The Odyssey Preparatory Academy, Inc. (TOPA) did not meet the Board’s academic performance expectations for FY 2014, and was required to submit a Demonstration of Sufficient Progress (DSP) report with any expansion request. The Odyssey Preparatory Academy, Inc. submitted an Enrollment Cap (ECAP) Notification Request to increase its enrollment cap from 2700 to 3000.

**Summary of Narrative Provided**

*Rationale for Expansion Request*

According to the narrative (presented in Appendix: A. Notification Request Materials), TOPA is requesting an enrollment cap increase to accommodate organic growth. For FY 2017, The Odyssey Preparatory Academy – Casa Grande school site will be relocated to the Sienna Hills neighborhood of Buckeye. A School Site Location Notification Request for The Odyssey Preparatory Academy – Casa Grande school site was approved on February 4, 2016. The Charter Holder stated that most of the enrollment for the site will come from overenrolled grade levels at the Goodyear and Buckeye sites, as well as the existing waitlist. Architectural plans were submitted with the request showing approximately 24,595 sq. ft. of classroom space with a capacity of 1,230 students.

The Charter Holder stated that most of the anticipated growth will come from the matriculation and advancement of larger cohorts at the middle and high school levels. The Charter Holder anticipates growth in enrollment should taper off by FY 2021.

*Supporting Information*

TOPA submitted floor plans for the Sienna Hills campus showing occupancy of 1229 students.

**I. Background**

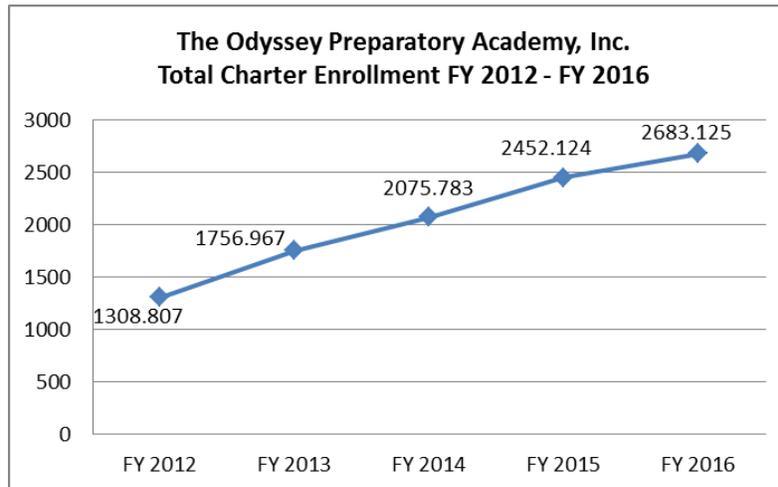
TOPA was granted a charter in 2009, which is currently approved for grades K–12. TOPA operates four schools. See table below.

School Name	Month/Year Open	Location	Grade Levels Served	2016 100th Day ADM	Instructional Days
The Odyssey Preparatory Academy	August 2010	Buckeye	K–5	647.464	144
The Odyssey Preparatory Academy Goodyear	August 2011	Goodyear	K–5	623.369	144
Odyssey Institute for Advanced and International Studies	August 2012	Buckeye	6–12	1069.147	144
The Odyssey Preparatory Academy—Casa Grande	August 2013	Casa Grande	K–7	343.147	144

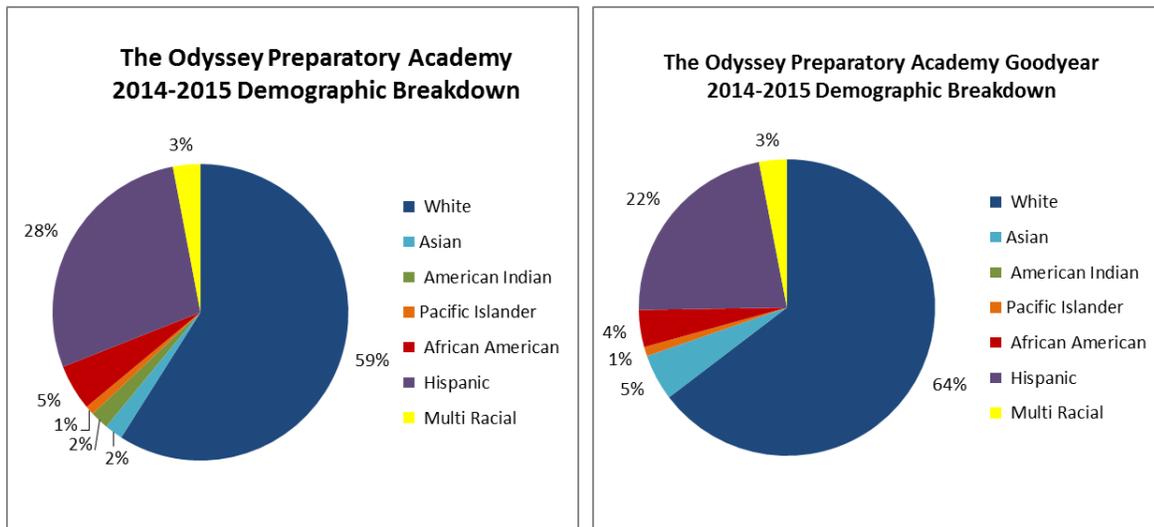


Mission Statement for TOPA: “The mission at The Odyssey Preparatory Academy is to make certain that all students develop the character, intellectual and creative problem solving skills as well as the technological wherewith-all needed for success in high school, college, and beyond.”

The enrollment cap for TOPA is 2700. The graph below shows average daily membership (ADM) for the charter based on 100th day ADM for fiscal years 2012-2016.

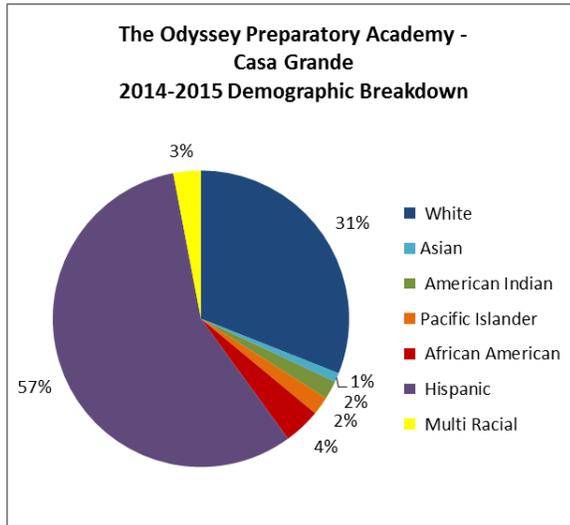
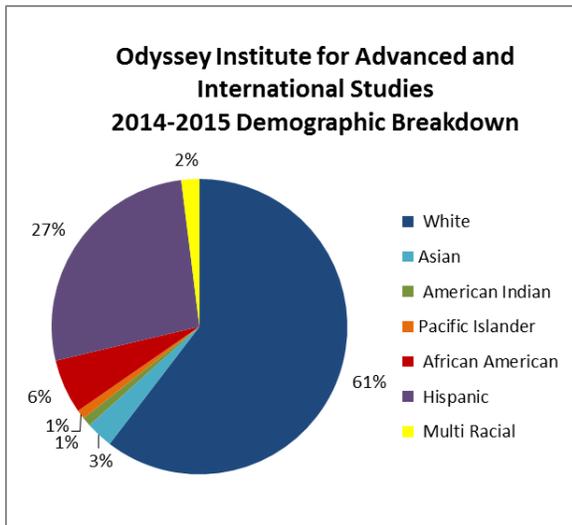


The demographic data for TOPA from the 2014-2015 school year is represented in the charts below.<sup>1</sup>



<sup>1</sup> Information provided by the Research and Evaluation Division of the ADE.





The percentage of students served by TOPA in the 2014–2015 school year who are classified as English Language Learners (ELL), classified as students with disabilities, or are eligible for Free or Reduced Price Lunch (FRL), is represented in the table below.<sup>2</sup>

School Name	FRL	ELL	Students with Disabilities
The Odyssey Preparatory Academy	*	3%	7%
The Odyssey Preparatory Academy Goodyear	*	1%	6%
Odyssey Institute for Advanced and International Studies	*	*	6%
The Odyssey Preparatory Academy—Casa Grande	*	1%	5%

As stated in Board policy, prior to a request being considered by the Board, staff conducts a compliance check as part of the amendment and notification approval process. The Charter Holder is in compliance in all areas.

## II. Academic Performance

A Charter Holder’s academic performance will be evaluated by the Board when considering expansion requests. The academic performance of the schools operated by TOPA is represented in the table below.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
The Odyssey Preparatory Academy	August 2010	K–5	56.56/C	53.75/C	49.06/C
The Odyssey Preparatory Academy Goodyear	August 2011	K–5	56.25/C	58.75/B	65.62/B
Odyssey Institute for	August	6–12		57.35/C	54.04/C

<sup>2</sup> Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is 0% or 100%, the percentage for that demographic group was redacted.



Advanced and International Studies	2012			
The Odyssey Preparatory Academy—Casa Grande	August 2013	K-7		49.38/C

**III. Additional School Choices**

**The Odyssey Preparatory Academy**

The Odyssey Preparatory Academy 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 site is located in Buckeye near the intersection of W. Southern Ave. and S. Apache Rd. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are seven schools serving grades K–5 within a five mile radius of TOPA that received an A–F letter grade. The table below provides a breakdown of those schools. Schools are grouped by the A–F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that letter grade, the number of schools that scored above the state average on AzMERIT in English Language Arts and Math in FY 2015, the number of schools with AzMERIT scores comparable to those of The Odyssey Preparatory Academy, the number of those schools that are charter schools, and the number of the charter schools that are meeting the Board’s academic performance standard for FY 2014.

The Odyssey Preparatory Academy				ELA 46%	Math 50%		
Letter Grade	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable ELA (± 5%)	Comparable Math (± 5%)	Charter Schools	Meets Board’s Standard
B	4	1	1	0	0	0	0
C	3	0	0	0	0	0	0

The table below presents the number of schools, sorted by FY 2014 letter grades, within a five mile radius of The Odyssey Preparatory Academy serving a comparable percentage of students (± 5%) in the identified subgroups.<sup>3</sup>

The Odyssey Preparatory Academy	*%	3%	7%
Letter Grade	Comparable FRL (± 5%)	Comparable ELL (± 5%)	Comparable SPED (± 5%)
B		3	4
C		1	1

**Odyssey Institute for Advanced and International Studies**

Odyssey Institute for Advanced and International Studies 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 site is located in Buckeye near the intersection of W. Yuma Rd. and S. Verrado Way. The following information

<sup>3</sup> Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is 0% or 100%, the percentage for that demographic group was redacted.



identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are eleven schools serving grades 6–12 within a five mile radius of Odyssey Institute for Advanced and International Studies that received an A–F letter grade. The table below provides a breakdown of those schools.

Odyssey Institute for Advanced and International Studies				ELA 41%	Math 30%		
Letter Grade	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable ELA (± 5%)	Comparable Math (± 5%)	Charter Schools	Meets Board's Standard
A	3	3	3	0	0	0	0
B	5	1	1	1	0	0	0
C	2	0	0	0	1	0	0
D	1	0	0	0	0	0	0

The table below presents the number of schools, sorted by FY 2014 letter grades, within a five mile radius of Odyssey Institute for Advanced and International Studies serving a comparable percentage of students (± 5%) in the identified subgroups.<sup>4</sup>

Odyssey Institute for Advanced and International Studies	*%	*%	6%
Letter Grade	Comparable FRL (± 5%)	Comparable ELL (± 5%)	Comparable SPED (± 5%)
A			3
B			3

### **The Odyssey Preparatory Academy—Casa Grande**

The Odyssey Preparatory Academy—Casa Grande received a letter grade of C, and an overall rating of Does Not Meet the Board’s academic performance standard for FY 2014. The Odyssey Preparatory Academy—Casa Grande school site will be moving to Buckeye for FY 2017. The school site will be located near the intersection of W. McDowell Rd. and N. Verrado Way. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are seven schools serving grades K–5 within a five mile radius of the future location of The Odyssey Preparatory Academy—Casa Grande that received an A–F letter grade. The table on the following page provides a breakdown of those schools.

<sup>4</sup> Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is 0% or 100%, the percentage for that demographic group was redacted.



The Odyssey Preparatory Academy—Casa Grande				ELA 36%	Math 24%		
Letter Grade	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable ELA ( $\pm 5\%$ )	Comparable Math ( $\pm 5\%$ )	Charter Schools	Meets Board's Standard
A	3	3	3	0	0	0	0
B	2	0	0	0	2	0	0
C	1	0	0	0	1	0	0
D	1	0	0	0	0	0	0

The table below presents the number of schools, sorted by FY 2014 letter grades, within a five mile radius of the future location of The Odyssey Preparatory Academy—Casa Grande serving a comparable percentage of students ( $\pm 5\%$ ) in the identified subgroups.<sup>5</sup>

The Odyssey Preparatory Academy —Casa Grande	*%	1%	5%
Letter Grade	Comparable FRL ( $\pm 5\%$ )	Comparable ELL ( $\pm 5\%$ )	Comparable SPED ( $\pm 5\%$ )
A		2	3
B		2	0
C		0	0
D		0	0

#### IV. Demonstration of Sufficient Progress

TOPA submitted a DSP Report with the expansion request. The Charter Holder was provided a copy of the initial evaluation of the DSP Report prior to the site visit and informed that areas initially evaluated as not acceptable must be addressed with additional evidence and documentation at the time of the visit.

Following a preliminary evaluation of the DSP, staff conducted a site visit to meet with the school's leadership, as selected by the school, to confirm evidence of the processes described in the DSP and review additional evidence to be considered in the final evaluation of the Charter Holder's DSP submission. The following representatives of TOPA were present at the site visit:

Name	Role
Angela Price	Co-Principal (Apache Campus)
Holly Boyd	Instructional Coach — Elementary
Nicole Woods	RTI Coordinator — Elementary
Bryan Pratt	Co-Principal — High School
Hugh Thompson	Data & Compliance Coordinator
Megan Olson	Co-Director
Lorrese Roer	Principal — Sienna Hills
Martha Morgan	Instructional Coach — Jr. High
Kari Hurley	Co-Principal — OI High School
Holly Johnson	Co-Director

<sup>5</sup> Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is 0% or 100%, the percentage for that demographic group was redacted.



Mary Daniels	Principal — OI Jr. High
Becky Quigley	Instructional Coach
Kenneth Olson	Co-Principal (Apache Campus)

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

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

After considering information in the DSP Report and evidence provided at the time of the site visit, the Charter Holder did demonstrate evidence of a sustained improvement plan that includes implementation of a comprehensive curriculum system, a comprehensive assessment system, a comprehensive instructional monitoring system, a comprehensive professional development system, and a system for ensuring students in grades 9-12 graduate on time. However the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years, and demonstrated declines in academic performance, in 2 out of the 9 measures required by the Board for The Odyssey Preparatory Academy, 3 out of the 9 measures required by the Board for The Odyssey Preparatory Academy—Casa Grande, and was unable to provide year-over-year comparative data for grades 9-12 at Odyssey Institute for Advanced and International Studies. However, for grades 6-8 the school demonstrated improved academic performance for all measures required by the Board.

Based on the findings summarized above and described in Appendix D. DSP Site Visit Inventory Forms, staff determined that the Charter Holder did not demonstrate sufficient progress towards meeting the Board’s Academic Performance Expectations.



## V. Board Options

**Option 1:** The Board may approve the Enrollment Cap Notification Request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to approve the request to increase the enrollment cap for the charter contract of The Odyssey Preparatory Academy, Inc. from 2700 to 3000.

**Option 2:** The Board may deny the Enrollment Cap Notification Request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to deny the request to increase the enrollment cap of the charter contract of The Odyssey Preparatory Academy, Inc., for the reasons that: (Board member must specify reasons the Board found during its consideration.)



**APPENDIX A**

**NOTIFICATION REQUEST MATERIALS**

## Board Minutes

### The Odyssey Preparatory Academy

*\*This agenda was posted on [www.theodysseyacademy.com](http://www.theodysseyacademy.com) on 2/8/16*

Pursuant to Arizona Revised Statutes (A.R.S.) § 38-431.02, notice is hereby given to the members of The Odyssey Preparatory Academy and to the general public that the Board will hold a meeting, open to the public as specified below. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings set for a specific time. One or more members of the Board may participate in the meeting by telephonic communications.

Pursuant to A.R.S. § 38-431.02(H), the Board may discuss and take action concerning any matter listed on the agenda.

Pursuant to A.R.S. § 38-431.03(A)(3) the Board may vote to go into Executive Session, which will not be open to the public, for legal advice concerning any item on the agenda.

Persons with a disability may request a reasonable accommodation such as a sign language interpreter, by contacting Mary Yanke at (602) 680-0967. Requests should be made as early as possible to allow time to arrange the accommodation.

Meeting Location: 1495 S. Airport Road

February 9, 2016

Meeting Time 10:00 a.m.

Chairman: Megan Olson

Other Board Members: Mary Yanke, , Holly Johnson, Tracey Fry, Kathryn Tracy

#### I. Call to order

Called to order @ 10:04

#### II. Roll call

- Tracey Fry, Holly Johnson, Mary Yanke, and Megan Olson (10:13 a.m.) present; Kathryn Tracey absent
- Parent of two scholars from Goodyear campus present

#### III. Open issues

#### IV. New business

- A. Discuss and/or approve dismissal of scholar due to absences (may go into executive session).
  - Scholar A has 36% absences and signed out from school 8 times
  - Scholar B has 46% and signed out early from school 7 times
  - Has had a pattern of absence since 2012 for Scholar A and B since 2014.

- Olson suggests to finish out the year then look into another school next year
- Yanke asks for all medical documentation
- Olson makes a motion to approve the dismissal letter; scholars will finish the 2015-2016 academic years and then go to another school for 2016-2017. If scholars have consistent attendance for the 2016-2017 school year at another location, then parents can address the board for re-enrollment of 2018-2019.
- Johnson seconds the motion
- Unanimously approved

B. Approve serving grades from K-7 to K-5 at Sienna Hills

- Yanke motion to approve serving grades from K-7 to K-5 at Sienna Hills
- Fry seconds the motion
- Unanimously approved

C. Approve increase of enrollment cap to 3,000

- Fry approves motions to increase enrollment cap to 3,000
- Olson seconds the motion
- Unanimously approved

V. Adjournment

- Meeting adjourned at 10:35 a.m.

## Enrollment Cap Request Narrative

The Odyssey Preparatory Academy (TOPA) is requesting an increase in the enrollment cap of 11%, from 2700 to 3000, to accommodate organic growth over the next two school years. This request is not being submitted concurrently with any other relevant request.

For the 2016-17 school year, the location of the site now called TOPA Casa Grande will move to the Sienna Hills neighborhood of Buckeye, while most of the students currently attending TOPA Casa Grande will enroll in the school operated by Grande Innovation Academy, a new charter holder. Much of the enrollment for the Sienna Hills site will come from intentionally overenrolled grade levels at the Goodyear and Buckeye sites, and from the existing waitlist. As of April 21, there are 250 scholars enrolled at Sienna Hills, and we anticipate between 300 and 350 when the site opens in August 2016. This will be offset by the 352 students enrolled at the Casa Grande site (FY16 40<sup>th</sup> day) who will not be enrolled at a TOPA school in FY2017.

Most of the growth anticipated for FY2017 and FY2018 comes from the matriculation and advancement of larger cohorts at the middle and high school levels. As a third West Valley elementary site begins feeding into the central secondary site, the growth in enrollment should taper off by FY2021. Ultimately, one elementary cohort will consist of 11 classrooms of 28 scholars (4 at Buckeye, 4 at Goodyear, and 3 at Sienna Hills), for 308 students per cohort. With the addition of the new Middle School building, the OI campus will have the capacity to accommodate a full cohort of 308 students per grade, as shown in the table below.

1. The increase in cap will be implemented for Fiscal Year 2017. The table below provides the current charter-wide enrollment per grade, and the anticipated enrollment for FY2017:

Grade	FY2016 40 <sup>th</sup> Day ADM	FY2017 Projected ADM	Full Capacity (est. FY2021)
K	144	144	132
1	281	280	308
2	351	280	308
3	297	336	308
4	260	280	308
5	257	252	308
6	244	244	308
7	235	244	308
8	203	244	308
9	165	200	308
10	133	165	308
11	86	133	308
12	73	86	308
<b>TOTAL</b>	<b>2723*</b>	<b>2889</b>	<b>3828</b>

*\* Total for FY2016 does not match sum of figures due to rounding. All FY2016 figures are from ADE SAIS ADMS45-1 report. 40<sup>th</sup> day figures have been used to reflect schools at maximum capacity, as TOPA does not enroll new students after September 30 to fill seats of scholars who withdraw.*

TOPA opened in 2009 with one site in Buckeye serving grades K-6, and added a grade every year

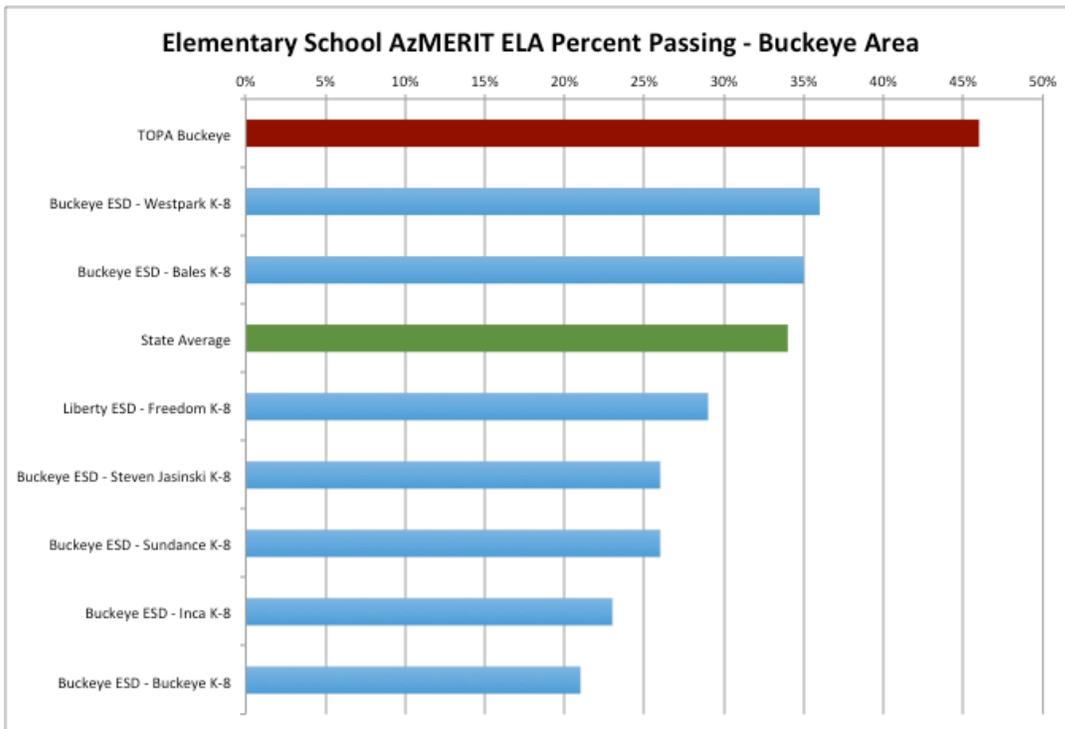
until topping out at grade 12 in FY2016. TOPA also added an elementary campus in Goodyear in 2010, a secondary campus (Odyssey Institute or OI) in Buckeye in 2012, and an elementary site in Casa Grande in 2013.

With the relocation of the Casa Grande site to Sienna Hills and the addition of a new Middle School building at the OI site in FY2017, the expansion of TOPA is complete. The system anticipates growing organically at the four current sites to meet the population growth of the Buckeye/Goodyear area over the next decade. TOPA intends to request expansion of its capacity for Fiscal 2019 as enrollment trends warrant.

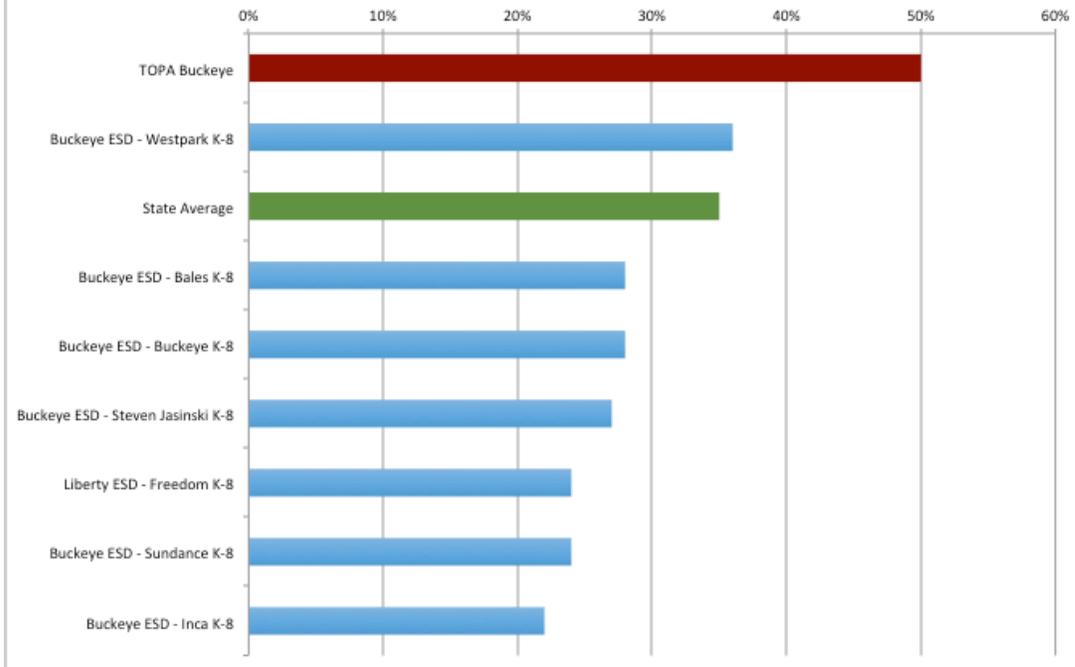
2. TOPA has a seven-year track record of success in academic, operational, and financial performance. We have demonstrated the ability to support the quality implementation of our academic program and business model, and have the structural capacity to sustain this quality.

In academics, TOPA has consistently focused on providing a rigorous program focusing on critical thinking, problem-solving, and cross-disciplinary understanding, with significant attention paid to scholars' physical and social growth as well. Our curriculum includes the Core Knowledge series in Science, Social Studies, and Language Arts, and EngageNY math. Our secondary program is based on the International Baccalaureate program, and OI offers the only full implementation of both the IB Middle Years and Diploma programs in the State of Arizona. We offer PE to all students every day, and music and foreign language instruction at all grade levels.

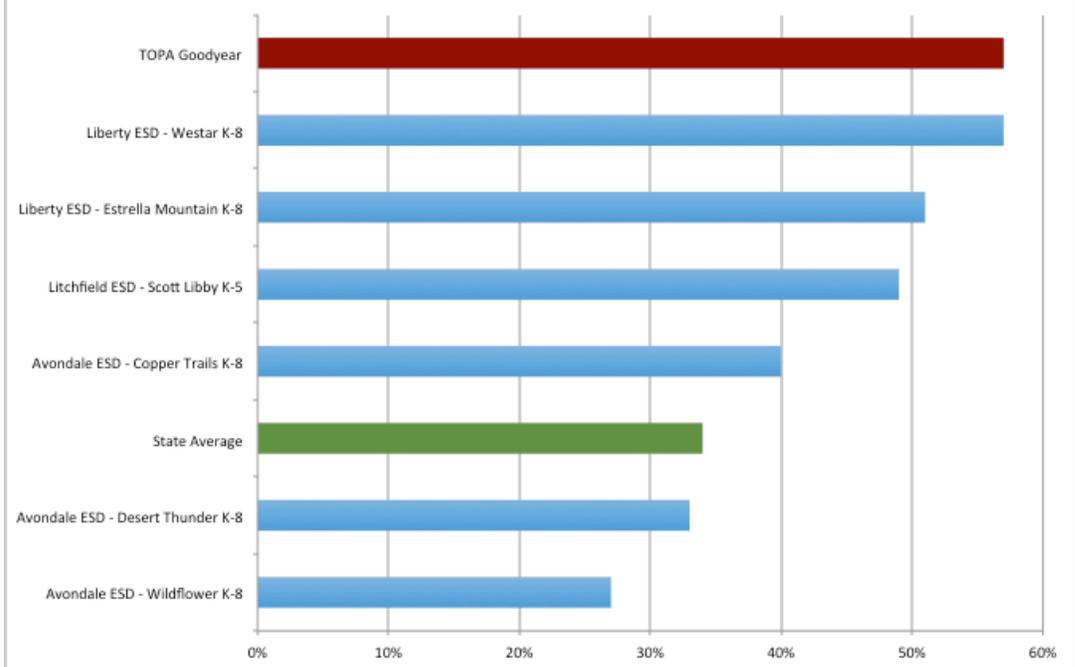
The results from the 2015 AzMERIT assessments provide evidence of the effectiveness of TOPA's focus on critical thinking rather than test preparation. The charts below compare TOPA's West Valley school sites with the State average, and with district schools within 5 miles of each school site.



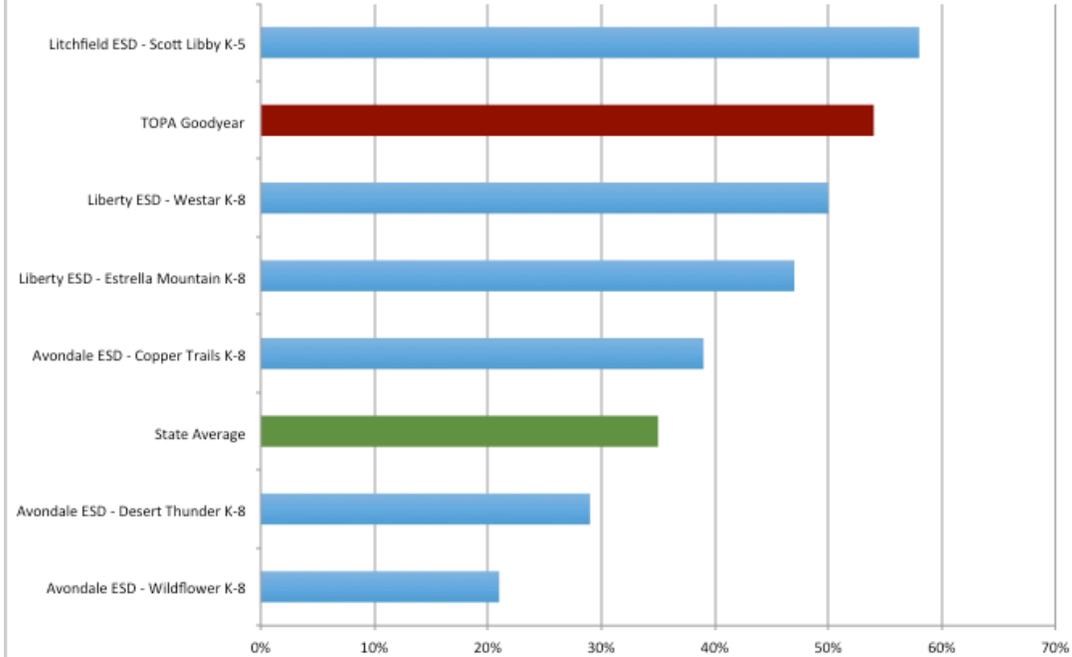
### Elementary School AzMERIT Math Percent Passing - Buckeye Area



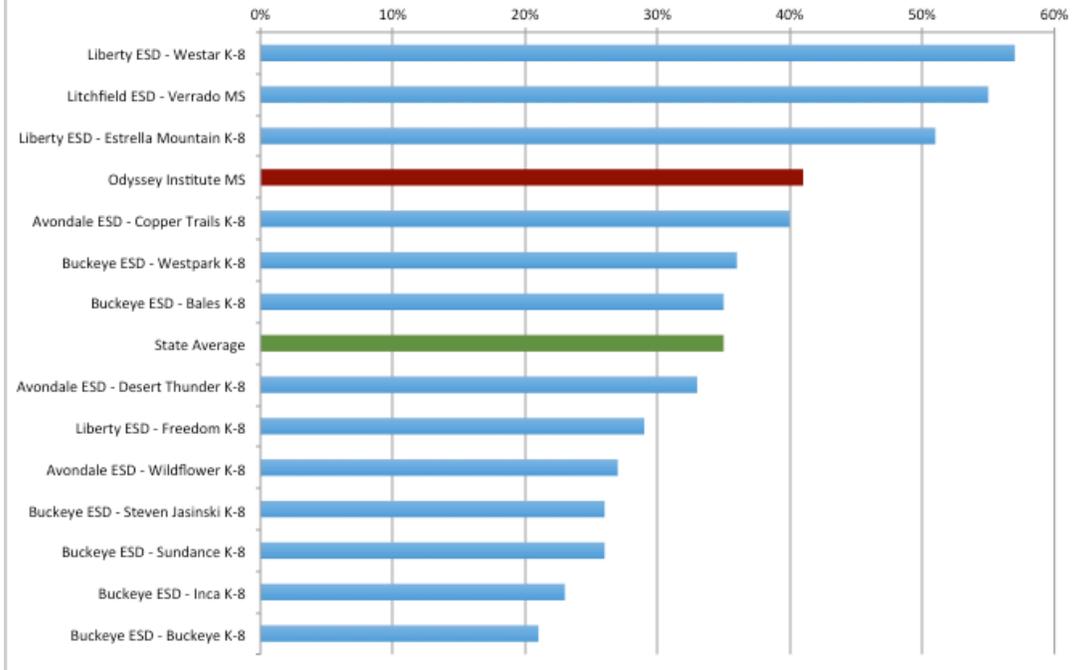
### Elementary School AzMERIT ELA Percent Passing - Goodyear Area



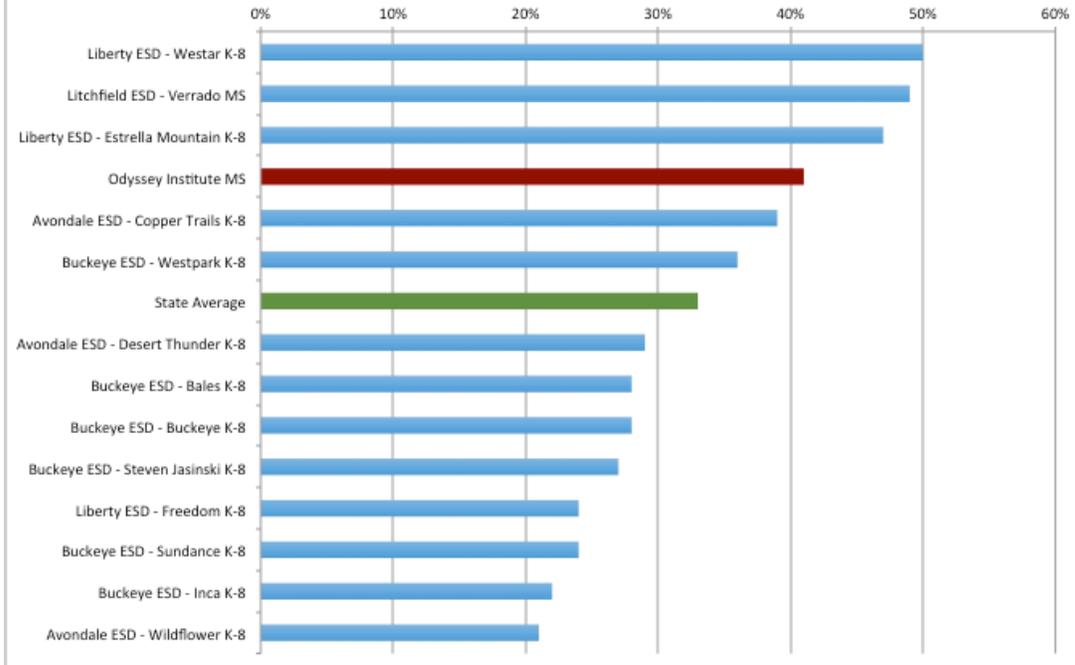
### Elementary School AzMERIT Math Percent Passing - Goodyear Area



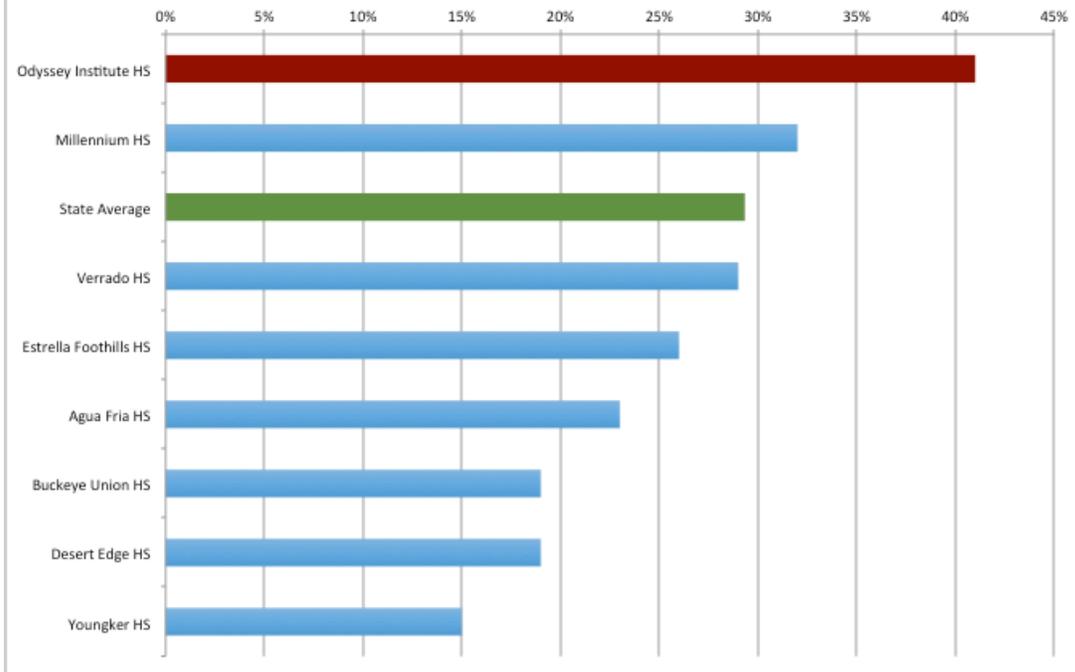
### Middle School AzMERIT ELA Percent Passing - West Valley

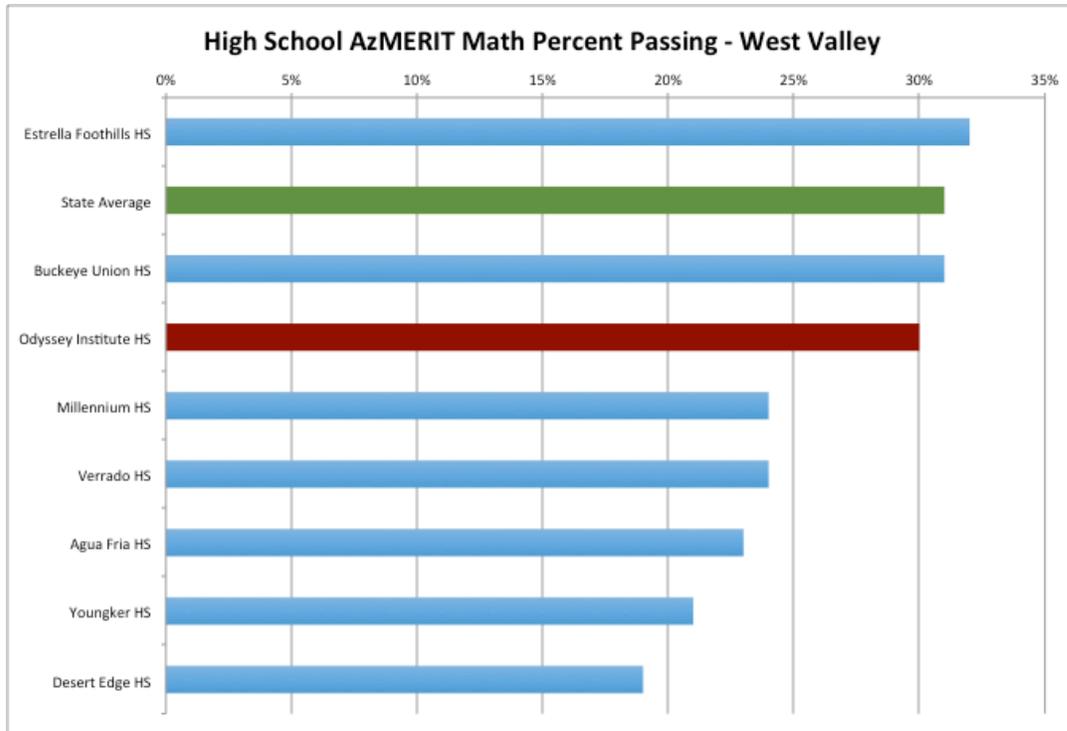


### Middle School AzMERIT Math Percent Passing - West Valley



### High School AzMERIT ELA Percent Passing - West Valley





Data from ADE Research & Evaluation: AzMERIT and NCSC 2015

This data from the 2015 AzMERIT, the most recent available, shows that TOPA schools are above the state average at every grade level in Language Arts, and above at every level except high school in math. Our schools are also a quality choice for students and parents in the West Valley communities we draw from.

In terms of operational compliance, TOPA has consistently met our obligations. TOPA has submitted expansion requests with DSPs in each of the last three years, and, while evaluation standards have evolved, we have been deemed to have demonstrated sufficient progress each time. On the 2015 Operational Performance Dashboard, TOPA meets in every category, and has an overall rating of Meets Operational Standard.

TOPA has ample financial resources to support the long-term viability of the proposed growth. TOPA has met the Board's financial performance expectations for 2014 and 2015, and had a positive cash flow in FY2015 of \$1,351,779, following a positive cash flow in 2014 of over \$2.4 million. TOPA draws enrollment primarily from the West Valley communities of Buckeye and Goodyear, which are both experiencing rapid and sustained population growth. TOPA's conservative budgeting and efficient operation should ensure the ongoing sustainability to support educational quality and operational viability.



- ROOM USE**
- ATHLETIC
  - KITCHEN
  - CIRCULATION
  - OFFICE
  - CLASSROOMS
  - STORAGE
  - GYM/CAFETERIA
  - THEATER

1 SK-1 SCHEMATIC PLAN 56,229 G.S.F.  
1" = 10'-0"

DESIGN APPROVAL  
OWNER CLIENT: \_\_\_\_\_ DATE APPROVED: \_\_\_\_\_

PRELIMINARY  
NOT FOR  
CONSTRUCTION



**carhuff+cueva**  
architects, llc  
3149 e prince rd #151  
tucson, arizona 85716  
phone 520.577.4560  
www.cca-az.com

NEW SCHOOL CAMPUS FOR:  
THE ODYSSEY PREPARATORY  
ACADEMY JUNIOR HIGH  
QUEEN CREEK, AZ

SCHEMATIC DESIGN

REVISION	DATE	DESCRIPTION	BY

PROJECT NO. Q16-1001

DATE OCTOBER 1, 2015

SCALE 1" = 10'-0" DRAWN BY PD

DRAWING TITLE FLOOR PLAN

DRAWING NUMBER SK-1

**APPENDIX B**

**ACADEMIC DASHBOARD**

# The Odyssey Preparatory Academy CTDS: 07-85-61-002 | Entity ID: 90772

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

Academic Performance

## Academic Performance

[Edit this section.](#)

### The Odyssey Preparatory Academy

		2012 Traditional Elementary School (1 to 8)			2013 Traditional Elementary School (K to 6)			2014 Traditional Elementary School (K to 5)			
<b>1. Growth</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
1a. SGP	Math	39.5	50	12.5	38	50	12.5	36	50	12.5	
	Reading	45	50	12.5	42	50	12.5	45	50	12.5	
1b. SGP Bottom 25%	Math	44.5	50	12.5	39.5	50	12.5	37	50	12.5	
	Reading	47	50	12.5	46.5	50	12.5	48	50	12.5	
<b>2. Proficiency</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
2a. Percent Passing	Math	57 / 64.3	50	7.5	58.4 / 64.8	50	7.5	61.6 / 64.8	50	7.5	
	Reading	84 / 77.6	75	7.5	80.8 / 77.9	75	7.5	84.4 / 78	75	7.5	
2b. Composite School Comparison	Math	-13.8	50	7.5	-19.8	25	7.5	-16.8	25	7.5	
	Reading	0.9	75	7.5	-8.5	50	7.5	-4.5	50	7.5	
2c. Subgroup ELL	Math	45 / 45.1	50	3.75	NR	0	0	9.1 / 36.2	25	3.75	
	Reading	55 / 52.3	75	3.75	NR	0	0	36.4 / 49.4	50	3.75	
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	31 / 26.1	75	3.75	29.6 / 27.9	75	7.5	14.8 / 29	50	3.75	
	Reading	44 / 37.1	75	3.75	50 / 38.4	75	7.5	37 / 38.9	50	3.75	
<b>3. State Accountability</b>		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
3a. State Accountability		C	50	5	C	50	5	C	50	5	
<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		56.56			100	53.75			100	49.06	

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

Academic Performance

## Academic Performance

[Edit this section.](#)

### The Odyssey Preparatory Academy Goodyear

		2012 Traditional Elementary School (K-8)			2013 Traditional Elementary School (K to 6)			2014 Traditional Elementary School (K to 5)			
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
1a. SGP	Math	32	25	12.5	42	50	12.5	47	50	12.5	
	Reading	52	75	12.5	44.5	50	12.5	44.5	50	12.5	
1b. SGP Bottom 25%	Math	25.5	25	12.5	37	50	12.5	39	50	12.5	
	Reading	48	50	12.5	48.5	50	12.5	52	75	12.5	
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
2a. Percent Passing	Math	70 / 64.3	75	7.5	71.1 / 65.1	75	7.5	74.8 / 64.7	75	7.5	
	Reading	89 / 77.4	75	7.5	88.6 / 77.6	75	7.5	90.8 / 77.8	100	7.5	
2b. Composite School Comparison	Math	-1.4	50	7.5	-8.5	50	7.5	-5.4	50	7.5	
	Reading	5.5	75	7.5	-1.5	50	7.5	0.2	75	7.5	
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	39 / 26	75	7.5	35 / 29.3	75	7.5	47.6 / 28.5	75	7.5	
	Reading	56 / 36.9	75	7.5	50 / 38.9	75	7.5	47.6 / 38.9	75	7.5	
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
3a. State Accountability		C	50	5	B	75	5	B	75	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		56.25			100	58.75			100	65.62	

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

Academic Performance

## Academic Performance

[Edit this section.](#)

### Odyssey Institute for Advanced and International Studies

		2013 Traditional K-12 School (6 to 9)			2014 Traditional K-12 School (6 to 10)			
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
1a. SGP	Math	29	25	10	38	50	10	
	Reading	46.5	50	10	40	50	10	
1b. SGP Bottom 25%	Math	42.5	50	10	46	50	10	
	Reading	45	50	10	39.5	50	10	
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
2a. Percent Passing	Math	61.1 / 62.1	50	7.5	55.1 / 62.2	50	7.5	
	Reading	91.3 / 79.7	100	7.5	86.7 / 80.3	75	7.5	
2b. Composite School Comparison	Math	-14	50	5	-20.2	25	5	
	Reading	2.1	75	5	-2.8	50	5	
2c. Subgroup ELL	Math	NR	0	0	23.1 / 30.8	50	3.75	
	Reading	NR	0	0	53.8 / 49.2	75	3.75	
2c. Subgroup FRL	Math	NR	0	0	NR	0	0	
	Reading	NR	0	0	NR	0	0	
2c. Subgroup SPED	Math	36.8 / 17.7	75	7.5	18.2 / 16.6	75	3.75	
	Reading	68.4 / 38.1	75	7.5	52.3 / 37.1	75	3.75	
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
3a. State Accountability		C	50	5	C	50	5	
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
4a. Graduation		NR	0	0	NR	0	0	
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		57.35			85	54.04		85

# The Odyssey Preparatory Academy-Casa Grande CTDS: 07-85-61-006 | Entity ID: 92233

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

Academic Performance

## Academic Performance

[Edit this section.](#)

### The Odyssey Preparatory Academy-Casa Grande

		2014 Small Elementary School (K to 5)		
<b>1. Growth</b>		Measure	Points Assigned	Weight
1a. SGP	Math	46	50	25
	Reading	32	25	25
1b. SGP Bottom 25%	Math	NR	0	0
	Reading	NR	0	0
<b>2. Proficiency</b>		Measure	Points Assigned	Weight
2a. Percent Passing	Math	52 / 51.8	75	11.25
	Reading	76 / 72	75	11.25
2b. Composite School Comparison	Math	-7.7	50	11.25
	Reading	-5	50	11.25
2c. Subgroup ELL	Math	NR	0	0
	Reading	NR	0	0
2c. Subgroup FRL	Math	NR	0	0
	Reading	NR	0	0
2c. Subgroup SPED	Math	NR	0	0
	Reading	NR	0	0
<b>3. State Accountability</b>		Measure	Points Assigned	Weight
3a. State Accountability		C	50	5
<b>Overall Rating</b>		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		49.38		100

**APPENDIX C**  
**DSP FINAL EVALUATION**

## Demonstration of Sufficient Progress Final Evaluation

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### CHARTER INFORMATION

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<b>Charter Holder Name</b>	<b>The Odyssey Preparatory Academy, Inc.</b>	<b>Schools</b>	<b>The Odyssey Preparatory Academy, The Odyssey Preparatory Academy—Casa Grande, Odyssey Institute for Advanced and International Studies</b>
<b>Charter Holder Entity ID</b>	<b>90287</b>	<b>Purpose of DSP Submission</b>	<b>Annual Monitoring</b>
<b>Site Visit Date</b>	<b>May 23, 2016</b>		

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### **Evaluation Overview:**

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

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

## Data

The area of Data is evaluated as Falls Far Below. As evidenced at the DSP site visit, the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years, and demonstrated declines in academic performance in 2 out of the 9 measures required by the Board for The Odyssey Preparatory Academy, 3 out of the 9 measures required by the Board for The Odyssey Preparatory Academy—Casa Grande, and was unable to provide year-over-year comparative data for grades 9–12 at Odyssey Institute for Advanced and International Studies. For more detailed analysis see Data Inventory (appendix: D. DSP Site Visit Inventory Forms, i. Site Visit Inventory – [Data](#)).

School Name: The Odyssey Preparatory Academy					
Assessment Measure	Data Required	Comparative Data Provided	Data Shows Improvement	Sufficient explanation of HOW data was analyzed	Sufficient explanation of what conclusions were drawn
1a. Student Median Growth Percentile (SGP) – Math	Yes	Yes	Yes	Yes	Yes
1a. Student Median Growth Percentile (SGP) – Reading	Yes	Yes	Yes	Yes	Yes
1b. SGP Bottom 25% – Math	Yes	Yes	Yes	Yes	Yes
1b. SGP Bottom 25% – Reading	Yes	Yes	Yes	Yes	Yes
2a. Percent Passing – Math	Yes	Yes	Yes	Yes	Yes
2a. Percent Passing – Reading	No	N/A	N/A	N/A	N/A
2c. Subgroup, ELL – Math	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, ELL – Reading	Yes	Yes	No	Yes	Yes
2c. Subgroup, FRL – Math	N/A	N/A	N/A	N/A	N/A
2c. Subgroup, FRL – Reading	N/A	N/A	N/A	N/A	N/A
2c. Subgroup, students with disabilities – Math	Yes	Yes	Yes	Yes	Yes
2c. Subgroup, students with disabilities – Reading	Yes	Yes	No	Yes	Yes

School Name: Odyssey Institute for Advanced and International Studies					
Assessment Measure	Data Required	Comparative Data Provided	Data Shows Improvement	Sufficient explanation of HOW data was analyzed	Sufficient explanation of what conclusions were drawn
1a. Student Median Growth Percentile (SGP) – Math	Yes	No	No	No	No
1a. Student Median Growth Percentile (SGP) – Reading	Yes	No	No	No	No
1b. SGP Bottom 25% – Math	Yes	No	No	No	No
1b. SGP Bottom 25% – Reading	Yes	No	No	No	No
2a. Percent Passing – Math	Yes	No	No	No	No
2a. Percent Passing – Reading	No	N/A	N/A	N/A	N/A
2c. Subgroup, ELL – Math	Yes	No	No	No	No
2c. Subgroup, ELL – Reading	Yes	No	No	No	No
2c. Subgroup, FRL – Math	N/A	N/A	N/A	N/A	N/A
2c. Subgroup, FRL – Reading	N/A	N/A	N/A	N/A	N/A
2c. Subgroup, students with disabilities – Math	No	N/A	N/A	N/A	N/A
2c. Subgroup, students with disabilities – Reading	No	N/A	N/A	N/A	N/A

**School Name: The Odyssey Preparatory Academy—Casa Grande**

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

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

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

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

Question	Sufficient Evidence	Site Visit Inventory Item
<b>A. Evaluating Curriculum</b>		
What ongoing process does the Charter Holder use to evaluate curriculum? What criteria guide that process?	<b>YES</b>	C.A.1
What ongoing process does the Charter Holder use to evaluate how effectively the curriculum enables students to meet all <b>standards</b> ? What criteria guide that process?	<b>YES</b>	C.A.2
What ongoing process does the Charter Holder use to identify <b>curricular gaps</b> ? What criteria guide that process?	<b>YES</b>	C.A.3
<b>B. Adopting Curriculum</b>		
After curriculum is evaluated, what process does the Charter Holder use to determine if new and/or <b>supplemental curriculum</b> needs to be adopted? What criteria guide that process?	<b>YES</b>	C.B.1
Once the Charter Holder has chosen to adopt new and/or <b>supplemental curriculum</b> , how has the Charter Holder evaluated curriculum options? What criteria guide that process?	<b>YES</b>	C.B.2
<b>C. Revising Curriculum</b>		
After curriculum is evaluated, what process does the Charter Holder use to determine if curriculum must be revised? What criteria guide that process?	<b>YES</b>	C.C.1
Once determined that curriculum must be revised, what process does the Charter Holder use to revise the curriculum? What criteria guide that process?	<b>YES</b>	C.C.2
<b>D. Implementing Curriculum</b>		
What ongoing process does the Charter Holder use to ensure curriculum is implemented with <b>fidelity</b> ? How have these expectations been communicated to instructional staff?	<b>YES</b>	C.D.1
What is the Charter Holder’s ongoing process to ensure consistent use of <b>curricular tools</b> ? How have these expectations been communicated to instructional staff?	<b>YES</b>	C.D.2
What process does the Charter Holder use to ensure that all grade-level standards are taught to mastery within the academic year?	<b>YES</b>	C.D.3
<b>E. Alignment of Curriculum</b>		
What process does the Charter Holder use to verify that the curriculum is aligned to Arizona’s College and Career Ready Standards?	<b>YES</b>	C.E.1
When adopting or revising curriculum, what process does the Charter Holder use to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona’s College and Career Ready Standards?	<b>YES</b>	C.E.2
<b>F. Adapted to Meet the Needs of Subgroups</b>		
How does the Charter Holder assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	<b>YES</b>	C.F.1

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

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

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

Question	Sufficient Evidence	Site Visit Inventory Item
<b>A. Developing the Assessment System</b>		
What ongoing process does the Charter Holder use to evaluate assessment tools? What criteria guide that process?	<b>YES</b>	A.A.1
What ongoing process does the Charter Holder use to evaluate how the assessments are aligned to the curriculum? What criteria guide that process?	<b>YES</b>	A.A.2
What is the Charter Holder’s ongoing process to evaluate how the assessments are aligned to the <b><u>instructional methodology</u></b> ? What criteria guide that process?	<b>YES</b>	A.A.3
<b>B. Adapted to Meet the Needs of Subgroups</b>		
How does the assessment system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	<b>YES</b>	A.B.1
<b>C. Analyzing Assessment Data</b>		
What is the Charter Holder’s ongoing process to collect and analyze each type of assessment data listed in the Assessment System Table in Section A and the Subgroup Assessment Table in Section B?	<b>YES</b>	A.C.1
What is the Charter Holder’s ongoing process to make adjustments to <b><u>curriculum</u></b> based on the data analysis? What criteria guide that process?	<b>YES</b>	A.C.2
What is the Charter Holder’s ongoing process to make adjustments to <b><u>instruction</u></b> based on the data analysis? What criteria guide that process?	<b>YES</b>	A.C.3

**Monitoring Instruction:** *The area of Monitoring Instruction is evaluated as Meets.*

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

For more detailed analysis see Monitoring Instruction Inventory (appendix: D. DSP Site Visit Inventory Forms, iv. Site Visit Inventory – Monitoring Instruction).

Question	Sufficient Evidence	Site Visit Inventory Item
<b>A. Monitoring Instruction</b>		
What is the Charter Holder’s ongoing process to monitor that the instruction taking place is <ul style="list-style-type: none"> <li>• Aligned with ACCRS standards,</li> <li>• Implemented with <b>fidelity</b>,</li> <li>• Effective throughout the year, and</li> <li>• Addressing the identified needs of students in all four subgroups?</li> </ul>	<b>YES</b>	M.A.1
How is the Charter Holder monitoring instruction to ensure that it is leading all students to mastery of the standards?	<b>YES</b>	M.A.2
<b>B. Evaluating Instructional Practices</b>		
How does the Charter Holder evaluate the instructional practices of all staff?	<b>YES</b>	M.B.1
What is the Charter Holder’s ongoing process to identify the quality of instruction?	<b>YES</b>	M.B.2
How does the evaluation process identify the individual strengths, weaknesses, and needs of instructional staff?	<b>YES</b>	M.B.3
<b>C. Adapted to Meet the Needs of Subgroups</b>		
What is the Charter Holder’s ongoing process to evaluate supplemental instruction targeted to address the needs of students in the following subgroups?	<b>YES</b>	M.C.1
<b>D. Providing Feedback that Develops the Quality of Teaching</b>		
How does the Charter Holder analyze information about strengths, weaknesses, and needs of instructional staff?	<b>YES</b>	M.D.1
How is the analysis used to provide feedback to instructional staff on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	<b>YES</b>	M.D.2

**Professional Development:** *The area of Professional Development is evaluated as Meets.*

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

For more detailed analysis see Professional Development Inventory (appendix: D. DSP Site Visit Inventory Forms, v. Site Visit Inventory – Professional Development).

Question	Sufficient Evidence	Site Visit Inventory Item
<b>A. Development of the Professional Development Plan</b>		
What is the Charter Holder’s ongoing process to determine what professional development topics will be covered throughout the year? What data and analysis is utilized to make those decisions?	YES	P.A.1
What is the Charter Holder’s ongoing process to ensure the <b>professional development plan</b> is aligned with instructional <b>staff learning needs</b> ? What criteria are used to make those determinations?	YES	P.A.2
What is the Charter Holder’s ongoing process to address the <b>areas of high importance</b> in the <b>professional development plan</b> ? How are the areas of high importance determined?	YES	P.A.3
<b>B. Adapted to Meet the Needs of Subgroups</b>		
Identify how the Charter Holder provides professional development to ensure instructional staff is able to address the needs of students in all four <b>subgroups</b> .	YES	P.B.1
<b>C. Supporting High Quality Implementation</b>		
What is the Charter Holder’s ongoing process to provide <b>support</b> to the instructional staff on the high quality implementation of the strategies learned in professional development? What does this support include?	YES	P.C.1
What is the Charter Holder’s ongoing process to identify <b>concrete resources</b> , necessary for high quality implementation, for instructional staff?	YES	P.C.2
<b>D. Monitoring Implementation</b>		
What is the Charter Holder’s ongoing process to monitor the implementation of the strategies learned in professional development sessions?	YES	P.D.1
How does the Charter Holder follow-up with instructional staff regarding implementation of the strategies learned in professional development?	YES	P.D.2

**Graduation Rate:** *The area of Graduation Rate is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a system for ensuring students in grades 9-12 graduate on time that addresses each of the required elements.

For more detailed analysis see Graduation Rate Inventory (appendix: D. DSP Site Visit Inventory Forms, vi. Site Visit Inventory – Graduation Rate).

Question	Sufficient Evidence	Site Visit Inventory Item
<b>A. Monitoring Progress Toward Timely Graduation</b>		
What is the Charter Holder’s ongoing process to create academic and career plans?	<b>YES</b>	G.A.1
What is the Charter Holder’s ongoing process to monitor and follow-up on student progress toward completing goals in academic and career plans? What criteria guide that process?	<b>YES</b>	G.A.2
<b>B. Addressing Barriers to Timely Graduation</b>		
What is the Charter Holder’s ongoing process to provide timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time?	<b>YES</b>	G.B.1
What is the Charter Holder’s ongoing process to evaluate the processes described above to determine effectiveness? What criteria guide that process?	<b>YES</b>	G.B.2

**APPENDIX D**

**DSP SITE VISIT**

**INVENTORY FORMS**



## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: The Odyssey Preparatory Academy, Inc.  
 School Name: The Odyssey Preparatory Academy  
 Site Visit Date: May 23, 2016

Required for: Expansion - Enrollment Cap  
 Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome		
[D.1]	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) - Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.</b></p> <p>In FY 2015, 267 out of 561 students (48%) demonstrated expected growth in the area of Math from Fall to Spring on the AIMSWeb assessment. In FY 2016, 326 out of 533 students (61%) demonstrated expected growth in the area of Math from Fall to Spring on the AIMSWeb assessment. This shows an increase of 13% year-over-year.</p> <p><b>Final Evaluation:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.         </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.         </td> </tr> </table>	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.		
[D.2]	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) - Reading</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.</b></p> <p>In FY 2015, 280 out of 685 students (41%) demonstrated expected growth in the area of Reading from Fall to Spring on the AIMSWeb assessment. In FY 2016, 347 out of 649 students (53%) demonstrated expected growth in the area of Math from Fall to Spring on the AIMSWeb assessment. This shows an increase of 12% year-over-year.</p> <p><b>Final Evaluation:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.         </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.         </td> </tr> </table>	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.		
[D.3]	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math.</b></p>		

	<p>In FY 2015, 69 out of 119 students (58%) demonstrated expected growth in the area of Math from Fall to Spring on the AIMSWeb assessment. In FY 2016, 89 out of 134 students (66%) demonstrated expected growth in the area of Math from Fall to Spring on the AIMSWeb assessment. This shows an increase of 8% year-over-year.</p> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.4]	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading.</b></p> <p>In FY 2015, 60 out of 177 students (34%) demonstrated expected growth in the area of Reading from Fall to Spring on the AIMSWeb assessment. In FY 2016, 68 out of 161 students (42%) demonstrated expected growth in the area of Reading from Fall to Spring on the AIMSWeb assessment. This shows an increase of 8% year-over-year.</p> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.5]	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing – Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Math</b></p> <p>In FY 2015, 401 out of 577 students (69%) demonstrated proficiency in the area of Math on the Spring AIMSWeb assessment. In FY 2016, 450 out of 547 students (82%) demonstrated proficiency in the area of Math on the Spring AIMSWeb assessment. This shows an increase of 13% year-over-year.</p> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.

<p>[D.6]</p> <p>N/A</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing – Reading</p> <p>Not Applicable</p> <p>The Charter Holder met for two consecutive years on the academic dashboard.</p> <p><b>Final Evaluation:</b></p>	
	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
<p>[D.7]</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, ELL – Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Math.</b></p> <p>In FY 2015, 19 out of 32 students (59%) demonstrated proficiency in the area of Math on the Spring AIMSWeb assessment. In FY 2016, 26 out of 35 students (74%) demonstrated proficiency in the area of Math on the Spring AIMSWeb assessment. This shows an increase of 15% year-over-year.</p> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
<p>[D.8]</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, ELL – Reading</p> <p><b>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Reading.</b></p> <p>In FY 2015, 16 out of 32 students (50%) demonstrated proficiency in the area of Reading on the Spring AIMSWeb assessment. In FY 2016, 14 out of 36 students (39%) demonstrated proficiency in the area of Reading on the Spring AIMSWeb assessment. This shows a decrease of 11% year-over-year.</p> <p><b>Final Evaluation:</b></p>	
	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

<p><b>[D.9]</b></p> <p>N/A</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, FRL – Math</p> <p>Not Applicable</p> <p>The Charter Holder does not track student eligibility for FRL.</p> <p><b>Final Evaluation:</b></p>	
	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
<p><b>[D.10]</b></p> <p>N/A</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, FRL – Reading</p> <p>The Charter Holder does not track student eligibility for FRL.</p> <p><b>Final Evaluation:</b></p>	
	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

<p><b>[D.11]</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, Students with disabilities – Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Math.</b></p> <p>In FY 2015, 21 out of 60 students (35%) demonstrated proficiency in the area of Math on the Spring AIMSWeb assessment. In FY 2016, 30 out of 65 students (46%) demonstrated proficiency in the area of Math on the Spring AIMSWeb assessment. This shows an increase of 11% year-over-year.</p> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
<p><b>[D.12]</b></p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading</p> <p><b>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading.</b></p> <p>In FY 2015, 27 out of 64 students (42%) demonstrated proficiency in the area of Reading on the Spring AIMSWeb assessment. In FY 2016, 14 out of 67 students (21%) demonstrated proficiency in the area of Reading on the Spring AIMSWeb assessment. This shows a decrease of 21% year-over-year.</p> <p><b>Final Evaluation:</b></p>	
	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>



## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: The Odyssey Preparatory Academy, Inc.  
 School Name: The Odyssey Preparatory Academy – Casa Grande  
 Site Visit Date: May 23, 2016

Required for: Expansion - Enrollment Cap  
 Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p><b>[D.1]</b></p> <p>FY 2015 Spring Source Data Spreadsheet exported from the AIMSweb assessment system demonstrating Fall to Spring SGP</p> <p>FY 2016 Spring Source Data Spreadsheet exported from the AIMSweb assessment system demonstrating Fall to Spring SGP</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) - Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.</b></p> <p>Year over year comparative data from AIMSweb demonstrated that the percent of students demonstrating expected growth with an SGP of 50 or greater was 30% in FY 2015. In FY 2016, this percentage increased to 47%, demonstrating improvement of 17 percentage points.</p> <p><b>Final Evaluation:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.         </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.         </td> </tr> </table>	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.		
<p><b>[D.2]</b></p> <p>FY 2015 Spring Source Data Spreadsheet exported from the AIMSweb assessment system demonstrating Fall to Spring SGP</p> <p>FY 2016 Spring Source Data Spreadsheet exported from the AIMSweb assessment system demonstrating Fall to Spring SGP</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) - Reading</p> <p><b>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.</b></p> <p>Year over year comparative data from AIMSweb demonstrated that the percent of students demonstrating expected growth with an SGP of 50 or greater was 46% in FY 2015. In FY 2016, this percentage decreased to 43%, demonstrating a decline of 3 percentage points.</p> <p><b>Final Evaluation:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.         </td> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.         </td> </tr> </table>	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
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<p><b>[D.3]</b></p> <p>FY 2015 Spring Source Data Spreadsheet exported from the AIMSweb assessment system demonstrating Fall to Spring SGP</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math.</b></p>		

<p>FY 2016 Spring Source Data Spreadsheet exported from the AIMSweb assessment system demonstrating Fall to Spring SGP</p>	<p>Year over year comparative data from AIMSweb demonstrated that the percent of students in the bottom 25% demonstrating expected growth with an SGP of 50 or greater was 27% in FY 2015. In FY 2016, this percentage increased to 48%, demonstrating improvement of 21 percentage points.</p> <p><b>Final Evaluation:</b></p>	
<p><b>[D.4]</b></p> <p>FY 2015 Spring Source Data Spreadsheet exported from the AIMSweb assessment system demonstrating Fall to Spring SGP</p> <p>FY 2016 Spring Source Data Spreadsheet exported from the AIMSweb assessment system demonstrating Fall to Spring SGP</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading.</b></p> <p>Year over year comparative data from AIMSweb demonstrated that the percent of students in the bottom 25% demonstrating expected growth with an SGP of 50 or greater was 42% in FY 2015. In FY 2016, this percentage increased to 49%, demonstrating improvement of 7 percentage points.</p> <p><b>Final Evaluation:</b></p>	
<p><b>[D.5]</b></p> <p>FY 2015 Spring Source Data Spreadsheet exported from the AIMSweb assessment system demonstrating Spring Percentile Ranks</p> <p>FY 2016 Spring Source Data Spreadsheet exported from the AIMSweb assessment system demonstrating Spring Percentile Ranks</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing – Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Math</b></p> <p>Year over year comparative data from AIMSweb demonstrated that the percent of students that were proficient in FY 2015 was 60%. In FY 2016, this increased to 62% of students. This demonstrates an improvement of 2 percentage points.</p> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

<p><b>[D.6]</b></p> <p>FY 2015 Spring Source Data Spreadsheet exported from the AIMSweb assessment system demonstrating Spring Percentile Ranks</p> <p>FY 2016 Spring Source Data Spreadsheet exported from the AIMSweb assessment system demonstrating Spring Percentile Ranks</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing – Reading</p> <p><b>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing – Reading.</b></p> <p>Year over year comparative data from AIMSweb demonstrated that the percent of students that were proficient in FY 2015 was 60%. In FY 2016, this decreased to 58% of students. This demonstrates a decline of 2 percentage points.</p> <p><b>Final Evaluation:</b></p>	
<p><b>[D.7]</b></p> <p>FY 2015 Spring Source Data Spreadsheet exported from the AIMSweb assessment system demonstrating Spring Percentile Ranks</p> <p>FY 2016 Spring Source Data Spreadsheet exported from the AIMSweb assessment system demonstrating Spring Percentile Ranks</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, ELL – Math</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Math.</b></p> <p>Year over year comparative data from AIMSweb demonstrated that the percent of ELL students that were proficient in FY 2015 was 17%. In FY 2016, this increased to 44% of students. This demonstrates an improvement of 27 percentage points.</p> <p><b>Final Evaluation:</b></p>	
<p><b>[D.8]</b></p> <p>FY 2015 Spring Source Data Spreadsheet exported from the AIMSweb assessment system demonstrating Spring Percentile Ranks</p> <p>FY 2016 Spring Source Data Spreadsheet exported from the AIMSweb assessment system demonstrating Spring Percentile Ranks</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, ELL – Reading</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Reading.</b></p> <p>Year over year comparative data from AIMSweb demonstrated that the percent of ELL students that were proficient in FY 2015 was 25%. In FY 2016, this increased to 38% of students. This demonstrates an improvement of 13 percentage points.</p> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

<p><b>[D.9]</b></p> <p>N/A</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, FRL – Math</p> <p>Not Applicable</p> <p>The Charter Holder does not track student eligibility for FRL.</p> <p><b>Final Evaluation:</b></p>	
<p><b>[D.10]</b></p> <p>N/A</p>	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
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<p><b>[D.11]</b></p> <p>FY 2015 Spring Source Data Spreadsheet exported from the AIMSweb assessment system demonstrating Spring Percentile Ranks</p> <p>FY 2016 Spring Source Data Spreadsheet exported from the AIMSweb assessment system demonstrating Spring Percentile Ranks</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, Students with disabilities – Math</p> <p><b>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Math.</b></p> <p>Year over year comparative data from AIMSweb demonstrated that the percent of students with disabilities that were proficient in FY 2015 was 33%. In FY 2016, this decreased to 27% of students. This demonstrates a decline of 6 percentage points.</p> <p><b>Final Evaluation:</b></p> <table border="1" data-bbox="569 492 1896 589"> <tr> <td data-bbox="569 492 1245 589"> <input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.         </td> <td data-bbox="1245 492 1896 589"> <input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.         </td> </tr> </table>		<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.			
<p><b>[D.12]</b></p> <p>FY 2015 Spring Source Data Spreadsheet exported from the AIMSweb assessment system demonstrating Spring Percentile Ranks</p> <p>FY 2016 Spring Source Data Spreadsheet exported from the AIMSweb assessment system demonstrating Spring Percentile Ranks</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading</p> <p><b>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading.</b></p> <p>Year over year comparative data from AIMSweb demonstrated that the percent of students that were proficient in FY 2015 was 16%. In FY 2016, this increased to 33% of students. This demonstrates an improvement of 17 percentage points.</p> <p><b>Final Evaluation:</b></p> <table border="1" data-bbox="569 946 1896 1045"> <tr> <td data-bbox="569 946 1245 1045"> <input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.         </td> <td data-bbox="1245 946 1896 1045"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.         </td> </tr> </table>		<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
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## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: The Odyssey Preparatory Academy, Inc.  
 School Name: Odyssey Institute for Advanced and International Studies  
 Site Visit Date: May 23, 2016

Required for: Expansion - Enrollment Cap  
 Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p><b>[D.1]</b></p> <p>FY 2015 Spring Source Data Spreadsheet exported from the AIMSweb assessment system demonstrating Fall to Spring SGP</p> <p>FY 2016 Spring Source Data Spreadsheet exported from the AIMSweb assessment system demonstrating Fall to Spring SGP</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) - Math</p> <p><b>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.</b></p> <p>The Charter Holder provided year-over-year comparative data for grades six through eight from the AIMSweb assessment.</p> <p>In FY 2015, 291 out of 565 sixth through eighth grade students (52%) demonstrated expected growth in the area of Math from Fall to Spring on the AIMSweb assessment. In FY 2016, 477 out of 521 sixth through eighth students (92%) demonstrated expected growth in the area of Math from Fall to Spring on the AIMSweb assessment. This shows an increase of 40% year-over-year.</p> <p>Comparative data for grade 9-12 is not available as the Charter Holder did not use the same assessment with high school students in FY 2015 and FY 2016.</p> <p><b>Final Evaluation:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.         </td> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.         </td> </tr> </table>	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.		
<p><b>[D.2]</b></p> <p>FY 2015 Spring Source Data Spreadsheet exported from the AIMSweb assessment system demonstrating Fall to Spring SGP</p> <p>FY 2016 Spring Source Data Spreadsheet exported from the AIMSweb assessment system demonstrating Fall to Spring SGP</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) - Reading</p> <p><b>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.</b></p> <p>The Charter Holder provided year-over-year comparative data for grades six through eight from the AIMSweb assessment.</p> <p>In FY 2015, 180 out of 541 sixth through eighth grade students (33%) demonstrated expected growth in the area of Reading from Fall to Spring on the AIMSweb assessment. In FY 2016, 394 out of 410 sixth through eighth grade students (96%) demonstrated expected growth in the area of Reading from Fall to Spring on the AIMSweb assessment.</p>		

	<p>Comparative data for grade 9-12 is not available as the Charter Holder did not use the same assessment with high school students in FY 2015 and FY 2016. This shows an increase of 63% year-over-year.</p> <p><b>Final Evaluation:</b></p>	
<p><b>[D.3]</b></p> <p>FY 2015 Spring Source Data Spreadsheet exported from the AIMSWeb assessment system demonstrating Fall to Spring SGP</p> <p>FY 2016 Spring Source Data Spreadsheet exported from the AIMSWeb assessment system demonstrating Fall to Spring SGP</p>	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math</p> <p><b>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math.</b></p> <p>The Charter Holder provided year-over-year comparative data for grades six through eight from the AIMSWeb assessment.</p> <p>In FY 2015, 63 out of 157 sixth through eighth grade students (40%) demonstrated expected growth in the area of Math from Fall to Spring on the AIMSWeb assessment. In FY 2016, 125 out of 130 sixth through eighth grade students (96%) demonstrated expected growth in the area of Reading from Fall to Spring on the AIMSWeb assessment. This shows an increase of 56% year-over-year.</p> <p>Comparative data for grade 9-12 is not available as the Charter Holder did not use the same assessment with high school students in FY 2015 and FY 2016.</p> <p><b>Final Evaluation:</b></p>	
	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

<p><b>[D.4]</b></p> <p>FY 2015 Spring Source Data Spreadsheet exported from the AIMSWeb assessment system demonstrating Fall to Spring SGP</p> <p>FY 2016 Spring Source Data Spreadsheet exported from the AIMSWeb assessment system demonstrating Fall to Spring SGP</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading</p> <p><b>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading.</b></p> <p>The Charter Holder provided year-over-year comparative data for grades six through eight from the AIMSWeb assessment.</p> <p>In FY 2015, 52 out of 157 sixth through eighth grade students (33%) demonstrated expected growth in the area of Math from Fall to Spring on the AIMSWeb assessment. In FY 2016, 103 out of 103 sixth through eighth grade students (100%) demonstrated expected growth in the area of Reading from Fall to Spring on the AIMSWeb assessment. This shows an increase of 67% year-over-year.</p> <p>Comparative data for grade 9-12 is not available as the Charter Holder did not use the same assessment with high school students in FY 2015 and FY 2016.</p> <p><b>Final Evaluation:</b></p>	
<p><b>[D.5]</b></p> <p>FY 2015 Spring Source Data Spreadsheet exported from the AIMSWeb assessment system demonstrating Spring Percentile Ranks</p> <p>FY 2016 Spring Source Data Spreadsheet exported from the AIMSWeb assessment system demonstrating Spring Percentile Ranks</p>	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<b>[D.6]</b>  N/A	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing – Reading</p> <p>Not Applicable</p> <p>The Charter Holder met on the Dashboard for two consecutive years.</p> <p><b>Final Evaluation:</b></p>	
<b>[D.7]</b>  FY 2015 Spring Source Data Spreadsheet exported from the AIMSWeb assessment system demonstrating Spring Percentile Ranks  FY 2016 Spring Source Data Spreadsheet exported from the AIMSWeb assessment system demonstrating Spring Percentile Ranks	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, ELL – Math</p> <p><b>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Math.</b></p> <p>The Charter Holder provided year-over-year comparative data for grades six through eight from the AIMSWeb assessment.</p> <p>In FY 2015, 3 out of 13 sixth through eighth grade students (23%) demonstrated proficiency in the area of Math on the Spring AIMSWeb assessment. In FY 2016, 10 out of 13 sixth through eighth grade students (77%) demonstrated expected growth in the area of Math on the Spring AIMSWeb assessment. This shows an increase of 54% year-over-year.</p> <p>Comparative data for grade 9-12 is not available as the Charter Holder did not use the same assessment with high school students in FY 2015 and FY 2016.</p> <p><b>Final Evaluation:</b></p>	
	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.

<p><b>[D.8]</b></p> <p>FY 2015 Spring Source Data Spreadsheet exported from the AIMSweb assessment system demonstrating Spring Percentile Ranks</p> <p>FY 2016 Spring Source Data Spreadsheet exported from the AIMSweb assessment system demonstrating Spring Percentile Ranks</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, ELL – Reading</p> <p><b>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Reading.</b></p> <p>The Charter Holder provided year-over-year comparative data for grades six through eight from the AIMSWeb assessment.</p> <p>In FY 2015, 3 out of sixth through eighth grade 12 students (25%) demonstrated proficiency in the area of Reading on the Spring AIMSWeb assessment. In FY 2016, 14 out of 14 sixth through eighth grade students (100%) demonstrated expected growth in the area of Reading on the Spring AIMSWeb assessment. This shows an increase of 75% year-over-year.</p> <p>Comparative data for grade 9-12 is not available as the Charter Holder did not use the same assessment with high school students in FY 2015 and FY 2016.</p> <p><b>Final Evaluation:</b></p>	
<p><b>[D.9]</b></p> <p>N/A</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, FRL – Math</p> <p>Not Applicable</p> <p>The Charter Holder does not track student eligibility for FRL.</p> <p><b>Final Evaluation:</b></p>	
	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

<p><b>[D.10]</b></p> <p>N/A</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, FRL – Reading</p> <p>Not Applicable</p> <p>The Charter Holder does not track student eligibility for FRL.</p> <p><b>Final Evaluation:</b></p>	
<p><b>[D.11]</b></p> <p>Not Applicable</p>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> improved academic performance in Percent Passing Subgroup, Students with disabilities – Math</p> <p>Not Applicable</p> <p>The Charter Holder met on the Dashboard for two consecutive years.</p> <p><b>Final Evaluation:</b></p>	
<p><b>[D.12]</b></p> <p>Not Applicable</p>	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>



## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: The Odyssey Preparatory Academy, Inc.  
 School Name: The Odyssey Preparatory Academy, The Odyssey Preparatory Academy Goodyear, Odyssey Institute for Advanced and International Studies, The Odyssey Preparatory Academy-Casa Grande

Site Visit Date: May 23, 2016  
 Required for: Expansion - Enrollment Cap  
 Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
<p><b>[C.A.1]</b></p> <ul style="list-style-type: none"> <li>• 2015-6 Benchmark HS ELA, Math</li> <li>• BY ROI Maze, RCBM 2014 2015</li> <li>• GY ROI Maze, RCBM 2014 2015</li> <li>• 3<sup>rd</sup> Grade Curriculum Calendars</li> <li>• K-5 Year At A Glance documents</li> <li>• HS Curriculum Maps</li> <li>• MS Curriculum Maps</li> <li>• Apache (Buckeye) Staff Meeting Documents</li> <li>• Data Dialog Meetings</li> <li>• HS Team Meeting Documents</li> <li>• MS Team Meeting Documents</li> <li>• K-5 ACCRS Alignment Gaps</li> <li>• Common Core Standard checklist</li> <li>• IB MYP and Standards for Math Practice</li> <li>• IB MYP L&amp;L AZCCRS Alignment</li> <li>• I&amp; S Standards Alignment</li> <li>• MYP Science and AZ</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The effectiveness of the curriculum is evaluated annually in the summer by the Curriculum Team (Team: site administrators, curriculum coaches, lead teachers), but grade level (Elem) or subject (Sec).             <ul style="list-style-type: none"> <li>○ Team members review internal benchmark (AIMSweb, Edmodo), curricular, and State assessment data to identify gaps in learning.</li> <li>○ Learning gaps are reviewed to determine whether they are due to instructional deficiencies or curricular gaps.                 <ul style="list-style-type: none"> <li>▪ Learning gaps confined to specific teachers in a grade/subject indicate an instructional deficiency.</li> <li>▪ Learning gaps distributed across a subject/grade indicate a curricular issue.</li> </ul> </li> <li>○ The Team conducts a Standards Audit, identifying where and how each standard is addressed in the curriculum map or Year-at-a-Glance, and whether the rigor is sufficient.                 <ul style="list-style-type: none"> <li>▪ If a standard is not covered, or not sufficiently covered, in the Map/YAAG, the document is revised to ensure adequate coverage.</li> <li>▪ If the standard is included in the Map/YAAG, but not sufficiently covered in the instructional resources, a recommendation is made to adopt new or supplementary material, or a teacher is assigned to develop material.</li> <li>▪ If curricular gaps involving multiple grade levels are found, the Team will recommend a major adoption or revision.</li> </ul> </li> <li>○ Based on the distribution of student scores, Teams design intervention structures for the following year to ensure learning gap remediation.</li> </ul> </li> <li>• Vertical alignment meetings are conducted at the secondary level in January and June following the IB</li> </ul>

<p>Standards Alignment</p> <ul style="list-style-type: none"> <li>AzMERIT English 9, 10, 11</li> </ul>	<p>benchmark assessments.</p> <ul style="list-style-type: none"> <li>A committee of 8-10 volunteers compares benchmark results to IB MYP and DP criteria.</li> </ul> <ul style="list-style-type: none"> <li>When a major adoption is made (such as EngageNY Math):             <ul style="list-style-type: none"> <li>Year 1: During the year, grade level or subject teams meet weekly to discuss the implementation of the new curriculum and monitor student performance on curricular assessments. These meetings are attended by lead teachers, curriculum coaches, and/or site principals. Based on the findings of the teams, recommendations are made for PD areas of high importance to occur during the year or the following summer.</li> <li>Year 2: Grade level or subject teams meet weekly to monitor student performance on curricular assessments and discuss how the new curriculum is integrating into the TOPA program...Supplementary material may be piloted by individual teachers or teams, based on consensus achieved during meetings and documented in minutes.</li> <li>Year 3: Grade level or subject teams meet weekly to monitor student performance on curricular assessments and discuss implementation of supplemental materials and revisions to Map/YAAG.</li> </ul> </li> </ul>			
<p><b>[C.A.2]</b></p> <ul style="list-style-type: none"> <li>2015-6 Benchmark HS ELA, Math</li> <li>BY ROI Maze, RCBM 2014 2015</li> <li>GY ROI Maze, RCBM 2014 2015</li> <li>3<sup>rd</sup> Grade Curriculum Calendars</li> <li>K-5 Year At A Glance documents</li> <li>HS Curriculum Maps</li> <li>MS Curriculum Maps</li> <li>Apache (Buckeye) Staff Meeting Documents</li> </ul>	<p><b>Final Evaluation:</b></p> <table border="1" data-bbox="571 818 1913 919"> <tr> <td data-bbox="571 818 1247 919"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.             </td> <td data-bbox="1247 818 1913 919"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.             </td> </tr> </table> <p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating how effectively the curriculum enables students to meet all standards.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>Team members review internal benchmark (AIMSweb, Edmodo), curricular, and State assessment data to identify gaps in learning.</li> <li>Learning gaps are reviewed to determine whether they are due to instructional deficiencies or curricular gaps.</li> <li>The Team conducts a Standards Audit, identifying where and how each standard is addressed in the curriculum map or Year-at-a-Glance, and whether the rigor is sufficient.</li> <li>Teams design intervention structures for the following year to ensure learning gap remediation.</li> <li>Standards proficiency is monitored throughout the year through curricular assessments.</li> <li>Elementary sites use weekly common assessments and Data Dialogs to monitor standards mastery.</li> </ul>		<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<ul style="list-style-type: none"> <li>• Data Dialog Meetings</li> <li>• HS Team Meeting Documents</li> <li>• MS Team Meeting Documents</li> <li>• K-5 ACCRS Alignment Gaps</li> <li>• Common Core Standard checklist</li> <li>• IB MYP and Standards for Math Practice</li> <li>• IB MYP L&amp;L AZCCRS Alignment</li> <li>• I&amp; S Standards Alignment</li> <li>• MYP Science and AZ Standards Alignment</li> <li>• AzMERIT English 9, 10, 11</li> </ul>	<p><b>Final Evaluation:</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </div> <div style="width: 45%;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </div> </div>	
<p><b>[C.A.3]</b></p> <ul style="list-style-type: none"> <li>• 2015-6 Benchmark HS ELA, Math</li> <li>• BY ROI Maze, RCBM 2014 2015</li> <li>• GY ROI Maze, RCBM 2014 2015</li> <li>• 3<sup>rd</sup> Grade Curriculum Calendars</li> <li>• K-5 Year At A Glance documents</li> <li>• HS Curriculum Maps</li> <li>• MS Curriculum Maps</li> <li>• Apache (Buckeye) Staff Meeting Documents</li> <li>• Data Dialog Meetings</li> <li>• HS Team Meeting Documents</li> <li>• MS Team Meeting Documents Vertical</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder identifies curricular gaps.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Team members review internal benchmark (AIMSweb, Edmodo), curricular, and State assessment data to identify gaps in learning.</li> <li>• Learning gaps are reviewed to determine whether they are due to instructional deficiencies or curricular gaps.</li> <li>• Learning gaps confined to specific teachers in a grade/subject indicate an instructional deficiency.</li> <li>• If a standard not covered, or not sufficiently covered, in the Map/YAAG, the document is revised to ensure adequate coverage.</li> <li>• Teams design intervention structures for the following year to ensure learning gap remediation.</li> </ul> <p><b>Final Evaluation:</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </div> <div style="width: 45%;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </div> </div>	

<p>Alignment Committee materials</p> <ul style="list-style-type: none"> <li>• Common Core Standard checklist</li> <li>• IB MYP and Standards for Math Practice</li> <li>• IB MYP L&amp;L AZCCRS Alignment</li> <li>• I&amp; S Standards Alignment</li> <li>• MYP Science and AZ Standards Alignment</li> <li>• AzMERIT English 9, 10, 11</li> </ul>		
<p><b>[C.B.1]</b></p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Grade Curriculum Calendars</li> <li>• K-5 Year At A Glance documents</li> <li>• HS Curriculum Maps</li> <li>• MS Curriculum Maps</li> <li>• Recommendations to Board re Curriculum</li> <li>• Curriculum Evaluation PDF</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for adopting curriculum based on its evaluation processes.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The team conducts a Standards Audit, identifying where and how each standard is addressed in the curriculum map or Year-at-a-Glance, and whether the rigor is sufficient.</li> <li>• If the standard is included in the Map/YAAG, but not sufficiently covered in the instructional resources, a recommendation is made to adopt new or supplementary material, or a teacher is assigned to develop material.</li> <li>• If curricular gaps involving multiple standards across multiple grade levels are found, the Team will recommend a major adoption or revision.</li> </ul> <p><b>Final Evaluation:</b></p>	
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<p><b>[C.B.2]</b></p> <ul style="list-style-type: none"> <li>• Adoption of ELA Supplemental Curriculum</li> <li>• Curriculum Evaluation material</li> <li>• Printing Invoice</li> <li>• 3<sup>rd</sup> Grade Revision Documentation</li> <li>• 5 ELA Curriculum Update</li> <li>• Darr Unit Planner</li> <li>• Wentz Alternative Seating Data</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for evaluating new and/or supplemental curriculum options.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• A curriculum coach or lead teacher is assigned to research options for new or supplemental curriculum.</li> <li>• The researcher identifies two or three top options based on the criteria, and recommends them to district leadership in an email.</li> <li>• Grade-level or Subject team curriculum teams review the recommended options, as documented by meeting minutes. In cases where the adoption is significant, a lead teacher or teachers may pilot the material for a unit or quarter. A recommendation is identified in meeting minutes and made to the Co-Directors in an email.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[C.C.1]</b></p> <ul style="list-style-type: none"> <li>• Updates YAAG documents</li> <li>• Data Dialog Meetings</li> <li>• Common Core Standards Checklist</li> <li>• K-5 AZCCRS Alignments Gaps</li> <li>• Math High School Standards Tracker</li> </ul>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



<ul style="list-style-type: none"><li>• Standards Checklist JHS 6<sup>th</sup> Grade</li><li>• IB MYP and Standards for Math Practice</li><li>• IB MYP L&amp;L AZCCRS Alignment</li><li>• I&amp; S Standards Alignment</li><li>• MYP Science and AZ Standards Alignment</li><li>• 3<sup>rd</sup> Grade Curriculum Calendars</li><li>• K-5 Year At A Glance documents</li><li>• HS Curriculum Maps</li><li>• MS Curriculum Maps</li><li>• Apache (Buckeye) Staff Meeting Documents</li><li>• Data Dialog Meetings</li><li>• HS Team Meeting Documents</li><li>• MS Team Meeting Documents</li><li>• Vertical Alignment Committee materials</li><li>• Adoption of ELA Supplemental Curriculum</li><li>• Curriculum Evaluation material</li><li>• Printing Invoice</li><li>• 3<sup>rd</sup> Grade Revision Documentation</li><li>• YAAG _ Curriculum Update email</li><li>• Tom Sawyer Novel Study Update Email Thread</li><li>• 3rd Grade Curriculum Map Update Email</li><li>• 2nd Grade Curriculum Update Conversation</li></ul> <p>Curriculum Page 6 of 13</p>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
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<p>Meeting Documents</p> <ul style="list-style-type: none"> <li>• Data Dialog Meetings</li> <li>• HS Team Meeting Documents</li> <li>• MS Team Meeting Documents</li> <li>• Vertical Alignment Committee materials</li> <li>• Adoption of ELA Supplemental Curriculum</li> <li>• Curriculum Evaluation material</li> <li>• Printing Invoice</li> <li>• 3<sup>rd</sup> Grade Revision Documentation</li> <li>• YAAG _ Curriculum Update email</li> <li>• Tom Sawyer Novel Study Update Email Thread</li> <li>• 3rd Grade Curriculum Map Update Email</li> <li>• 2nd Grade Curriculum Update Conversation</li> <li>• 3<sup>rd</sup> Grade Revision Documentation</li> <li>• 5 ELA Curriculum Update</li> <li>• Darr Unit Planner</li> <li>• Wentz Alternative Seating Data</li> <li>• Observation Notes and Feedback</li> </ul>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
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<p><b>[C.D.1]</b></p> <ul style="list-style-type: none"> <li>• 2015-2016 Employee Handbook</li> <li>• Summer 2015 PD Materials</li> <li>• 2015 Summer PD Agenda</li> <li>• 8-6-15 Foundations and Close Reading Sign In</li> <li>• 8-6-15 EngageNY Sign In</li> <li>• Summer PD Sign</li> <li>• 3rd Grade Curriculum Calendars</li> <li>• K-5 Year At A Glance documents</li> <li>• HS Curriculum Maps</li> <li>• MS Curriculum Maps</li> <li>• Lesson Plan Samples</li> <li>• Lesson Plan Tracker Examples</li> <li>• Observation notes or feedback on imp w fidelity</li> <li>• Managebac system (seen at site visit)</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for ensuring the curriculum is implemented with fidelity, and that these expectations have been communicated to instructional staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Teachers are provided a Curriculum Map or Year-at-a-Glance document for their subject/grade-level.             <ul style="list-style-type: none"> <li>○ Approved resources to support the curriculum, including supplemental and intervention resources, are uploaded into Sites and provided to the teachers. Lesson plans are included in these resources, unless a grade level and curriculum are under revision.</li> <li>○ Approved resources to support the IB curriculum, including supplemental and intervention resources, are uploaded into Managebac and provided to the teachers.</li> </ul> </li> <li>• During weekly observations, administrators check whether the lesson is aligned to the YAAG and Common Core.</li> <li>• Teachers turn in weekly Lesson Plans to the site Principals. During weekly observations, Principals and Curriculum Coaches ensure that lessons align to the Lesson Plan, as documented in Observation Notes.</li> </ul> <p><b>Final Evaluation:</b></p>
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>

<p><b>[C.D.2]</b></p> <ul style="list-style-type: none"> <li>• 3rd Grade Curriculum Calendars</li> <li>• K-5 Year At A Glance documents</li> <li>• HS Curriculum Maps</li> <li>• MS Curriculum Maps</li> <li>• Lesson Plan Samples</li> <li>• Lesson Plan Tracker Examples</li> <li>• Observation notes or feedback on imp w fidelity</li> <li>• Apache (Buckeye) Staff Meeting Documents</li> <li>• Data Dialog Meetings</li> <li>• HS Team Meeting Documents</li> <li>• MS Team Meeting Documents</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for ensuring consistent use of curricular tools, and that these expectations have been communicated to instructional staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• TOPA communicates the following expectations regarding implementation of curriculum to teachers, as documented by the Staff Handbook, Summer PD Materials, and Sign-in Sheets:             <ul style="list-style-type: none"> <li>○ Teachers are provided a Curriculum Map or Year at-a-Glance document for their subject/grade-level. These documents identify the common curricular tools or instructional resources to be used.</li> <li>○ Teachers turn in weekly Lesson Plans to the site Principal, which must be aligned to the Map/YAAG, as documented by the Lesson Plan Review Tracker.</li> <li>○ During weekly observations, Principals and Curriculum Coaches ensure that lessons align to the Lesson Plan, as documented in Observation Notes.</li> <li>○ At weekly grade level or Subject team meetings, team leaders review use of curricular tools for upcoming lessons.</li> </ul> </li> </ul>		
	<p><b>Final Evaluation:</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td> </tr> </table>		<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
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<p><b>[C.D.3]</b></p> <ul style="list-style-type: none"> <li>• Data Dialog Meeting Notes and Tracker</li> <li>• Secondary Math Pre-Post Tracker Examples</li> <li>• Edmodo Standards View Snapshots</li> <li>• MYP Benchmark Results Reports</li> <li>• Standards Trackers</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process to ensure that all grade-level standards are taught to mastery within the academic year.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Elementary teachers administer common curricular assessments each week, tracking mastery of specific standards. Results are provided to site Principals and Ata Administrator through Data Dialog forms and tracked using the Data Dialog Trackers.</li> <li>• Secondary Math teachers administer unit-based pre/post assessments. Results are monitored by the team lead.</li> <li>• Sec English and Math teachers Edmodo assessments following each unit to track ACCR Standards mastery of standards featured in the unit. Results are monitored by the team through the Edmodo Snapshot by Standards view.</li> <li>• High school students take standards-based Edmodo benchmarks in Math and ELA three times annually. The Data Administrator prepares Mastery Tracker for each grade.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[C.E.1]</b></p> <ul style="list-style-type: none"> <li>• Standards Audits</li> <li>• Apache (Buckeye) Staff Meeting Documents</li> <li>• Data Dialog Meetings</li> <li>• HS Team Meeting Documents</li> <li>• MS Team Meeting Documents</li> <li>• Standards Trackers</li> <li>• 2015-6 Benchmark HS ELA, Math</li> <li>• BY ROI Maze, RCBM 2014 2015</li> <li>• GY ROI Maze, RCBM 2014 2015</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for verifying that the curriculum is aligned to Arizona’s College and Career Ready Standards.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The Curriculum Team conducts a Standards Audit, identifying where and how each standard is addressed in the Map/YAAG, and whether the rigor is sufficient.</li> </ul> <p><b>Final Evaluation:</b></p>	
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<p><b>[C.F.1]</b> Bottom 25%</p> <ul style="list-style-type: none"> <li>• AIMSweb Class Distribution Reports</li> <li>• AIMSweb Reports used to form small groups</li> <li>• Class Lists showing initial reading groups</li> <li>• Math Lab and Reading Lab Rosters</li> <li>• Progress Monitoring Samples</li> <li>• Reading Horizons Rosters</li> </ul> <p>ELL</p> <ul style="list-style-type: none"> <li>• Annual AZELLA Comparisons</li> <li>• Annual AZELLA Results</li> <li>• Buckeye AZELLA Results</li> <li>• ILLP Examples</li> <li>• ILLP Progress Monitoring Samples</li> <li>• Intervention Logs</li> <li>• Work Samples</li> </ul> <p>SPED</p> <ul style="list-style-type: none"> <li>• Service Minute Logs</li> <li>• IEP Examples</li> <li>• Meeting Notes</li> <li>• Progress Reports SPED ELA</li> <li>• Math SPED Progress Monitor</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder assesses subgroups to ensure that the supplemental and/or differentiated curriculum is effective for students in each of the four subgroups.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Bottom 25%: <ul style="list-style-type: none"> <li>○ Elementary scholars are provided ability-based Reading and Math small-group direct instruction, as well as RTI interventions daily. Secondary scholars are assigned to Math or Reading Lab.</li> <li>○ Elementary scholars are monitored through specific subgroup check in Data Dialog and/or progress monitored through AIMSweb monthly. Secondary scholars in Lab classes are monitored biweekly for performance using AIMS web or through supplemental curriculum such as IXL for Math.</li> </ul> </li> <li>• ELL: <ul style="list-style-type: none"> <li>○ Scholars tested with AZELLA as specified by ADE.</li> <li>○ ELL scholars are grouped based on needs identified by AZELLA and provided high-yield strategies daily.</li> <li>○ Interventions logged by intervention specialist and/or ILLP coordinator.</li> <li>○ Scholar assessed through benchmark, curricular assessments.</li> </ul> </li> <li>• Students with disabilities: <ul style="list-style-type: none"> <li>○ Elementary students are tracked through monthly AIMSweb progress monitoring, and quarterly reports on percent of mastery and standards-based goals through IEP pro.</li> <li>○ Secondary ESS scholars are tracked through the IEP process and the same process as the bottom 25 procedure described above.</li> </ul> </li> </ul> <p><b>Final Evaluation:</b></p>		
	<table border="1"> <tr> <td data-bbox="571 1133 1247 1429"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td data-bbox="1247 1133 1915 1429"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: The Odyssey Preparatory Academy, Inc.  
 School Name: The Odyssey Preparatory Academy, The Odyssey Preparatory Academy Goodyear, Odyssey Institute for Advanced and International Studies, The Odyssey Preparatory Academy-Casa Grande

Site Visit Date: May 23, 2016  
 Required for: Expansion - Enrollment Cap  
 Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
<p><b>[A.A.1]</b></p> <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Grade Curriculum Meeting</li> <li>• 2015 Refining IB Assessment</li> <li>• 2015 Summer PD Agenda</li> <li>• Admin Meeting Notes</li> <li>• Assessment Eval</li> <li>• Benchmark Testing</li> <li>• Instructional Model for Reading Tasks</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating assessment tools.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• A team of relevant personnel (curriculum coaches, administrators, interventionists, special educators) gets together to review the data.</li> <li>• The teacher also considers the following questions:             <ul style="list-style-type: none"> <li>○ Does this assessment provide actionable data for classroom teachers?</li> <li>○ Does this assessment provide actionable data for intervention or special education?</li> <li>○ Does this assessment provide data that allows standard proficiency to be monitored?</li> <li>○ Does this assessment allow change in student performance to be tracked over time?</li> <li>○ Does this assessment provide data regarding post-secondary readiness?</li> <li>○ Does this assessment provide valid predictors of performance on the State standardized assessment?</li> <li>○ For lower elementary, does this assessment provide adequate data to prepare a literacy plan for Move On When Reading?</li> </ul> </li> <li>• If an assessment is not meeting the needs of the school, an email is sent to a site principal or co-director, or it is brought up in an admin meeting, as documented in minutes.</li> <li>• Individual staff members or teams consider the following questions regarding the effectiveness of assessment tools or systems:             <ul style="list-style-type: none"> <li>○ Does the assessment tool or system provide for the aggregation of student data to allow comparisons of classrooms grade level, or site performance at a particular point in time?</li> <li>○ Does the assessment tool or system provide for the aggregation of student data to allow comparisons of changes in classroom, grade level, or site performance over time?</li> <li>○ Does the assessment tool or system provide for aggregation of student data to allow for the</li> </ul> </li> </ul>

	<p>disaggregation of student data by subgroup?</p> <ul style="list-style-type: none"> <li>○ Does the assessment tool or system provide data that predicts site and district performance on state standardized assessments in a valid and reliable manner?</li> </ul> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<p><b>[A.A.2]</b></p> <ul style="list-style-type: none"> <li>• Admin Meeting Notes</li> <li>• Assessment Eval</li> <li>• Benchmark Testing</li> <li>• 2015 Refining IB Assessment</li> <li>• AIMSweb/State Assessment Validation Calculations</li> <li>• Target Score Scatterplot Graphs</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating how assessments are aligned to the curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Some diagnostic and benchmark assessments are not intended to be aligned to any particular curriculum, but rather to evaluate scholars’ basic literacy and numeracy skills. In order to determine whether the levels described by AIMSweb align to mastery of State standards, following the receipt of results of State standardized assessments, the Data Coordinator determines the validity of the Winter Benchmark.</li> <li>• Curricular assessments are considered to align with the curriculum as long as assessment results align with instructional expectations. For curricular assessments, teams of teachers, review assessment results the week following administration for evidence of mastery of key concepts/skills. The team will review the assessment to ensure that the assessment is accurately evaluating the appropriate concepts or skills.</li> <li>• For standards-based curricular/unit assessments, alignment is through the standards, and monitored by teacher teams or administrators for evidence of mastery of standards according to the Map/YAAG.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[A.A.3]</b></p> <ul style="list-style-type: none"> <li>• Coaching Log Excerpts</li> <li>• Emails re coaching, assessment</li> <li>• Evidence of Reteaching</li> <li>• Coaching Meeting Minutes</li> <li>• IB MYP benchmark alignment</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for evaluating how the assessment system is aligned to the instructional methodology.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The assessments follow from the program (ie Engage NY has scripted lesson and Engage NY is aligned to ACCRS). The programs adopted aligned with the Charter Holder’s instructional methodologies.</li> <li>• Module and mid-module assessments are standardized and consistent.</li> <li>• Standards are checked at Friday meetings (elementary, middle school, and high school levels) to go over the</li> </ul>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<ul style="list-style-type: none"> <li>Evaluation of AIMSweb as an assessment tool</li> </ul>	<p>weekly standards, lessons, etc. and their alignment to instructional methodology.</p> <p><b>Final Evaluation:</b></p>	
<p><b>[A.B.1]</b> Bottom 25%</p> <ul style="list-style-type: none"> <li>Copy of Buckeye RTI by Teacher</li> <li>IXL Score Grid</li> <li>Emerging Readers Program documentation</li> <li>Placement Lists</li> <li>Edmoto data</li> </ul> <p>ELL</p> <ul style="list-style-type: none"> <li>Annual AZELLA Comparisons</li> <li>Annual AZELLA Results</li> <li>Buckeye AZELLA Results</li> <li>ILLP Examples</li> <li>ILLP Progress Monitoring Samples</li> </ul>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p> <p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the assessment system assesses each subgroup to determine the effectiveness of supplemental and/or differentiated instruction and curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>All scholars are tested each summer when entering school to determine if they need additional assistance.</li> <li>Students in RTI Intervention (biweekly) are progress monitored through AIMSweb for tier 3; tier 2 is monitored monthly at all levels (elementary, middle, and high school).</li> <li>Scholars in Math Intervention are also instructed with IXL (middle school and high school levels), which is a computer-based curriculum that includes assessments, which must be passed at 80% before a scholar can move on. It is used daily at the middle school level and can be monitored while students are still in class.</li> <li>Edmodo data is used to track and monitor progress of students using the Making Meaning reading program.</li> <li>ELL students are progress monitored through AIMSWeb. Additionally, ILLPs are used and data from AZELLA is monitored.</li> <li>SPED students are also progress monitored through AIMSWeb. Additionally, IEP goals are monitored, as well.</li> </ul> <p><b>Final Evaluation:</b></p>

<ul style="list-style-type: none"> <li>• Intervention Logs</li> <li>• Work Samples</li> </ul> <p>SPED</p> <ul style="list-style-type: none"> <li>• Service Minute Logs</li> <li>• IEP Examples</li> <li>• Meeting Notes</li> <li>• Progress Reports SPED ELA</li> <li>• Math SPED Progress Monitor</li> </ul>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<p><b>[A.C.1]</b></p> <ul style="list-style-type: none"> <li>• AIMSweb Reports</li> <li>• Edmodo Benchmark Analysis Report</li> <li>• MS MYP Benchmark grades</li> <li>• Edmodo Pre/Post reports</li> <li>• IB Scholar Analysis</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the process for collecting and analyzing assessment data.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Following each administration of a district AIMSweb diagnostic or benchmark assessment (K-8), a team of relevant personnel gets together to review the data with a primary purpose of drawing conclusions regarding student performance and placement, documented in meeting minutes.</li> <li>• Edmodo benchmark assessments are in their first year of implementation. Following the Fall pretest, teacher were provided with Edmodo Benchmark Reports listing the mastery level, by student, on key standards in Math, Reading for Literature, Reading for Informational Text, and Language. Data was also aggregated by AzMERIT domains based on the AzMERIT blueprint, and aggregated by standard.</li> <li>• Following each MYP Benchmark assessment, teachers score the assessment using criteria from IB. The results are provided to the IB Coordinator, who prepared reports indicating which students were in each score level according to the IB rubric.</li> </ul> <p><b>Final Evaluation:</b></p>	
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<p><b>[A.C.2]</b></p> <ul style="list-style-type: none"><li>• 2015-6 Benchmark HS ELA, Math</li><li>• BY ROI Maze, RCBM 2014 2015</li><li>• GY ROI Maze, RCBM 2014 2015</li><li>• 3rd Grade Curriculum Calendars</li><li>• K-5 Year At A Glance documents</li><li>• HS Curriculum Maps</li><li>• MS Curriculum Maps</li><li>• Apache (Buckeye) Staff Meeting Documents</li><li>• Data Dialog Meetings</li></ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the data analysis is used to make adjustments to curriculum.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"><li>• Learning gaps are reviewed to determine whether they are due to instructional deficiencies or curricular gaps.</li><li>• Learning gaps confined to specific teachers in a grade/subject indicate an instructional deficiency.</li><li>• Learning gaps distributed across a subject/grade indicate a curricular issue.</li><li>• If a curricular issue is identified, the relevant team conducts a Standards Audit, identifying where and how each standard is addressed in the curriculum map or Year-at-a-Glance, and whether the rigor is sufficient. For midyear and weekly assessment results, these audits are conducted more informally, and focused on standards covered during the relevant time period.</li><li>• If the standard is included in the Map/YAAG, but not sufficiently covered in the instructional resources, a recommendation is made to adopt new or supplementary material, or a teacher is assigned to develop material.</li></ul> <p><b>Final Evaluation:</b></p>
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<ul style="list-style-type: none"> <li>• HS Team Meeting Documents</li> <li>• MS Team Meeting Documents</li> <li>• K-5 ACCRS Alignment Gaps</li> <li>• Common Core Standard checklist</li> <li>• IB MYP and Standards for Math Practice</li> <li>• IB MYP L&amp;L AZCCRS Alignment</li> <li>• I&amp; S Standards Alignment</li> <li>• MYP Science and AZ Standards Alignment</li> <li>• AzMERIT English 9, 10, 11</li> <li>• Vertical Alignment Committee Materials</li> <li>• Adoption of ELA Supplemental Curriculum</li> <li>• Curriculum Evaluation material</li> <li>• Printing Invoice</li> <li>• 3rd Grade Revision Documentation</li> <li>• 5 ELA Curriculum Update</li> <li>• Darr Unit Planner</li> <li>• Wentz Alternative Seating Data</li> </ul>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
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<p><b>[A.C.3]</b></p> <ul style="list-style-type: none"> <li>• Junior High Coaching Log</li> <li>• Class Visits 10-18</li> <li>• Coaching Notes</li> <li>• BY Coaching Logs</li> <li>• Observation Records</li> <li>• IPI Results</li> <li>• Observations and Feedback</li> <li>• Teachercoach Feedback Form</li> <li>• Teacher Observation Analysis</li> <li>• Observation Data on PD Strategies</li> <li>• IXL Score Grid</li> <li>• Progress Monitoring documents</li> <li>• Teacher Improvement Planscd</li> <li>• Placement Lists</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the data analysis is used to make adjustments to instruction.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The effectiveness of instruction is evaluated using assessment data annually in the summer by an Admin Team.</li> <li>• Learning gaps are reviewed to determine whether they are due to instructional deficiencies or curricular gaps.             <ul style="list-style-type: none"> <li>○ Following major adoptions, a special set of criteria is used for the first three ears.</li> </ul> </li> <li>• Learning gaps distributed across a subject/grade indicate a curricular issue.</li> <li>• Learning gaps confined to specific teacher in a grade/subject indicate an instructional deficiency.</li> <li>• If an instructional deficiency is indicated, site administrators and curricular coaches review observation records to identify noted instructional issues that appear related to the learning gap.             <ul style="list-style-type: none"> <li>○ Teachers are assigned to one of four tiers. Each teacher is assigned a standing meeting with the instructional coach, with the frequency dependent on the level of need:                 <ul style="list-style-type: none"> <li>▪ Blue: Monthly</li> <li>▪ Green: Every three weeks</li> <li>▪ Yellow: Biweekly</li> <li>▪ Red: Weekly</li> </ul> </li> </ul> </li> </ul>	
	<p><b>Final Evaluation:</b></p> <p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: The Odyssey Preparatory Academy, Inc.  
 School Name: The Odyssey Preparatory Academy, The Odyssey Preparatory Academy Goodyear, Odyssey Institute for Advanced and International Studies, The Odyssey Preparatory Academy-Casa Grande

Site Visit Date: May 23, 2016  
 Required for: Expansion - Enrollment Cap  
 Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p><b>[M.A.1]</b></p> <ul style="list-style-type: none"> <li>• Lesson Plan Samples</li> <li>• HS LP and Unit Tracker</li> <li>• Lesson Plan Accountability 3<sup>rd</sup> Grade</li> <li>• JH Lesson Plan-Calendar Check</li> <li>• Lesson Plan Notes</li> <li>• Observation Trackers</li> <li>• Teacher Observation Analysis</li> <li>• Formal Observations 2015</li> <li>• Coaching Logs</li> <li>• Junior High Coaching Log</li> <li>• Class Visits 10-18</li> <li>• Coaching Notes</li> <li>• BY Coaching Logs</li> <li>• Observation Records</li> <li>• IPI Results</li> <li>• Observations and Feedback</li> <li>• Teachercoach Feedback Form</li> <li>• PD Calendars</li> <li>• Observation Data</li> <li>• Teacher Eval Level 1</li> <li>• Teachr Eval Level 2</li> <li>• Walk Through Level 1</li> <li>• Walk Through Level II</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for monitoring that instruction is aligned with ACCRS standards, implemented with fidelity, effective throughout the year, and addressing the identified needs of students in all four subgroups.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• (Elem) Implementation of YAAG is monitored through weekly observations by the site Principal, tracked in the observation tracker.</li> <li>• (Elem) The site principal looks for:             <ul style="list-style-type: none"> <li>○ Student engagement</li> <li>○ Implementation of PD strategies based on PD calendar</li> <li>○ Differentiation/instructional support for relevant subgroups</li> </ul> </li> <li>• (Sec) Each week, teacher turn lesson plans in to a site administrator, who checks for alignment to the Map, which is aligned to ACCR or other relevant standards.</li> <li>• (Sec) Instruction in each classroom is monitored at least a weekly (core area) or biweekly (non-core area) by a site administrator, who looks for:             <ul style="list-style-type: none"> <li>○ Alignment to submitted weekly lesson plan</li> <li>○ Alignment to evaluation tool quality indicators</li> </ul> </li> <li>• (Sec) For teachers identified as having a learning need, an instructional coach observes at least weekly.             <ul style="list-style-type: none"> <li>○ The coach records observation notes in the Coaching Log.</li> <li>○ Following the observation, a meeting is held with the teacher to review the results and recommendations.</li> </ul> </li> </ul> <p><b>Final Evaluation:</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<ul style="list-style-type: none"> <li>• OI Instrument to Measure Improvement</li> <li>• Teacher Evaluation Professional Growth</li> <li>• Sample Formal Evaluations</li> </ul>		
<p><b>[M.A.2]</b></p> <ul style="list-style-type: none"> <li>• Assessment Results Reports</li> <li>• Standards Audits</li> <li>• Curricular Assessment Results</li> <li>• Data Dialog Meetings</li> <li>• Grade Level/Subject Team Meeting Materials</li> <li>• Sample Formal Evaluations</li> <li>• K-5 AZCCRS Alignment Gaps</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how does the Charter Holder monitor instruction to ensure it is leading all students to mastery of the standards.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Grade level teams (Elem) uses Standards Trackers to monitor whether students have mastered a particular standard. Site administrators weekly review these.</li> <li>• Core subject teachers (Sec) use Edmodo pretest/posttest and benchmark data to monitor mastery of ACCR standards.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
<p><b>[M.B.1]</b></p> <ul style="list-style-type: none"> <li>• Observation Data</li> <li>• OI Instrument to Measure Improvement in Professional Practice_Final</li> <li>• Teacher Eval Level 1</li> <li>• Teacher Eval Level 2</li> <li>• Walk Through Level 1</li> <li>• Walk Through Level 2</li> <li>• Coaching Notes</li> <li>• Observation Notes</li> <li>• Lesson Plan Samples</li> <li>• Lesson Plan Tracker</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process for evaluating instructional practices of all staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Each week, teachers turn lesson plans in to a site administrator, who checks for alignment to the Map/YAAG, which are aligned to ACCR or other relevant standards.</li> <li>• Instruction in each classroom is monitored on at least a weekly (core area) or biweekly (non-core area) by a site administrator.</li> <li>• For teachers identified as having a learning need, an instructional coach observes at least weekly.</li> <li>• Teachers are formally evaluated in the winter and may be evaluated in the spring (new teachers/new to TOPA/previously on improvement plan) or annually (2+ years following successful evaluation) using the Formal Evaluation Instrument for the appropriate Tier.</li> <li>• At the secondary level, there are two observations and one Winter Formal observation.</li> </ul> <p><b>Final Evaluation:</b></p>	

<p>Examples</p> <ul style="list-style-type: none"> <li>• Observation notes or feedback on imp w fidelity</li> <li>• Sample Formal Evaluations</li> </ul>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<p>[M.B.2]</p> <ul style="list-style-type: none"> <li>• Observation Data</li> <li>• OI Instrument to Measure Improvement in Professional Practice_Final</li> <li>• Teacher Eval Level 1</li> <li>• Teacher Eval Level 2</li> <li>• Walk Through Level 1</li> <li>• Walk Through Level 2</li> <li>• Coaching Notes</li> <li>• Observation Notes</li> <li>• Teacher Learning Goals</li> <li>• Professional Growth Groups</li> <li>• Goals to Improve Professional Practice</li> <li>• PD Calendar</li> <li>• Sample Formal Evaluations</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process to identify the quality of instruction.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Teachers annually identify individual learning goals.</li> <li>• Instruction in each classroom is monitored on at least a weekly (core area) or biweekly (non-core area) by a site administrator, who looks for alignment to evaluation tool quality indicators.</li> <li>• Teachers are formally evaluated in the winter and may be evaluated in the spring (new teachers/new to TOPA/previously on improvement plan) or annuals (2+ years following successful evaluation) using the Formal Evaluation Instrument for the appropriate Tier.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p><b>[M.B.3]</b></p> <ul style="list-style-type: none"> <li>• Observation Data</li> <li>• OI Instrument to Measure Improvement in Professional Practice_Final</li> <li>• Teacher Eval Level 1</li> <li>• Teacher Eval Level 2</li> <li>• Walk Through Level 1</li> <li>• Walk Through Level 2</li> <li>• Coaching Notes</li> <li>• Observation Notes</li> <li>• Teacher Improvement Plans</li> <li>• PD Calendar</li> <li>• Admin Meeting Notes</li> <li>• Teacher Evaluation Professional Growth</li> <li>• Sample Formal Evaluations</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how this process identifies individual strengths, weaknesses, and needs of instructional staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Teachers annual identify individual learning goals.</li> <li>• For teachers identified as having a learning need, an instructional coach observes at least weekly, focusing on the learning need(s).</li> <li>• Teachers are formally evaluated twice a year (new teachers/new to TOPA/previously on improvement plan) or annually (following successful evaluation) using the Formal Evaluation Instrument.</li> <li>• The administrator observes the lesson and evaluates the quality of instruction using the rubric in the evaluation instrument, identifying strengths, weaknesses, and learning goals for each teacher.</li> <li>• If fewer than 50% of teachers district wide share an area of weakness (identified as a 1 or 2 on the rubric for an indicator), it will be handled through individual coaching. However, if 50% or more of returning teachers at a site share an area of weakness, it will be identified as an area of high importance for that site, to be addressed through site-specific PD.</li> <li>• If 50% or more of teachers district-wide share an area of weakness, it will be identified as an area of high importance for the district, to be addressed through district-wide PD.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p><b>[M.C.1]</b></p> <p>Bottom 25%</p> <ul style="list-style-type: none"> <li>• Teacher Eval Level 1</li> <li>• Teacher Eval Level 2</li> <li>• Walk Through Level 1</li> <li>• Walk Through Level 2</li> <li>• Observation re Small Group Implementation (Jana Darr)</li> <li>• Sample Formal Evaluations</li> </ul> <p>ELL</p> <ul style="list-style-type: none"> <li>• Teacher Eval Level 1</li> <li>• Teacher Eval Level 2</li> <li>• Walk Through Level 1</li> <li>• Walk Through Level 2</li> <li>• Sample Formal Evaluations</li> <li>• ELL Support Documentation</li> </ul> <p>SPED</p> <ul style="list-style-type: none"> <li>• Teacher Eval Level 1</li> <li>• Teacher Eval Level 2</li> <li>• Walk Through Level 1</li> <li>• Walk Through Level 2</li> <li>• Sample Formal Evaluations</li> <li>• Progress Reports</li> <li>• Sped Documents</li> <li>• IEP Example</li> <li>• Notes from John Bauer</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process to evaluate supplemental instruction that is targeted to address the needs of students in all four subgroups.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Intervention lab teachers are observed at least bi-monthly by site administrators using the same observation instrument as classroom teachers.</li> <li>• Intervention lab teachers are evaluated by site administrators on the same schedule as classroom teachers.</li> <li>• Instruction in each classroom is monitored on at least a weekly (core area) or biweekly (non-core area) by a site administrator, who looks for differentiation/instructional support for relevant subgroups.</li> <li>• The formal evaluation instrument includes areas (e.g. 1c, 1e, 2a, 3e) that rate the teacher’s instructional effectiveness in serving subgroup students.</li> <li>• Special Education teachers are evaluated by John Bauer, who audits each SPED teacher charter-wide and provides feedback to them through professional development.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[M.D.1]</b></p> <ul style="list-style-type: none"> <li>• Class Visits</li> <li>• Coaching Notes</li> <li>• Observation data</li> <li>• Formal Observations</li> <li>• HE Observation Data</li> <li>• IPI Results</li> <li>• Teacher Eval Level 1</li> <li>• Teacher Eval Level 2</li> <li>• Teacher Observation Analysis</li> <li>• Teachercoach Feedback Form</li> <li>• Teacher Evaluation Professional Growth</li> <li>• Walk Through Level 1</li> <li>• Walk Through Level 2</li> <li>• Teacher Improvement Plans</li> <li>• Individual Teacher Learning Goals</li> <li>• Sample Formal Evaluations</li> <li>• Admin Meeting Notes</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder analyzes information about strengths, weaknesses, and needs of instructional staff.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Site administrators and coaches meet biweekly at Coaching Meetings to discuss findings from observations and grade-level/subject team meetings.</li> <li>• Teachers are formally evaluated in the Winter and may be evaluated in the Spring or annually using the Formal Evaluation Instrument for the appropriate Tier:             <ul style="list-style-type: none"> <li>○ At the pre-evaluation meeting, the administrator and teacher review the lesson plan and personal learning goals.</li> <li>○ The administrator observes the lesson and evaluates the quality of instruction using the rubric in the evaluation instrument.</li> <li>○ In the post-evaluation conference, the administrator and teacher review the findings and set goals for improvement.</li> </ul> </li> <li>• Following each evaluation cycle, the site and district administrators review the learning goals from each teacher:             <ul style="list-style-type: none"> <li>○ If fewer than 50% of teachers district wide share an area of weakness (identified as a 1 or 2 on the rubric for an indicator), it will be handled through individual coaching. However, if 50% or more of returning teachers at a site share an area of weakness, it will be identified as an area of high importance for that site, to be addressed through site-specific PD.</li> <li>○ If 50% or more of teachers district-wide share an area of weakness, it will be identified as an area of high importance for the district, to be addressed through district-wide PD.</li> </ul> </li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[M.D.2]</b></p> <ul style="list-style-type: none"> <li>• Class Visits</li> <li>• Coaching Notes</li> <li>• Observation data</li> <li>• Formal Observations</li> <li>• HE Observation Data</li> <li>• IPI Results</li> <li>• Teacher Eval Level 1</li> <li>• Teacher Eval Level 2</li> <li>• Teacher Observation Analysis</li> <li>• Teachercoach Feedback Form</li> <li>• Teacher Evaluation Professional Growth</li> <li>• Walk Through Level 1</li> <li>• Walk Through Level 2</li> <li>• Teacher Improvement Plans</li> <li>• Individual Teacher Learning Goals</li> <li>• Sample Formal Evaluations</li> <li>• Admin Meeting Notes</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder uses the analysis to provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Observation (walkthrough) results are shared with teachers by email.</li> <li>• The coach records observation notes in the Coaching Log.</li> <li>• Following the observation, a meeting is held with the teacher to review the results and recommendations.</li> <li>• In the post-evaluation conference, the administrator and teacher review the findings and set goals for improvement.</li> <li>• Results of the site and district administrator analysis of evaluation results are shared with teachers at the summer PD sessions.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: The Odyssey Preparatory Academy, Inc.  
 School Name: The Odyssey Preparatory Academy, The Odyssey Preparatory Academy Goodyear, Odyssey Institute for Advanced and International Studies, The Odyssey Preparatory Academy-Casa Grande

Site Visit Date: May 23, 2016  
 Required for: Expansion - Enrollment Cap  
 Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p><b>[P.A.1]</b></p> <ul style="list-style-type: none"> <li>• Observation Trackers on PD Strategies</li> <li>• Teacher Observation Analysis #1</li> <li>• Junior High Coaching Log</li> <li>• Boyd BY Coaching Log</li> <li>• Class Visits 10_18</li> <li>• Coaching Notes</li> <li>• Observation Notes</li> <li>• IPI Results</li> <li>• Math PD Meeting Notes</li> <li>• Observations and Feedback</li> <li>• Math PLC Agenda</li> <li>• Teacher Coach Feedback Form</li> <li>• Woods BY Coaching Log</li> <li>• Observation Data</li> <li>• OI Instrument to Measure Improvement in Professional Practice_Final</li> <li>• Teacher Eval Level 1</li> <li>• Teacher Eval Level 2</li> <li>• Walk Through Level 1</li> <li>• Walk Through Level 2</li> <li>• PD Calendars</li> <li>• Teacher Improvement Plans and Observations</li> <li>• PD Planning Meeting</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process to determine what professional development topics will be covered throughout the year, and the data and analysis used to make those decisions.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Following each evaluation cycle, the site and district administrators review the learning goals from each teacher.               <ul style="list-style-type: none"> <li>○ If fewer than 50% of teachers district wide share an area of weakness (identified as a 1 or 2 on the rubric for an indicator), it will be handled through individual coaching. However, if 50% or more of returning teachers at a site share an area of weakness, it will be identified as an area of high importance for that site, to be addressed through site-specific PD.</li> <li>○ If 50% or more of teachers district-wide share an area of weakness, it will be identified as an area of high importance for the district, to be addressed through district-wide PD.</li> </ul> </li> <li>• The effectiveness of instruction is evaluated using assessment data annually in the summer by the Curriculum Team as well as following midyear benchmark assessments by grade level (Elem) or subject (Sec) teams. These local teams also review curricular assessments weekly.</li> <li>• At the beginning of each summer, the results of data analysis and evaluation analysis (above) are integrated into the PD plan for the following year.</li> </ul> <p><b>Final Evaluation:</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p> </div> <div style="width: 45%;"> <p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p> </div> </div>	

<p>Materials</p> <ul style="list-style-type: none"> <li>• PD Agendas and Sign In Sheets</li> <li>• Post Eval Conference Docs</li> </ul>		
<p><b>[P.A.2]</b></p> <ul style="list-style-type: none"> <li>• PD Plan</li> <li>• PD Planning Minutes</li> <li>• Post Eval Conference Docs</li> <li>• Sample Formal Evaluations</li> <li>• Teacher Improvement Plans and Observations</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> that Charter Holder’s process to ensure the professional development plan is aligned with instructional staff learning needs.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• If fewer than 50% of teachers district wide share an area of weakness (identified as a 1 or 2 on the rubric for an indicator), it will be handled through individual coaching. However, if 50% or more of returning teachers at a site share an area of weakness, it will be identified as an area of high importance for that site, to be addressed through site-specific PD.</li> <li>• At the beginning of each summer, the results of data analysis and evaluation analysis are integrated into the PD plan for the following year.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[P.A.3]</b></p> <ul style="list-style-type: none"> <li>• PD Plan</li> <li>• PD Planning Minutes</li> <li>• Post Eval Conference Docs</li> <li>• Sample Formal Evaluations</li> <li>• Teacher Improvement Plans and Observations</li> <li>• PD Materials for Areas of High Importance</li> </ul>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[P.B.1]</b> Bottom 25%</p> <ul style="list-style-type: none"> <li>• PD Plan</li> <li>• PD Planning Minutes</li> <li>• Formative Assessments Insights Course</li> <li>• PD On Reading Small Groups</li> <li>• Formative Assessment Insights Email</li> </ul> <p>ELL</p> <ul style="list-style-type: none"> <li>• PD Plan</li> <li>• PD Planning Minutes</li> <li>• ELL Intervention Training materials</li> </ul> <p>SPED</p> <ul style="list-style-type: none"> <li>• PD Plan</li> <li>• PD Planning Minutes</li> <li>• SPED Training Material</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the charter holder provides professional development to ensure instructional staff is able to address the needs of students in all four subgroups.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• All teachers receive PD addressing differentiation, Love &amp; Logic, Responsive Classroom, and error evaluation during the summer PD sessions. These prepare teachers to address the needs of students struggling with Reading and Math, including ELL students.</li> <li>• Based on observation and feedback from Special Education teachers, selected teachers are sent to external SPED training sessions at the secondary level.</li> </ul> <p><b>Final Evaluation:</b></p>
<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[P.C.1]</b></p> <ul style="list-style-type: none"> <li>• Coaching Logs</li> <li>• Individual Teacher Learning Goals</li> <li>• List of Instructional Staff</li> <li>• Observations re PD Implementation</li> <li>• Classroom observation feedback</li> <li>• Teacher Improvement Plans and Observations</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process to provide support to the instructional staff on the high quality implementation of the strategies learned in professional development.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• For teachers identified as having a learning need, an instructional coach observes at least weekly, focusing on the learning need(s).             <ul style="list-style-type: none"> <li>○ The coach records observation notes in the Coaching Log.</li> <li>○ Following the observation, a meeting is held with the teacher to review the results and recommendations.</li> </ul> </li> <li>• Site administrators and/or coaches meet at least biweekly at Admin team meetings (Elem) or Coaching Meetings (Sec) to discuss findings from observations and grade-level/subject team meetings.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p><b>[P.C.2]</b></p> <ul style="list-style-type: none"> <li>• Support Resources for PD</li> <li>• PD Calendar</li> <li>• PD Materials for Areas of High Importance</li> <li>• PD Materials for Individual Learning Needs</li> <li>• PD Plan and Planning Minutes</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder identifies the resources that are necessary for high quality implementation.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• During planning of the year’s PD in the summer, the Admin Team discusses what concrete resources will be needed for high-quality implementation of PD strategies (e.g. readings, videos, forms, classroom charts, manipulatives, technology).</li> <li>• Throughout the year at Admin Team meetings (Elem) or Coaching meetings (Sec), team members review observation notes and analyze implementation records to identify the effectiveness of purchased/created resources.             <ul style="list-style-type: none"> <li>○ If few teachers are using a resource, the team will note whether the strategy is being successfully implemented.                 <ul style="list-style-type: none"> <li>▪ If so, the purchase/creation of a resource might be discontinued.</li> <li>▪ If not, additional training on the use of the resource may be implanted at a future Friday PD session, as documented in the PD calendar.</li> <li>▪ If a resource is not being used, and feedback from teachers is that the resource was ineffective, the team may redesign or replace the resource.</li> </ul> </li> <li>○ If a resource is being widely used, the team will discuss whether it appears effective in supporting the implementation of the strategy.                 <ul style="list-style-type: none"> <li>▪ If so, no changes will be made.</li> <li>▪ If not, the team will determine whether the resource needs to be revised or replaced, and whether that needs to happen within the current year or in the following year.</li> </ul> </li> </ul> </li> </ul> <p><b>Final Evaluation:</b></p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p><b>[P.D.1]</b></p> <ul style="list-style-type: none"> <li>• Observations re PD Implementation</li> <li>• PD Calendar</li> <li>• PD Plan and Planning Minutes</li> <li>• Coaching Plan</li> <li>• Coaching Logs</li> <li>• Teacher Observation Analysis</li> <li>• Admin Meeting</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder monitors the implementation of the strategies learned in professional development sessions.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Instruction in each classroom is monitored on a regular basis by a site administrator, who looks for implementation of strategies learned in PD. For teachers in the Red tier, on an improvement plan, or with several identified learning needs, observation coaching may focus on more basic learning needs rather than the implementation of recent PD strategies.</li> <li>• For teachers identified as not successfully implementing a strategy learned in PD, an instructional coach observes at least weekly, focusing on the learning need(s), which may include implementation of strategies learned in PD.</li> </ul> <p><b>Final Evaluation:</b></p>	
<p><b>[P.D.2]</b></p> <ul style="list-style-type: none"> <li>• Coaching Plan</li> <li>• Coaching Logs</li> <li>• Teacher Observation Analysis</li> <li>• Admin Meeting</li> <li>• Observations re PD Implementation</li> <li>• Post Evaluation Conference Docs</li> <li>• Coaching Meeting Minutes</li> <li>• Classroom Observation Shared with Teachers</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder monitors and follows-up with instructional staff regarding implementation of the strategies learned in professional development.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Following each documented observation, teachers are provided copies of the observation notes.</li> <li>• Documented observation notes may contain feedback on implementation of PD strategies. For teachers in the Red tier, on an improvement plan, or with several identified learning needs, observation/coaching may focus on more basic learning needs rather than the implementation of recent PD strategies.</li> </ul> <p><b>Final Evaluation:</b></p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: The Odyssey Preparatory Academy, Inc.  
 School Name: The Odyssey Preparatory Academy, The Odyssey Preparatory Academy Goodyear, Odyssey Institute for Advanced and International Studies, The Odyssey Preparatory Academy-Casa Grande

Site Visit Date: May 23, 2016  
 Required for: Expansion - Enrollment Cap  
 Evaluation Criteria Area: Grad Rate

Document Name/Identification	Intended Purpose and Discussion Outcome			
<p><b>[G.A.1]</b></p> <ul style="list-style-type: none"> <li>• Scholars of Concern</li> <li>• Grad Credit Monitoring</li> <li>• Naviance ECAP Sample</li> <li>• Student Credit Check</li> <li>• Transcript</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> how the Charter Holder creates academic and career plans.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Each year, students in their Advisory period fill out an ECAP. These are reviewed by the Advisor and scholar at the beginning of each year, and updated at least once at the end of the year.</li> <li>• The High School Principal tracks these using a Personal Education Plan for each student each semester.</li> </ul> <p><b>Final Evaluation:</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.         </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.         </td> </tr> </table>		<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.			
<p><b>[G.A.2]</b></p> <ul style="list-style-type: none"> <li>• Advisory Lesson Plans</li> <li>• Credit Transfer and Recovery</li> <li>• Emails re Scholars of Concern</li> <li>• Scholars of Concern</li> <li>• Grad Credit Monitoring</li> <li>• OI Parent Scholar Handbook</li> <li>• Student Credit Check</li> <li>• Transcript</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder's process to monitor and follow-up on student progress toward completing goals in academic and career plans.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• The TOPA Student Handbook identifies graduation requirements. It is provided to each student upon enrollment, and reviewed annually by the scholar's Advisor.</li> <li>• Each semester, the Registrar does a progress check using Synergy and sends the names of scholars of concern to the High School Principal.</li> <li>• Students in their Advisory period fill out an ECAP. These are reviewed by the Advisor and scholar at the beginning of each year, and updated at least once at the end of year.</li> <li>• The High School Principal tracks scholars' progress using a Personal Education Plan for each scholar each semester.             <ul style="list-style-type: none"> <li>○ Scholars of concern meet with Principal monthly to review progress towards making up credit deficiencies.</li> <li>○ Junior and Senior scholars meet each semester with the High School Principal to review post-</li> </ul> </li> </ul>			

	<p style="text-align: center;">secondary plans and progress towards meeting those plans.</p> <p><b>Final Evaluation:</b></p>	
<p><b>[G.B.1]</b></p> <ul style="list-style-type: none"> <li>• Advisory Lesson Plans</li> <li>• Credit Transfer and Recovery</li> <li>• Emails re Scholars of Concern</li> <li>• Scholars of Concern</li> <li>• 2015-2016HSSStudentConcernsDocument</li> <li>• At Risk Scholar</li> <li>• OI Parent Scholar Handbook</li> <li>• Student Credit Check</li> <li>• Transcript</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> the Charter Holder’s process to provide timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time.</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Teachers/ data identify scholars of concern based on academic or social problems.</li> <li>• Identified students are referred to principal for creation of a Personal Education Plan.</li> <li>• Co-principal meets with these students and checks grades quarterly to confirm improvement.</li> <li>• If students are still struggling at the end of the year, parents are brought in for discussion of student concerns.</li> <li>• When scholars are at risk or failing a course, they are brought to the Co-Principal. He provides information on credit recovery options. Parents are informed by email of this concern and option for credit recovery.</li> </ul> <p><b>Final Evaluation:</b></p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
<p><b>[G.B.2]</b></p> <ul style="list-style-type: none"> <li>• Agendas</li> <li>• At Risk Scholar</li> <li>• Credit Recovery Process</li> <li>• Emails re Scholars of Concern</li> <li>• Scholars of Concern</li> <li>• Grad rate data</li> </ul>	<p><b>Charter holder indicated the intended purpose of the document was to demonstrate:</b> that Charter Holder’s process to evaluate the effectiveness of the process for providing timely supports</p> <p><b>The documents provided demonstrate evidence of the following:</b></p> <ul style="list-style-type: none"> <li>• Graduation rate is used as an evaluation to determine the effectiveness of the process.</li> <li>• Student credit recovery is tracked to ensure that the process is allowing students to regain/earn needed credits.</li> </ul> <p><b>Final Evaluation:</b></p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



<ul style="list-style-type: none"><li>• PEP emails</li></ul>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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**APPENDIX E**  
**DSP SUBMISSION**



**DEMONSTRATION OF SUFFICIENT PROGRESS REPORT**

CHARTER INFORMATION			
<b>Charter Holder Name</b>	<b>The Odyssey Preparatory Academy</b>	<b>Schools</b>	<b>The Odyssey Preparatory Academy – Goodyear The Odyssey Preparatory Academy – Casa Grande Odyssey Institute for Advanced and International Studies</b>
<b>Charter Holder Entity ID</b>	<b>90287</b>	<b>Dashboard Year</b>	<b>FY14</b>
<b>Submission Date</b>	<b>December 21, 2015</b>	<b>Purpose of DSP Submission</b>	<b>Annual Monitoring</b>

**DSP CHECKLIST**

- Review DSP Guide for Charter Holders, DSP Evaluation Criteria, and Charter Holder Academic dashboard.
- Determine if the Charter Holder is exempt or waived from any of the measures.
- Determine if Graduation Rate and/or Academic Persistence must be addressed in the plan.
- Complete the Charter Holder Information.
- Complete Area I: Data of the DSP Report Template.
- Complete the Data Submission Spreadsheet and prepare accompanying source data.
- Provide complete answers for each area (Curriculum, Assessment, Monitoring Instruction, and Professional Development, as well as Graduation Rate and Academic Persistence if applicable).
- Save files as directed in the DSP Guide for Charter Holders.
- Submit DSP by the deadline date described in the notification letter.





**AREA I: DATA**

Complete the table below. Identify the school’s Academic Dashboard Rating for the two most recent available dashboards. Then, identify the data required with this DSP report. See the DSP Guide for Charter Holders for further instructions.

Charter Holders with multiple schools must complete the Data area for each school that received an Overall Rating of “Does Not Meet”, “Falls Far Below” or “No Rating” on the current Academic Dashboard. **The Charter Holder must copy and paste the Dashboard Ratings table for each school.**

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



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

For **each school** with identified data submission requirements as identified above, the Charter Holder must submit a Data Submission Spreadsheet and accompanying source data. The Data Submission Spreadsheet(s) must



accompany the DSP Report submission. Refer to the DSP Guide for Charter Holders for further instructions on the spreadsheet and the source data documentation that must accompany it.

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

**DATA TABLE 1**

Assessment	Assessment Tool	Notes
<b>Internal Benchmarking data</b> has been disaggregated for <b>READING</b> from:	<b>AIMSweb</b>	<b>Click to enter text.</b>
<b>Internal Benchmarking data</b> has been disaggregated for <b>MATH</b> from:	AIMSweb	<b>Click to enter text.</b>
<b>High School Graduation Rate</b>	<b>Synergy Credits Earned</b>	<b>Click to enter text.</b>
<b>Academic Persistence</b>	<b>Not Applicable</b>	<b>Click to enter text.</b>

**VALID and RELIABLE DATA**

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

Proficiency: In order to test the validity and reliability of AIMSweb RCBM data (reading) and MCAP data (math), TOPA compared the Winter benchmark results for each student from FY 2014 (met target: yes/no) to the results from 2014 AIMS (passed: yes/no). The Winter benchmark was chosen because it provides actionable data which could impact state assessment results.

Each student was put in one of four categories: True Positive (TP: AIMSweb Yes, AIMS Yes), False Positive (FP: AIMSweb Yes, AIMS No), False Negative (FN: AIMSweb No, AIMS Yes), or True Negative (TN: AIMSweb No, AIMS No). RCBM was found to have a validity correlation of 97.4%, indicating a highly valid assessment, and MCAP had a validity correlation of 86%, still significantly valid.

Following the release of 2015 AzMERIT scores, the same analysis was conducted using FY 2015 AIMSweb data for TOPA. RCBM was found to have a TP correlation of 71.2%, MCAP had a TP correlation of 61.4%, and MAZE (used for reading in grades 6-8) had a TP correlation of 65.2%. While these scores indicated a lower validity rate for AIMSweb against AzMERIT than for AIMS, they still provided an indication of validity and reliability. (Note that a similar analysis of Galileo results from a single school against AzMERIT results showed a Galileo reading TP correlation of 48.8%, and a Galileo math TP correlation of 75.8%, suggesting that until assessment providers have had a chance to adjust cut scores to reflect AzMERIT passing rates, AIMSweb is a better predictor of reading proficiency than Galileo, and not much worse as a predictor of math proficiency.)

Growth: AIMSweb provides Rate of Improvement (ROI) calculations using a methodology similar to Student Growth Percentile (SGP) as used by ADE. To calculate an ROI score for a student, the difference between a student’s Fall benchmark score and Spring benchmark score are ranked against a nationally normed sample of all students with the same Fall score. This growth is reported as “higher than X percent of students who started at the same score.” While ROI is calculated within a year, and SGP is calculated year-to-year, the national norm of over 30,000 students reported by AIMSweb gives TOPA confidence in the validity of ROI as an indicator of growth.



Note that AIMSweb does not provide growth targets, only normed ROI percentiles. For the purposes of this DSP submission, a student was defined as meeting growth targets if the ROI was above the 50<sup>th</sup> percentile on a nationally normed sample. As ROI cannot be computed until two scores are available within a year, no growth targets could be reported for the baseline assessment. AIMSweb provides aggregated ROI levels by classroom and grade for Fall-to-Winter, Winter-to-Spring, and Fall-to-Spring, so the number of students meeting growth targets could be provided for SGP. However, once Spring benchmark results have been entered into AIMSweb, the system no longer provides individual Fall-to-Winter ROI scores, so results could only be provided for the bottom 25% for the Spring benchmark.

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

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

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

**DATA TABLE 2**

Assessment Measure	HOW the data was analyzed	WHAT conclusions were drawn
Student Median Growth Percentile (SGP)— <b>Math</b>	For each site, each grade’s median ROI was compared to the nationally normed median of 50 using the “Distribution of Student ROI Growth Percentiles” report, which shows a box/whisker chart indicating the 10 <sup>th</sup> , 25 <sup>th</sup> , 50 <sup>th</sup> , 75 <sup>th</sup> , and 90 <sup>th</sup> percentiles within the grade. The percent of students above the national 50 <sup>th</sup> percentile was estimated based on where the normed median line crossed the box/whisker chart. This percentage was multiplied by the number of students tested in that grade on that administration. These results were summed to provide a number of students meeting the growth target of the normed 50 <sup>th</sup> percentile.	Results varied by site, and no district-level trend was evident. At the Buckeye site, rates were at or near 50% in Winter, but dropped to 43% by Spring. At the Casa Grande site, rates for Math were stable at 36% between Winter and Spring. At the Odyssey Institute site, rates in Math improved from 37% to 52%. The rates of growth in Math (higher than in Reading) indicate that the increased focus on math instruction at all levels is having some impact.
Student Median Growth Percentile (SGP)— <b>Reading</b>	For each site, each grade’s median ROI was compared to the nationally normed median of 50 using the “Distribution of Student ROI Growth Percentiles” report, which shows a box/whisker chart indicating the 10 <sup>th</sup> , 25 <sup>th</sup> , 50 <sup>th</sup> , 75 <sup>th</sup> , and 90 <sup>th</sup> percentiles within the grade. The percent of students above the national 50 <sup>th</sup> percentile was estimated based on where the normed median line crossed the box/whisker chart. This	Results varied by site, and no district-level trend was evident. At the Buckeye site, rates were at or near 50% in Winter, but dropped to 43% by Spring. At the Casa Grande site, rates for reading increased from 26% to 34% between Winter and Spring. At the Odyssey Institute site, rates in Reading declined from 32% to 29%. The rates of growth in Math (lower than in Math) suggest that the traditionally higher performance at



	<p>percentage was multiplied by the number of students tested in that grade on that administration. These results were summed to provide a number of students meeting the growth target of the normed 50<sup>th</sup> percentile.</p>	<p>TOPA in Reading needs to be evaluated based on the results of AzMERIT.</p>
<p>Student Median Growth Percentile (SGP) Bottom 25%/Improvement—<b>Math</b></p>	<p>At each grade level, the number of students tested in Spring were divided by 4 to get the number of students in the bottom 25% (See the rationale in the Validity &amp; Reliability section above for why Winter results were not provided). The students were ranked low-to-high on the grade-level roster by Fall score. For each student, starting at the lowest score and counting up until 25% of the students with both a Fall and Spring score had been reached, the ROI was checked, and if above the 50<sup>th</sup> percentile, was counted. The total number of students in the bottom 25% and with growth above the 50<sup>th</sup> percentile were counted by grade and summed for the school site.</p>	<p>At the Buckeye site, 47% of the bottom 25% has grown at more than the normed 50<sup>th</sup> percentile, at Casa Grande 44%, and at OI 37%. This suggests that the added Math interventions implemented in 2015 at the elementary level were effective. Additional interventions in Math have been implemented at the secondary level in the current year.</p>
<p>Student Median Growth Percentile (SGP) Bottom 25%/Improvement—<b>Reading</b></p>	<p>At each grade level, the number of students tested in Spring were divided by 4 to get the number of students in the bottom 25% (See the rationale in the Validity &amp; Reliability section above for why Winter results were not provided). The students were ranked low-to-high on the grade-level roster by Fall score. For each student, starting at the lowest score and counting up until 25% of the students with both a Fall and Spring score had been reached, the ROI was checked, and if above the 50<sup>th</sup> percentile, was counted. The total number of students in the bottom 25% and with growth above the 50<sup>th</sup> percentile were counted by grade and summed for the school site.</p>	<p>At the Buckeye site, only 31% of the bottom 25% had growth above the normed 50<sup>th</sup> percentile, with Casa Grande at 33% and OI at 28%. This suggests that additional interventions need to be implemented at all levels in Reading.</p>
<p>Percent Passing—<b>Math</b></p>	<p>Using the AIMSweb Norm Referenced Achievement Profile report, the number of students at each achievement level was summed by grade and by site. As AIMSweb provides 5 proficiency levels, Well Below Average was used for FFB, Below Average was used for Approaches, both Average and Above Average were used for Meets, and Well Above Average was used for Exceeds.</p>	<p>All three schools showed passing rates in the mid-70s. While this was somewhat consistent with AzMERIT rates for Buckeye and OI (both of which were above state averages), it was not consistent with the AzMERIT results from Casa Grande. This suggests that the norming used in this report is internal rather than national. TOPA has concluded that a new assessment system needs to be purchased for FY 2017.</p>
<p>Percent Passing—<b>Reading</b></p>	<p>Using the AIMSweb Norm Referenced Achievement Profile report, the number of students at each achievement level was summed by grade and by site. As AIMSweb provides 5 proficiency levels, Well Below Average was used for FFB, Below Average was used for Approaches,</p>	<p>All three schools showed passing rates in the mid-70s. While this was somewhat consistent with AzMERIT rates for Buckeye and OI (both of which were above state averages), it was not consistent with the AzMERIT results from Casa Grande. This suggests that the norming used in</p>



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	both Average and Above Average were used for Meets, and Well Above Average was used for Exceeds.	this report is internal rather than national. TOPA has concluded that a new assessment system needs to be purchased for FY 2017.
Subgroup, ELL— <b>Math</b>	Using the Instructional Recommendations report from AIMSweb, filtered by ELL status, students were identified using the same system for converting AIMSweb’s five performance levels into a FAME scale as described above.	At the Buckeye site, the numbers of ELL students increased in the Spring, but proficiency rates stayed steady at 58%. At the OI site, numbers increased sharply for the Winter, reducing the proficiency rate, but it rebounded from 40% to 54% by Spring. Casa Grande did not have any ELL students in tested grades in 2015. Given the small numbers, the ILLP process seems to be producing ELL Math proficiency at rates similar to that of the general population.
Subgroup, ELL— <b>Reading</b>	Using the Instructional Recommendations report from AIMSweb, filtered by ELL status, students were identified using the same system for converting AIMSweb’s five performance levels into a FAME scale as described above.	At Buckeye, ELL proficiency rated in Reading decreased steadily through the year, particularly in Spring when the number of ELL students increased by over 70%. This, combined with the low growth rates in Reading, suggests that increased intervention is needed in elementary Reading. In contrast, the ELL proficiency rate increased at the OI campus, despite a similar spike in numbers.
Subgroup, FRL— <b>Math</b>	TOPA does not track student eligibility for FRL	TOPA does not track student eligibility for FRL
Subgroup, FRL— <b>Reading</b>	TOPA does not track student eligibility for FRL	TOPA does not track student eligibility for FRL
Subgroup, students with disabilities— <b>Math</b>	Using the Instructional Recommendations report from AIMSweb, filtered by Special Ed status, students were identified using the same system for converting AIMSweb’s five performance levels into a FAME scale as described above.	At the Buckeye site, the proficiency rate for SPED stayed steady at near 47%, with Casa Grande at 40% and OI at 44%. Given traditional statewide SPED passing rates, this seems on track.
Subgroup, students with disabilities— <b>Reading</b>	Using the Instructional Recommendations report from AIMSweb, filtered by Special Ed status, students were identified using the same system for converting AIMSweb’s five performance levels into a FAME scale as described above.	At the Buckeye site, the proficiency rate for SPED stayed steady at near 53%, with OI at 46%. Given traditional statewide SPED passing rates, this seems on track. However, at Casa Grande, the rate was only 20%. The numbers were too small (5 students) to give any statistical validity to this, but it bears monitoring with increased scrutiny.
High School Graduation Rate (Schools serving 12 <sup>th</sup> grade only)	Synergy provided the number of students by cohort with credits on track to graduate timely. Since 2016 is the first cohort to graduate from TOPA, there is no historical rate for comparison.	TOPA has been successfully keeping students on track to graduate. 96% of current seniors are on track to graduate timely, as are 95% of those who were with us in 9 <sup>th</sup> grade and 94% (15 of 16) with us in 6 <sup>th</sup> grade, when the charter opened. All students who have left TOPA in High School registered with another school.



Academic Persistence (Alternative High Schools Only)	Not Applicable	Not Applicable
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**AREA II: CURRICULUM**

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

**A. Evaluating Curriculum**

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

**Answer**

Write answer here. Suggested word count is 400 words.

The curriculum at the K-5 level (Elem) has been locally developed to address Arizona State Standards, including Arizona’s College and Career-Ready Standards (ACCRS) in ELA and Math. At the 6-12 level (Sec), curriculum has been locally developed to address both ACCRS and the requirements of the International Baccalaureate (IB) Middle Years Program (MYP, grades 6-10) and Diploma Program (DP, grades 11-12). Core Knowledge (CK) is used as the framework of the ELA, Social Studies, and Science curriculum at the Elementary level. The EngageNY Math curriculum is used at all levels.

I. The effectiveness of the curriculum is evaluated annually in the summer by the Curriculum Team (Team: site administrators, curriculum coaches, lead teachers), by grade level (Elem) or subject (Sec).

1. Team members review internal benchmark (AIMSweb, Edmodo), curricular, and State assessment data to identify gaps in learning.
2. Learning gaps are reviewed to determine whether they are due to instructional deficiencies or curricular gaps.
  - a. (Criteria) Learning gaps confined to specific teachers in a grade/subject indicate an instructional deficiency. Subsequent steps are described in Monitoring Instruction (M) A.1 and Professional Development (P) A.2
    - i. If the learning gap involves a teacher new to the profession, new to TOPA, or previously identified as in need of additional support, instructional gaps are handled through the teacher development process (see M.B.2).
  - b. (Criteria) Learning gaps distributed across a subject/grade indicate a curricular issue.
3. The Team conducts a Standards Audit, identifying where and how each standard is addressed in the curriculum map (Map, Sec) or Year-at-a-Glance (YAAG, Elem), and whether the rigor is sufficient.
  - a. (Criteria) If a standard is not covered, or not sufficiently covered, in the Map/YAAG, the document is revised to ensure adequate coverage (See Curriculum (C) C.1).
  - b. (Criteria) If the standard is included in the Map/YAAG, but not sufficiently covered in the instructional resources, a recommendation is made to adopt new or supplementary material (See C.B.1), or a teacher is



<p>assigned to develop material.</p> <p>c. (Criteria) If curricular gaps involving multiple standards across multiple grade levels are found, the Team will recommend a major adoption or revision (see C.B.1).</p> <p>4. Based on the distribution of student scores, Teams design intervention structures for the following year to ensure learning gap remediation.</p> <p>II. Vertical alignment meeting are conducted at the secondary level in January and June following the IB benchmark assessments.</p> <p>1. A committee of 8-10 volunteers (equal MS and HS representatives) compares benchmark results to IB MYP and DP criteria.</p> <p>2. Steps 2-4, as described above, are implemented.</p> <p>III. Following a major new adoption (a rare occurrence. Recent example – consistent gaps were found in the Singapore Math and UCSMP math programs. Following evaluation, the Team recommended adoption of EngageNY Math.), TOPA anticipates a three-year phase-in process before the curriculum has been integrated to the point where the criteria described above would be appropriate. During that phase-in process, the following curriculum evaluation processes are used:</p> <p>1. Year 1 following adoption (Training Year):</p> <p>a. During the year, grade level (Elem) or subject (Sec) teams meet weekly to discuss the implementation of the new curriculum, monitor student performance on curricular assessments (documented in Data Dialog (Elem) or team meeting minutes (Sec)). These meetings are attended by lead teachers, curriculum coaches, and/or site principals. Based on the findings of the teams, recommendations are made for PD areas of high importance to occur during the year or the following summer (see P.A.3).</p> <p>b. Following Year 1, the Curriculum Team evaluates the curriculum as described in (I.) above. However, information about learning gaps is primarily used to adjust curriculum documents (see C.1.I.3a) or PD (see P.A.1).</p> <p>2. Year 2 following adoption (Adjustment Year):</p> <p>a. Grade level (Elem) or subject (Sec) teams meet weekly to monitor student performance on curricular assessments (documented in Data Dialog (Elem) or team meeting minutes (Sec)) and discuss how the new curriculum is integrating into the TOPA program. Learning gaps are addressed through adjustments to Map/YAAG documents during meetings. Supplementary material may be piloted by individual teachers or teams, based on consensus achieved during meetings and documented in minutes. Based on the findings of the teams, recommendations may also be made for PD areas of high importance to occur or individual/small group teacher learning needs during the year or the following summer (see P.A.2).</p> <p>b. Following Year 2, the Curriculum Team evaluates the curriculum as described in (I.) above. However, information about learning gaps is primarily used to adjust curriculum documents (see C.1.I.3a) or PD (see P.A.1). Any piloted materials are considered for general adoption. Results are documented in team meeting minutes (see C.B.1 &amp; 2).</p> <p>3. Year 3 following adoption (Assimilation Year):</p> <p>a. Grade level (Elem) or subject (Sec) teams meet weekly to monitor student performance on curricular assessments and discuss implementation of supplemental materials and revisions to Map/YAAG (documented in Data Dialog (Elem) or team meeting minutes (Sec)). Based on the findings of the teams, recommendations may also be made for PD areas of high importance to occur or individual/small group teacher learning needs during the year or the following summer (see P.A.2).</p> <p>b. Following Year 3, the Curriculum Team evaluates the curriculum as described in (I.) above.</p>
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**Documentation**

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

- Curriculum Maps (Sec)/Year-at-a-Glance documents (Elem)
- Standards Audits
- Team meeting minutes/sign-in sheets with recommendations
- Vertical Alignment Committee minutes with recommendations
- Assessment result reports (AIMSweb Tier Transition Report, Edmodo standard proficiency report, AzMERIT student level report)



- Data Dialogs/Data Dialog Tracker
- Grade-level (Elem)/Subject Team (Sec) meeting minutes

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

The effectiveness of the curriculum is evaluated annually in the summer by the Curriculum Team (Team: site administrators, curriculum coaches, lead teachers), by grade level (Elem) or subject (Sec).

1. Team members review internal benchmark (AIMSweb, Edmodo), curricular, and State assessment data to identify gaps in learning.
2. Learning gaps are reviewed to determine whether they are due to instructional deficiencies or curricular gaps.
  - a. (Criteria) Learning gaps confined to specific teachers in a grade/subject indicate an instructional deficiency. Subsequent steps are described in M.A.1 and P.A.2.
  - b. (Criteria) Learning gaps distributed across a subject/grade indicate a curricular issue. Recent example – consistent gaps were found in the Singapore Math and UCSMP math programs. Following evaluation, the Team recommended adoption of EngageNY.
3. The Team conducts a Standards Audit, identifying where and how each standard is addressed in the curriculum map (Map, Sec) or Year-at-a-Glance (YAAG, Elem), and whether the rigor is sufficient.
  - a. (Criteria) If a standard is not covered, or not sufficiently covered, in the Map/YAAG, the document is revised to ensure adequate coverage (See C.C.2).
  - b. (Criteria) If the standard is included in the Map/YAAG, but not sufficiently covered in the instructional resources, a recommendation is made to adopt new or supplementary material (See C.B.1), or a teacher is assigned to develop material.
  - c. (Criteria) If curricular gaps involving multiple standards across multiple grade levels are found, the Team will recommend a major adoption or revision (see C.B.1 and C.C.1).
4. Based on the distribution of student scores, Teams design intervention structures for the following year to ensure learning gap remediation.
5. Standards proficiency is monitored throughout the year through curricular assessments, in August/September, January, and May/June through benchmark assessments, and annually through State standardized assessments.

Elementary sites use weekly common assessments and Data Dialogs to monitor standards mastery (See A.C.1). While this process is primarily used to assess student academic performance, results are tracked using the Data Dialog Tracker and used in the annual curriculum review described above.

**Documentation**

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

- Curriculum Maps (Sec)/Year-at-a-Glance documents (Elem)
- Standards Audits
- Team meeting minutes/sign-in sheets with recommendations
- Assessment result reports (AIMSweb Tier Transition Report, Edmodo standard proficiency report, AzMERIT student level report)
- Data Dialogs, Data Dialog Tracker

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

**Answer**



*Write answer here. Suggested word count is 400 words.*

Curriculum coverage is evaluated annually in the summer by the Curriculum Team (Team: site administrators, curriculum coaches, lead teachers), by grade level (Elem) or subject (Sec).

1. Team members review internal benchmark (AIMSweb, Edmodo), curricular, and State assessment data to identify gaps in learning.
2. Learning gaps are reviewed to determine whether they are due to instructional deficiencies or curricular gaps.
  - a. (Criteria) Learning gaps confined to specific teachers in a grade/subject indicate an instructional deficiency. Subsequent steps are described in M.A.1 and P.A.2.
  - b. (Criteria) Learning gaps distributed across a subject/grade indicate a curricular issue. Recent example – consistent gaps were found in the Singapore Math and UCSMP math programs. Following evaluation, the Team recommended adoption of EngageNY.
3. The Team conducts a Standards Audit, identifying where and how each standard is addressed in the curriculum map (Map, Sec) or Year-at-a-Glance (YAAG, Elem), and whether the rigor is sufficient.
  - a. (Criteria) If a standard is not covered, or not sufficiently covered, in the Map/YAAG, the document is revised to ensure adequate coverage (See C.C.2).
  - b. (Criteria) If the standard is included in the Map/YAAG, but not sufficiently covered in the instructional resources, a recommendation is made to adopt new or supplementary material (See C.B.1), or a teacher is assigned to develop material.
  - c. (Criteria) If curricular gaps involving multiple standards across multiple grade levels are found, the Team will recommend a major adoption or revision (see C.B.1 and C.C.1).
4. Based on the distribution of student scores, Teams design intervention structures for the following year to ensure learning gap remediation.

Standards proficiency is monitored throughout the year through curricular assessments, in August/September, January, and May/June through benchmark assessments, and annually through State standardized assessments.

#### Documentation

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

- Curriculum Maps (Sec)/Year-at-a-Glance documents (Elem)
- Standards Audits
- Team meeting minutes/sign-in sheets with recommendations
- Vertical Alignment Committee minutes with recommendations
- Assessment result reports (AIMSweb Tier Transition Report, Edmodo standard proficiency report, AzMERIT student level report)

### **B. Adopting Curriculum**

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

#### Answer

*Write answer here. Suggested word count is 400 words.*

1. Following the curriculum evaluation process as described in C.A.1, the Team conducts a Standards Audit, identifying where and how each standard is addressed in the curriculum map (Map, Sec) or Year-at-a-Glance (YAAG, Elem), and whether the rigor is sufficient.
  - a. (Criteria) If a standard is not covered, or not sufficiently covered, in the Map/YAAG, the document is revised to ensure adequate coverage (See C.C.1).
  - b. (Criteria) If the standard is included in the Map/YAAG, but not sufficiently covered in the instructional resources, a recommendation is made to adopt new or supplementary material, or a teacher is assigned to develop material.



- c. (Criteria) If curricular gaps involving multiple standards across multiple grade levels are found, the Team will recommend a major adoption or revision.
2. In cases b or c, a recommendation is identified in meeting minutes, and made to the Co-Directors by email.

**Documentation**

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

- Curriculum Map/YAAG
- Standards Audit
- Team Meeting Minutes
- Recommendation Emails

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

1. In cases b and c, above (C.B.1), a curriculum coach or lead teacher is assigned to research options for new or supplemental curriculum. That person gathers information about these options, including the following Criteria:
  - a. Alignment to Arizona Standards and pacing
  - b. Alignment to CK (Elem) or IB (Sec) frameworks, criteria, and background knowledge
  - c. Alignment to TOPA philosophy and methods
  - d. Availability of resources for instructing/supporting subgroup populations
  - e. Results from other users
  - f. Place in instructional continuum
  - g. Cost
  - h. Requirements and availability of PD
  - i. Technology requirements (if applicable)
2. The researcher identifies two or three top options based on the criteria, and recommends them to district leadership in an email.
3. Grade-level (Elem) or Subject team (Sec) curriculum teams review the recommended options, as documented by meeting minutes. In cases where the adoption is significant, a lead teacher or teachers may pilot the material for a unit or quarter. A recommendation is identified in meeting minutes and made to the Co-Directors in an email.

**Documentation**

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

- Curriculum research notes
- Recommendation emails
- Team meeting minutes
- Pilot implementation observation notes and student data (if applicable)

**C. Revising Curriculum**

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

**Answer**



Write answer here. Suggested word count is 400 words.

1. Following the curriculum evaluation process as described in C.A.1, the Team conducts a Standards Audit, identifying where and how each standard is addressed in the curriculum map (Map, Sec) or Year-at-a-Glance (YAAG, Elem), and whether the rigor is sufficient.
  - a. (Criteria) If a standard is not covered, or not sufficiently covered, in the Map/YAAG, the document is revised to ensure adequate coverage (See C.C.2).
  - b. (Criteria) If the standard is included in the Map/YAAG, but not sufficiently covered in the instructional resources, a recommendation is made to adopt new or supplementary material (see C.B.1), or a teacher is assigned to develop material.
  - c. (Criteria) If curricular gaps involving multiple standards across multiple grade levels are found, the Team will recommend a major adoption or revision (see C.B.1, 2).
2. In case a above, the Grade-level (Elem) or Subject (Sec) team is assigned to revise the document to ensure adequate coverage and rigor (see C.C.2). This is documented in meeting minutes.

**Documentation**

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

- Curriculum Map/YAAG
- Standards Audit
- Team Meeting Minutes
- Standards checklist
- Emails regarding YAAG revisions

**Question #2:** Once determined that curriculum must be revised, what process does the Charter Holder use to revise the curriculum? What criteria guide that process?

**Answer**

Write answer here. Suggested word count is 400 words.

1. In case C.C.1a, the Grade-level (Elem) or Subject (Sec) team is assigned to revise the document to ensure adequate coverage and rigor. This is documented in meeting minutes of the team that evaluates the curriculum.
2. The Grade-level (Elem) or Subject (Sec) team reviews the ACCR Standards, Map/YAAG (which includes pacing guide and standards covered by week), instructional resources, and findings of the Standards Audit. The team looks at the following areas:
  - a. Does the pacing of the existing MAP/YAAG provide adequate instructional time to cover the rigor of the Standard(s) found deficient in the Standards Audit? If not, the team proposes a revision to the pacing of the Map/YAAG.
  - b. Do the instructional resources adequately support the rigor of the Standard(s) found deficient in the Standards Audit? If not, the team proposes changes to district-developed curriculum or supplemental curriculum to address the deficiency.
3. (Elem) In case a above, the revision process continues throughout the year. During this process, lesson plans being integrated into the YAAG are submitted to the site Principal for review on a weekly basis through Google Drive.
  - a. The site Principal tracks the incorporation of ACCR standards and standard rigor into the revised YAAG through the Standards Checklist and provides feedback by email if deficiencies are noted.
  - b. The site Principal confirms implementation of the new curriculum through classroom observations.
4. Recommendations of the team are recorded in meeting minutes, and provided to Co-Directors in an email.
5. Final recommendations are sent to Board for approval.

**Documentation**



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

- Standards Audit findings
- Grade-level (Elem) or Subject (Sec) team meeting minutes
- Standards checklist
- Emails regarding YAAG revision
- Observation notes
- Recommendation emails
- Board meeting minutes

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#### **D. Implementing Curriculum**

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

Each summer, during the three weeks of PD for new teachers/two weeks for returning teachers, TOPA communicates the following expectations regarding implementation of curriculum to teachers, as documented by the Staff Handbook, Summer PD Materials, and Sign-in Sheets:

1. Teachers are provided a Curriculum Map (Sec) or Year-at-a-Glance document (Elem) for their subject/grade-level.
  - a. (Elem) Approved resources to support the curriculum, including supplemental and intervention resources, are uploaded into Sites and provided to the teachers. Lesson plans are included in these resources, unless a grade level and curriculum are under revision.
  - b. (Sec) Approved resources to support the IB curriculum, including supplemental and intervention resources, are uploaded into Managebac and provided to the teachers.
2. (Elem) During (at least) weekly observations, administrators check whether the lesson is aligned to the YAAG and Common Core.
  - a. Teachers in grade levels where the YAAG is under revision submit weekly lesson plans and resources through Google Drive. The administrator checks these weekly and confirms implementation through observation.
3. (Sec) Teachers turn in weekly Lesson Plans to the site Principal, which must be aligned to the Map/YAAG, as documented by the Lesson Plan Review Tracker. During weekly (or more frequent) observations, Principals and Curriculum Coaches ensure that lessons align to the Lesson Plan, as documented in Observation Notes.

#### **Documentation**

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

- Staff Handbook
- Summer PD Materials
- Summer PD Sign-in Sheets
- Curriculum Map/Year-at-a-Glance
- Weekly Lesson Plans
- Lesson Plan Review Tracker
- Observation Notes

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



**Answer**

*Write answer here. Suggested word count is 400 words.*

Each summer, during the three weeks of PD for new teachers/two weeks for returning teachers, TOPA communicates the following expectations regarding implementation of curriculum to teachers, as documented by the Staff Handbook, Summer PD Materials, and Sign-in Sheets:

1. Teachers are provided a Curriculum Map (Sec) or Year-at-a-Glance document (Elem) for their subject/grade-level. These documents identify the common curricular tools or instructional resources to be used.
2. Teachers turn in weekly Lesson Plans to the site Principal, which must be aligned to the Map/YAAG, as documented by the Lesson Plan Review Tracker.
3. During weekly (or more frequent) observations, Principals and Curriculum Coaches ensure that lessons align to the Lesson Plan, as documented in Observation Notes.
4. At weekly grade level (Elem) or Subject team (Sec) meetings, team leaders review use of curricular tools for upcoming lessons.

**Documentation**

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

- Curriculum Map/Year-at-a-Glance
- Weekly Lesson Plans
- Lesson Plan Review Tracker
- Observation Notes
- Team Meeting Minutes

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

Standards mastery is assessed by grade-level teams (Elem) and subject teams (Sec), and monitored by site and district administrators.

1. Elementary teachers administer common curricular assessments each week, tracking mastery of specific standards. Results are provided to site Principals and Data Administrator through Data Dialog forms and tracked using the Data Dialog Trackers.
2. Secondary Math teachers administer unit-based pre/post assessments. Results are monitored by the team lead (lead teacher, curricular coach, or site administrator).
3. Sec English and Math teachers use Edmodo assessments following each unit to track ACCR Standards mastery of standards featured in the unit. Results are monitored by the team through the Edmodo Snapshot by Standards view (available online only – captured by screenshot)
4. High school students take standards-based Edmodo benchmarks in Math and ELA three times annually. The Data Administrator prepares Mastery Trackers for each grade (9-11).

**Documentation**

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

- Data Dialogs
- Data Dialog Tracker
- Sec Math pre/post tracker
- Edmodo Snapshot Standards view screenshot



- HS Benchmark Mastery Tracker

**E. Alignment of Curriculum**

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

1. Prior to adoption, following a major revision, or should a learning gap be identified, the Curriculum Team (see C.A.1) conducts a Standards Audit, identifying where and how each standard is addressed in the Map/YAAG, and whether the rigor is sufficient.
  - a. (Criteria) If a standard is not covered, or not sufficiently covered, in the Map/YAAG, the document is revised to ensure adequate coverage (See Curriculum (C) C.1).
  - b. (Criteria) If the standard is included in the Map/YAAG, but not sufficiently covered in the instructional resources, a recommendation is made to adopt new or supplementary material (See C.B.1), or a teacher is assigned to develop material.
  - c. (Criteria) If curricular gaps involving multiple standards across multiple grade levels are found, the Team will recommend a major adoption or revision (see C.B.1).
2. Standards proficiency is monitored throughout the year through curricular assessments, in August/September, January, and May/June through benchmark assessments, and annually through State standardized assessments.

**Documentation**

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

- Standards Audit
- Team meeting minutes
- Assessment result reports (AIMSweb Tier Transition Report, Edmodo standard proficiency report, AzMERIT student level report)

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

1. Standards proficiency is monitored throughout the year through curricular assessments, in August/September, January, and May/June through benchmark assessments, and annually through State standardized assessments.
2. Should a learning gap be identified, the Curriculum Team (see C.A.1) conducts a Standards Audit, identifying where and how each standard is addressed in the Map/YAAG, and whether the rigor is sufficient.
  - a. (Criteria) If a standard is not covered, or not sufficiently covered, in the Map/YAAG, the document is revised to ensure adequate coverage (See C.C.1).
  - b. (Criteria) If the standard is included in the Map/YAAG, but not sufficiently covered in the instructional resources, a recommendation is made to adopt new or supplementary material (See C.B.1), or a teacher is assigned to develop material.
  - c. (Criteria) If curricular gaps involving multiple standards across multiple grade levels are found, the Team will recommend a major adoption or revision (see C.B.1).

**Documentation**



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

- Standards Audit
- Team meeting minutes
- Assessment result reports (AIMSweb Tier Transition Report, Edmodo standard proficiency report, AzMERIT student level report)

**F. Adapted to Meet the Needs of Subgroups**

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

**Subgroup Curriculum Table**

Subgroup	Exempt	How does the Charter Holder assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	List documents that serve as evidence of implementation of this process
Traditional Schools: Students with proficiency in the bottom 25%  Alternative schools: Non-proficient students	<input type="checkbox"/>	<ol style="list-style-type: none"> <li>1. In August, scholars are assessed using AIMSweb (K-8) or Edmodo (9-11).                             <ol style="list-style-type: none"> <li>a. Elem scholars are provided ability-based Reading and Math small-group direct instruction, as well as RtI interventions daily.</li> <li>b. Sec scholars in the bottom 25% (&lt;25) in Reading and/or Math are assigned to Math Lab or Reading Lab.</li> </ol> </li> <li>2. Scholars in &lt;25 are monitored for progress.                             <ol style="list-style-type: none"> <li>a. Elem scholars in &lt;25 are monitored through specific subgroup check in Data Dialog and/or progress monitored through AIMSweb monthly.</li> <li>b. Sec scholars in Lab classes are monitored biweekly for performance using AIMSweb or Edmodo, through curricular assignments, and through supplemental curriculum such as IXL for Math.</li> </ol> </li> <li>3. In January all scholars are benchmarked again.                             <ol style="list-style-type: none"> <li>a. Elem scholars may be moved into different small groups.</li> <li>b. Sec scholars who have consistently tested at grade level are moved out of Lab classes. Scholars showing declining performance are added to Labs.</li> </ol> </li> <li>4. Repeat Step 2</li> </ol> <p>May benchmark assessments provide preliminary data for next year’s assignment.</p>	<ul style="list-style-type: none"> <li>• AIMSweb Tier Transition Report</li> <li>• AIMSweb Class Distribution Report</li> <li>• AIMSweb Student Improvement Report</li> <li>• Edmodo Mastery Tracker</li> <li>• Lab Rosters</li> <li>• Elementary Classroom Groups</li> <li>• AIMSweb Progress Monitoring</li> <li>• Sec. Lab Progress Monitoring Tracker</li> </ul> <p>Summer placement meeting minutes</p>
ELL students	<input type="checkbox"/>	<ol style="list-style-type: none"> <li>1. Scholars tested with AZELLA as specified by ADE.</li> <li>2. Parents notified of AZELLA results.</li> <li>3. If results warrant and parents agree, ILLP meeting held, goals assigned.</li> </ol>	<ul style="list-style-type: none"> <li>• AZELLA Results</li> <li>• ILLP documents</li> <li>• ILLP Intervention Log</li> <li>• AIMSweb Tier Transition Report</li> </ul>



## Demonstration of Sufficient Progress Report

		<p>4. (Elem) ELL scholars are grouped based on needs identified by AZELLA and provided high-yield strategies daily.</p> <p>5. Interventions logged by intervention specialist and/or ILLP coordinator.</p> <p>6. Scholar assessed through benchmark, curricular assessments (see A.C.1).</p> <p>7. If scholar in &lt;25, assessed as in C.F.&lt;25.</p> <p>Results tracked in ILLP log.</p>	<ul style="list-style-type: none"> <li>• AIMSweb Class Distribution Report</li> <li>• AIMSweb Student Improvement Report</li> <li>• Edmodo Mastery Tracker</li> <li>• AIMSweb Progress Monitoring</li> </ul> <p>Sec. Lab Progress Monitoring Tracker</p>
Students eligible for FRL	<input type="checkbox"/>	TOPA does not track eligibility for FRL	
Students with disabilities	<input type="checkbox"/>	<p>Elem: Students with disabilities are tracked through monthly AIMSweb progress monitoring, and quarterly reports on percent of mastery of standards-based goals through IEP pro. Due to the individualization of support resources, evaluation of curricular/resource effectiveness is done on an individual basis through the IEP process.</p> <p>Sec: ESS scholars below grade level are tracked through the &lt;25 procedure described above. All ESS scholars are also tracked through the IEP process.</p>	<ul style="list-style-type: none"> <li>• AIMSweb Tier Transition Report</li> <li>• AIMSweb Class Distribution Report</li> <li>• AIMSweb Student Improvement Report</li> <li>• IEPs</li> </ul> <p>IEP quarterly reports through IEP Pro</p>

### AREA III: ASSESSMENT

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

#### A. Developing the Assessment System

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

**Assessment System Table**

Assessment Tool	What grades use this assessment tool?	How is it used? (formative, summative, benchmark, etc.)	What <u>performance measures</u> are assessed?	What assessment data is generated?	When/how often is it administered?
AIMSweb Letter Naming Fluency (LNF)	K-1	Diagnostic, Benchmark	Letter Naming Fluency	Corrects, Errors, Accuracy, Met benchmark targets?, Rate of Improvement (ROI – nationally normed))	Fall, Winter, Spring (All) Monthly (<25%) Biweekly (Scholars in Rtl)



## Demonstration of Sufficient Progress Report

AIMSweb Letter Sound Fluency (LSF)	K 1	Diagnostic	Letter Sound Fluency	Corrects, Errors, Accuracy, Met targets?	Winter, Spring (K) Fall (1)
AIMSweb Phoneme Segmentation Fluency (PSF)	K 1	Diagnostic	Phoneme Segmentation Fluency	Corrects, Met targets?, ROI	Winter, Spring (K) Fall, Winter, Spring (1)
AIMSweb Nonsense Word Fluency (NWF)	K 1	Diagnostic, Benchmark	Nonsense Word Fluency	Corrects, Met targets?, ROI	Winter, Spring (K) Fall, Winter, Spring (1)
AIMSweb Reading-Curriculum Based Measures (R-CBM)	1 2-5	Diagnostic, Benchmark, Progress Monitoring	Reading Fluency	Corrects, Errors, Accuracy, Met targets?, ROI	Winter, Spring (1) Fall, Winter, Spring (2-5) Monthly (<25%) Biweekly (Scholars in Rtl)
AIMSweb MAZE	2-8	Diagnostic, Benchmark, Progress Monitoring	Reading Comprehension	Corrects, Errors, Accuracy, Met targets?, ROI	Fall, Winter, Spring (All) Monthly (<25%) Biweekly (Scholars in Rtl)
AIMSweb Math Computation (M-COMP)	1-8	Diagnostic, Benchmark, Progress Monitoring	Math Computational Fluency	Points, Met target? ROI	Fall, Winter, Spring (All) Monthly (<25%) Biweekly (Scholars in Rtl)
AIMSweb Math Concepts and Application (M-CAP)	2-8	Diagnostic, Benchmark, Progress Monitoring	Math Problem Solving	Total Score, Met target? ROI	Fall, Winter, Spring (All) Monthly (<25%) Biweekly (Scholars in Rtl)
Edmodo	9-11	Benchmark, Curricular	Math ACCR Standards; ELA ACCR Standards	Proficiency level per standard	Fall, Winter, Spring – Benchmark (required); Pre/Post for Curricular Units (optional)
PSSS (PSAT Practice Test)	8-10	College Readiness	Math, Reading proficiency by strand	Proficiency level per strand, readiness for SAT	Spring
IB MYP Benchmark Assessments	6-10	Benchmark	Math, Writing proficiency by MYP criterion	Performance level by MYP criterion	Quarterly

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

1. Following each administration of a district diagnostic or benchmark assessment, a team of relevant personnel (curriculum coaches, administrators, interventionists, special educators) gets together to review the data. While the primary purpose of these meetings is to draw conclusions regarding student performance and placement, instructional effectiveness and curricular effectiveness (see C.A.1, M.A.2), the team also considers the following questions:
  - a. Does this assessment provide actionable data for classroom teachers?
  - b. Does this assessment provide actionable data for intervention or special education?



- c. Does this assessment provide data that allows standard proficiency to be monitored?
  - d. Does this assessment allow change in student performance to be tracked over time?
  - e. Does this assessment provide data regarding post-secondary readiness?
  - f. Does this assessment provide valid predictors of performance on the State standardized assessment?
  - g. For lower elementary, does this assessment provide adequate data to prepare a literacy plan for Move On When Reading?
2. If an assessment is not meeting the needs of the school, an email is sent to a site principal or co-director, or it is brought up in an admin meeting, as documented in minutes. As most assessments were implemented specifically because they met the relevant criteria (as evidenced by reports affirming the functionality), these communications are rare.
3. When preparing reports for district administrators, government agencies, and other key stakeholders using assessment data, individual staff members or teams consider the following questions regarding the effectiveness of assessment tools or systems:
  - a. Does the assessment tool or system provide for the aggregation of student data to allow comparisons of classrooms grade level, or site performance at a particular point in time?
  - b. Does the assessment tool or system provide for the aggregation of student data to allow comparisons of changes in classroom, grade level, or site performance over time?
  - c. Does the assessment tool or system provide for the aggregation of student data to allow for the disaggregation of student data by subgroup?
  - d. Does the assessment tool or system provide data that predicts site and district performance on state standardized assessments in a valid and reliable manner?
4. If an assessment is not meeting one of these functions, an email is sent to a site principal or co-director, or the issue will be raised in an administrative meeting. As most assessments were implemented specifically because they met the relevant criteria (as evidenced by reports affirming the functionality), these communications are rare.

**Documentation**

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

- Assessment data reports demonstrating functionality meeting the evaluation criteria.
- Emails regarding insufficient functionality.
- Team meeting minutes.

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

1. As curricular assessments are either included in a purchased curricular package (e.g. EngageNY) or developed along with/from instructional resources (e.g. Core Knowledge), curricular assessments are considered to align with the curriculum as long as assessment results align with instructional expectations. For curricular assessments (including IB benchmarks), teams of teachers (grade level (Elem) or subject (Sec)) review assessment results the week following administration for evidence of mastery of key concepts/skills. If test results seem unusually low (especially after reteaching) or exceptionally high, the team will review the assessment to ensure that the assessment is accurately evaluating the appropriate concepts or skills. Evidence can be found in team meeting minutes and revised assessments.
  - a. If results on a curricular assessment seem abnormal across multiple classrooms, before proceeding to a curriculum evaluation (see C.A.1), teachers will review the questions/problems/prompts to ensure alignment to the curricular concepts/skills of the unit, as evidenced by meeting minutes and revised assessments.
  - b. If the questions/problems/prompts seem sufficiently aligned to the curricular concepts/skills, and lack of



alignment does not explain the anomalous results, then an email is sent to a site or district administrator suggesting a curriculum evaluation be conducted according to the process in C.A.1, or the issue will be brought up in a meeting.

2. For standards-based curricular/unit assessments (e.g. Edmodo), alignment is through the standards, and monitored by teacher teams (curricular/unit) or administrators (benchmark) for evidence of mastery of standards according to the Map/YAAG. If mastery levels seem unusually low (especially after reteaching), the team will review the assessment to ensure that it is accurately evaluating the rigor of the standards. Evidence can be found in team meeting minutes and revised assessments.
  - a. If results on a curricular assessment seem abnormal across multiple classrooms, before proceeding to a curriculum evaluation (see C.A.1), teachers will review the questions/problems/prompts to ensure alignment to the curricular concepts/skills of the unit, as evidenced by meeting minutes and revised assessments.
  - b. If the questions/problems/prompts seem sufficiently aligned to the curricular concepts/skills, and lack of alignment does not explain the anomalous results, then an email is sent to a site or district administrator suggesting a curriculum evaluation be conducted according to the process in C.A.1.
3. Some diagnostic and benchmark assessments are not intended to be aligned to any particular curriculum, but rather to evaluate scholars' basic literacy and numeracy skills. In order to determine whether the levels described by AIMSweb (grades 3-8) align to mastery of State standards, following the receipt of results of State standardized assessments, the Data Coordinator determines the validity of the Winter Benchmark.
  - a. The results from the AIMSweb Student Score Distribution report (at/above target, below target) are correlated with State assessment results (passing, not passing). This leads to each scholar falling into one of four categories:
    - i. True Positive (above target on AIMSweb, passed AIMS/AzMERIT)
    - ii. False Positive (above target on AIMSweb, did not pass AIMS/AzMERIT)
    - iii. False Negative (below target on AIMSweb, passed AIMS/AzMERIT)
    - iv. True Negative (below target on AIMSweb, did not pass AIMS/AzMERIT)
  - b. The Data Coordinator presents findings by grade to all district administrators. A correlation of 80% in True Positive is considered to indicate a valid assessment.
  - c. If the True Positive correlation rate is below 80%, the Data Coordinator derives a new target score for AIMSweb.
    - i. The score for each student on AIMSweb Winter benchmark, and the scale score from the State standardized assessment, are plotted using a scatterplot on Excel.
    - ii. Excel is then used to draw a regression line.
    - iii. The cut score for passing the State standardized assessment is overlaid on the scatterplot. The intersection of the regression line and the cut score indicates the new target for the Winter benchmark for that grade.
    - iv. Graphs and suggested target scores are sent to all district administrators and used to assign interventions.

**Documentation**

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

- Team meeting minutes
- Revised assessments
- Emails to site/district leaders
- AIMSweb/state assessment validation calculations
- Target score scatterplot graphs

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



**Answer**

Write answer here. Suggested word count is 400 words.

1. For curricular assessments (including IB benchmarks), teams of teachers (grade level (Elem) or subject (Sec)) review assessment results the week following administration for evidence of mastery of key concepts/skills. If test results seem unusually low (especially after reteaching), and analysis as described above (see A.A.3) does not provide the team will request that a site administrator or instructional coach will observe relevant classrooms to ensure that .
  - a. If results on a curricular assessment seem abnormal across multiple classrooms, before proceeding to a curriculum evaluation (see C.A.1), teachers will review the questions/problems/prompts to ensure alignment to the curricular concepts/skills of the unit, as evidenced by meeting minutes and revised assessments.
  - b. If the questions/problems/prompts seem sufficiently aligned to the curricular concepts/skills, and lack of alignment does not explain the anomalous results, then an email is sent to a site or district administrator suggesting a curriculum evaluation be conducted according to the process in C.A.1.
2. For standards-based curricular/unit and benchmark assessments, alignment is through the standards, and monitored by teacher teams (curricular/unit) or administrators (benchmark) for evidence of mastery of standards according to the Map/YAAG. If mastery levels seem unusually low (especially after reteaching), the team will review the assessment to ensure that it is accurately evaluating the rigor of the standards. Evidence can be found in team meeting minutes and revised assessments.
  - a. If results on a curricular assessment seem abnormal across multiple classrooms, before proceeding to a curriculum evaluation (see C.A.1), teachers will review the questions/problems/prompts to ensure alignment to the curricular concepts/skills of the unit, as evidenced by meeting minutes and revised assessments.
  - b. If the questions/problems/prompts seem sufficiently aligned to the curricular concepts/skills, and lack of alignment does not explain the anomalous results, then an email is sent to a site or district administrator suggesting a curriculum evaluation be conducted according to the process in C.A.1.

**Documentation**

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

- Team meeting minutes
- Emails to site/district leaders
- Coaching observations

**B. Adapted to Meet the Needs of Subgroups**

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

**Subgroup Assessment Table**

Subgroup	Exempt	How does the assessment system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	List documents that serve as evidence of implementation of this process.
Students with proficiency in the bottom 25%/non-	<input type="checkbox"/>	AIMSweb is used to diagnose reading or math skills in the bottom 25% in August (K-8). Between the August pretest and Winter benchmark, students in	AIMSweb student report  IXL student report



## Demonstration of Sufficient Progress Report

proficient students		<p>the bottom 25% (monthly) and/or assigned to RtI intervention (biweekly) are progress monitored through AIMSweb.</p> <p>Scholars in Math intervention (6-12) are also instructed with IXL, which is a computer-based curriculum that includes assessments, which must be passed at 80% before a scholar can move on.</p>	
ELL students	<input type="checkbox"/>	<p>ELL students who test in the bottom 25% have intervention effectiveness monitored in the same way as other bottom 25% students. ELL students above the bottom 25% are not considered to need extra intervention or monitoring unless specified by their ILLP. All ELL students are monitored for proficiency in individual areas of need as specified in their ILLP.</p>	<p>AIMSweb student report</p> <p>IXL student report</p> <p>ILLP</p>
Students eligible for FRL	<input type="checkbox"/>	<p>TOPA does not track students' eligibility for FRL</p>	N/A
Students with disabilities	<input type="checkbox"/>	<p>AIMSweb is used to diagnose reading or math for ESS scholars in August (K-8). Between the August pretest and Winter benchmark, students assigned to intervention have progress monitored through AIMSweb.</p> <p>Scholars in Math intervention (6-12) are also instructed with IXL, which is a computer-based curriculum that includes assessments, which must be passed at 80% before a scholar can move on.</p> <p>All SPED students are monitored for proficiency in individual areas of need as specified in their IEP.</p>	<p>AIMSweb student report</p> <p>IXL student report</p> <p>IEP Pro Report</p>

### C. Analyzing Assessment Data

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

1. Following each administration of a district AIMSweb diagnostic or benchmark assessment (K-8), a team of relevant personnel (grade-level/subject teachers, curriculum coaches, and/or administrators) gets together to review the data, with a primary purpose of drawing conclusions regarding student performance and placement, documented in meeting minutes:
  - a. Students below target (or below adjusted target – see A.A.2.3) are assigned to interventions. This includes the following assessments as described above:
    - i. LNF
    - ii. LSF
    - iii. PSF



- iv. NWF
  - v. R-CBM
  - vi. MAZE
  - vii. M-Comp
  - viii. M-CAP
- b. AIMSweb reports include the Tier Transition Report (identified bottom 25% and bottom 10%), Student Score Distribution Report (identifies students by score – allows using AIMSweb target score or modified cut score), and ROI by Homeroom (shows the rate of improvement in a box-whisker graph to indicate distribution).
  - c. Based on the results of the Fall benchmark (pretest), students are assigned to intervention groups (Elem) or lab classes (Sec), as evidenced by Student Score Distribution report results and intervention rosters.
  - d. Based on the results of the Winter benchmark, students may be assigned to or removed from intervention groups (Elem) or lab classes (Sec), as evidenced by Student Score Distribution report results and intervention rosters.
  - e. Based on the results of the Spring benchmark (posttest), students are preliminarily assigned to or removed from intervention groups (Elem) or lab classes (Sec), for the following year (1-9), as evidenced by Student Score Distribution report results and intervention rosters.
2. Edmodo benchmark assessments (9-11) are in their first year of implementation. Following the Fall pretest, teachers were provided with Edmodo Benchmark Reports listing the mastery level, by student, on key standards in Math, Reading for Literature, Reading for Informational Text, and Language. Data was also aggregated by AzMERIT domains based on the AzMERIT blueprint, and aggregated by standard.
  3. Following each MYP Benchmark assessment, teachers score the assessment using criteria from IB. The results are provided to the IB Coordinator, who prepares reports indicating which students were in each score level according to the IB rubric.

**Documentation**

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

- AIMSweb Tier Transition Report
- AIMSweb Student Score Distribution Report
- AIMSweb ROI by Homeroom Report
- Edmodo Benchmark Analysis Report
- MYP Benchmark Results Report
- Team Meeting Minutes
- Intervention Rosters

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

The effectiveness of the curriculum is evaluated annually in the summer by the Curriculum Team (Team: site administrators, curriculum coaches, lead teachers), as well as following midyear benchmark assessments by grade level (Elem) or subject (Sec) teams. These local teams also review curricular assessments weekly.

1. Learning gaps are reviewed to determine whether they are due to instructional deficiencies or curricular gaps.
2. (Criteria) Learning gaps confined to specific teachers in a grade/subject indicate an instructional deficiency (see A.C.3).
3. (Criteria) Learning gaps distributed across a subject/grade indicate a curricular issue.
4. If a curricular issue is identified, the relevant team conducts a Standards Audit, identifying where and how each standard is addressed in the curriculum map (Map, Sec) or Year-at-a-Glance (YAAG, Elem), and whether the rigor is



- sufficient. For midyear and weekly assessment results, these audits are conducted more informally, and focused on standards covered during the relevant time period.
- a. (Criteria) If a standard is not covered, or not sufficiently covered, in the Map/YAAG, the document is revised to ensure adequate coverage (See C.C.1). This represents the bulk of the findings, and changes tend to be modest.
  - b. (Criteria) If the standard is included in the Map/YAAG, but not sufficiently covered in the instructional resources, a recommendation is made to adopt new or supplementary material (See C.B.1), or a teacher is assigned to develop material.
  - c. (Criteria) If curricular gaps involving multiple standards across multiple grade levels are found, the Team will recommend a major adoption or revision (see C.B.1).
  - d. In case a above, the Grade-level (Elem) or Subject (Sec) team is assigned to revise the document to ensure adequate coverage and rigor (see C.C.2). This is documented in meeting minutes.
  - e. In cases b or c, a recommendation is identified in meeting minutes, and made to the Co-Directors by email.
5. In cases b and c, above, a curriculum coach or lead teacher is assigned to research options for new or supplemental curriculum. That person gathers information about these options, including the following Criteria:
    - a. Alignment to Arizona Standards and pacing
    - b. Alignment to CK (Elem) or IB (Sec) frameworks, criteria, and background knowledge
    - c. Alignment to TOPA philosophy and methods
    - d. Availability of resources for instructing/supporting subgroup populations
    - e. Results from other users
    - f. Place in instructional continuum
    - g. Cost
    - h. Requirements and availability of PD
    - i. Technology requirements (if applicable)
  6. The researcher identifies two or three top options based on the criteria, and recommends them to district leadership in an email.
  7. Grade-level (Elem) or Subject team (Sec) curriculum teams review the recommended options, as documented by meeting minutes. In cases where the adoption is significant, a lead teacher or teachers may pilot the material for a unit or quarter. A recommendation is identified in meeting minutes and made to the Co-Directors in an email.

### Documentation

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

- Curriculum Maps (Sec)/Year-at-a-Glance documents (Elem)
- Standards Audits
- Team meeting minutes/sign-in sheets with recommendations
- Vertical Alignment Committee minutes with recommendations
- Assessment result reports (AIMSweb Tier Transition Report, Edmodo standard proficiency report, AzMERIT student level report)
- Data Dialogs/Data Dialog Tracker
- Grade-level (Elem)/Subject Team (Sec) meeting minutes
- Curriculum research notes
- Recommendation emails
- Team meeting minutes
- Pilot implementation observation notes and student data (if applicable)

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

**Answer**



*Write answer here. Suggested word count is 400 words.*

The effectiveness of instruction is evaluated using assessment data annually in the summer by an Admin Team (Team: site administrators, curriculum coaches, lead teachers), as well as following midyear benchmark.

1. Learning gaps are reviewed to determine whether they are due to instructional deficiencies or curricular gaps.
  - a. Following major adoptions, a special set of criteria is used for the first three years (see C.A.1.II).
2. (Criteria) Learning gaps distributed across a subject/grade indicate a curricular issue (see A.C.2 above).
3. (Criteria) Learning gaps confined to specific teachers in a grade/subject indicate an instructional deficiency.
4. If an instructional deficiency is indicated, site administrators and curricular coaches review observation records to identify noted instructional issues that appear related to the learning gap.
  - a. (Elem) Teachers are assigned to one of four tiers. Each teacher is assigned a standing meeting with the instructional coach, with the frequency dependent on the level of need:
    - i. Teachers in the Blue tier meet with the coach monthly.
    - ii. Teachers in the Green tier meet with the coach every three weeks.
    - iii. Teachers in the Yellow tier meet with the coach biweekly.
    - iv. Teachers in the Red tier meet with the coach weekly.
  - b. An administrator would identify an area of need through observation, and communicate this to the teacher and coach in writing.
    - i. If a teacher is on an improvement plan for instructional gaps, the class is progress monitored throughout the plan.
  - c. The coach meets with the teacher to monitor area(s) of improvement and provide suggestions and support, as documented in the Coaching Log. This includes reviewing the results of progress monitoring.
  - d. Observations and monitoring continue until improvement has been sufficiently demonstrated (the loop is closed).
  - e. (Sec) For teachers identified as having a learning need, an instructional coach observes at least weekly.
    - i. The coach records observation notes in the Coaching Log.
    - ii. Following the observation, a meeting is held with the teacher to review the results and recommendations.
  - f. (Sec) Site administrators and coaches meet weekly at Coaching Meetings to discuss findings from observations and grade-level/subject team meetings.
5. Follow-up observations by coaches are tracked in the coaching log. If improved implementation is not shown, the teacher may be put on an improvement plan (see P.A.2).
6. Subsequent assessment data is monitored to document whether the gap has resolved.

#### Documentation

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

- Team meeting minutes
- Tiered observation tracker
- Observation records
- Coaching Log
- Assessment reports
- Progress Monitoring reports
- Teacher Improvement Plan

### AREA IV: MONITORING INSTRUCTION

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

#### A. Monitoring Instruction



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

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

1. (Elem) Teachers are expected to follow the YAAG, which includes lesson plans. Implementation of the YAAG is monitored through weekly observations by the site Principal, tracked in the Observation Tracker. Communications regarding deviations from the YAAG are handled by email or in person, documented through notes on the Observation record. In addition to checking fidelity to the YAAG, the site Principal looks for:
  - a. Student engagement
  - b. Alignment to quality indicators from evaluation tool Domain I (Planning & Preparation), Domain II (Classroom Environment) and Domain III (Instructional Practices). The specific elements of these Domains observed depend on whether the teacher is in evaluation Tier I (first two years at TOPA); Tier II (2+ years and successful Tier I evaluation); or on an improvement plan.
  - c. Implementation of PD strategies based on PD calendar
  - d. Differentiation/instructional support for relevant subgroups.
2. (Elem) Teachers in grade levels where the YAAG is under revision submit weekly lesson plans and resources through Google Drive. The administrator checks these weekly and confirms implementation through observation, in addition to observing for the elements listed in 1 a-d above.
3. (Elem) The frequency of observation depends on a teacher’s tier, with:
  - a. Blue tier – monthly observation
  - b. Green tier – observation every three weeks
  - c. Yellow tier – biweekly observation
  - d. Red tier – weekly observation
4. (Elem) For teachers in the Red tier, on an improvement plan, or with several identified learning needs, observation coaching may focus on more basic learning needs rather than the implementation of recent PD strategies.
5. (Sec) Each week, teachers turn lesson plans into a site administrator, who checks for alignment to the Map, which is aligned to ACCR or other relevant standards.
  - a. The reviewer notes the receipt of the lesson plans and the check against the Map in the Lesson Plan Tracker.
  - b. If the lesson plan does not align with the Map, the reviewer contacts the teacher by email identifying the discrepancy, or other noted issue.
  - c. Corrections to the lesson plan, or rationale for the discrepancy, are noted in the tracker.
6. (Sec) Instruction in each classroom is monitored on at least a weekly (core area) or biweekly (non-core area) by a site administrator, who looks for:
  - a. Alignment to submitted weekly lesson plan.
  - b. Alignment to evaluation tool quality indicators (specific focus chosen weekly as identified in PD Calendar (see P.A.1)).
  - c. Differentiation/instructional support for relevant subgroups.
7. (Sec) For teachers identified as having a learning need, an instructional coach observes at least weekly.
  - a. The coach records observation notes in the Coaching Log.
  - b. Following the observation, a meeting is held with the teacher to review the results and recommendations.
8. (Sec) Site administrators and coaches meet weekly at Coaching Meetings to discuss findings from observations and grade-level/subject team meetings.
9. Teachers are formally evaluated in the Winter and may be evaluated in the Spring (Tier I: new teachers/new to TOPA/previously on improvement plan) or annually (Tier II: 2+ years following successful evaluation) using the Formal Evaluation Instrument for the appropriate Tier.

**Documentation**



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

- Lesson Plans
- Lesson Plan Tracker
- Observation Records
- Teacher Observation Tier list
- Teacher List by Evaluation Tiers
- Coaching Log
- Evaluation Rubric
- PD Calendar
- Coaching Meeting Minutes
- Formal Evaluation Instrument for Tier I/Tier II

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

The effectiveness of instruction is evaluated using assessment data annually in the summer by the Curriculum Team (Team: site administrators, curriculum coaches, lead teachers), as well as following midyear benchmark assessments by grade level (Elem) or subject (Sec) teams. These local teams also review curricular assessments weekly.

1. Learning gaps are reviewed to determine whether they are due to instructional deficiencies or curricular gaps.
  - Following major adoptions, a special set of criteria is used for the first three years (see C.A.1.II).
2. (Criteria) Learning gaps distributed across a subject/grade indicate a curricular issue (see A.C.2).
3. (Criteria) Learning gaps confined to specific teachers in a grade/subject indicate an instructional deficiency.
4. If an instructional deficiency is indicated, site administrators and curricular coaches review observation records to identify noted instructional issues that appear related to the learning gap.
5. Grade level teams (Elem) use Standards Trackers to monitor whether students have mastered a particular standard. Site administrators quarterly review these.
6. Core subject teachers (Sec) (Language & Literature, Individuals & Societies, Math) use Edmodo pretest/posttest and benchmark data to monitor mastery of ACCR standards.

#### **Documentation**

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

- Team meeting minutes/sign-in sheets with recommendations
- Assessment result reports (AIMSweb Tier Transition Report, Edmodo standard proficiency report, AzMERIT student level report)
- Curricular assessment results
- Standards Trackers
- Data Dialogs/Data Dialog Tracker
- Grade-level (Elem)/Subject Team (Sec) meeting minutes
- Edmodo Snapshot standards view screenshot

### **B. Evaluating Instructional Practices**

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



**Answer**

*Write answer here. Suggested word count is 400 words.*

1. Each week, teachers turn lesson plans into a site administrator, who checks for alignment to the Map/YAAG, which are aligned to ACCR or other relevant standards.
  - a. The reviewer notes the receipt of the lesson plans and the check against the Map/YAAG in the Lesson Plan Tracker.
  - b. If the lesson plan does not align with the Map/YAAG, the reviewer contacts the teacher by email identifying the discrepancy, or other noted issue.
  - c. Corrections to the lesson plan, or rationale for the discrepancy, are noted in the tracker.
2. Instruction in each classroom is monitored on at least a weekly (core area) or biweekly (non-core area) by a site administrator, who looks for:
  - a. Alignment to submitted weekly lesson plan.
  - b. Alignment to evaluation tool quality indicators (specific focus chosen weekly as identified in PD Calendar (see P.A.1)).
  - c. Differentiation/instructional support for relevant subgroups.
3. For teachers identified as having a learning need, an instructional coach observes at least weekly.
  - a. The coach records observation notes in the Coaching Log.
  - b. Following the observation, a meeting is held with the teacher to review the results and recommendations.
4. Site administrators and coaches meet weekly at Coaching Meetings to discuss findings from observations and grade-level/subject team meetings.
5. Teachers are formally evaluated in the Winter and may be evaluated in the Spring (Tier I: new teachers/new to TOPA/previously on improvement plan) or annually (Tier II: 2+ years following successful evaluation) using the Formal Evaluation Instrument for the appropriate Tier.

**Documentation**

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

- Lesson Plans
- Lesson Plan Tracker
- Observation Records
- Coaching Log
- Evaluation Rubric
- PD Calendar
- Coaching Meeting Minutes
- Formal Evaluation Instrument for Tier I/Tier II

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

1. Teachers annually identify individual learning goals. For secondary teachers, these may be tied to IB goals.
2. Instruction in each classroom is monitored on at least a weekly (core area) or biweekly (non-core area) by a site administrator, who looks for alignment to evaluation tool quality indicators (specific focus chosen weekly as identified in PD Calendar (see P.A.1)), including differentiation/instructional support for relevant subgroups.
3. For teachers identified as having a learning need, an instructional coach observes at least weekly, focusing on the learning need(s).
  - a. The coach records observation notes in the Coaching Log.
  - b. Following the observation, a meeting is held with the teacher to review the results and recommendations.
4. Site administrators and coaches meet weekly at Coaching Meetings to discuss findings from observations and grade-



- level/subject team meetings.
5. Teachers are formally evaluated in the Winter and may be evaluated in the Spring (Tier I: new teachers/new to TOPA/previously on improvement plan) or annually (Tier II: 2+ years following successful evaluation) using the Formal Evaluation Instrument for the appropriate Tier.
    - a. At the pre-evaluation meeting (optional in Elem), the administrator and teacher review the lesson plan and personal learning goals.
    - b. The administrator observes the lesson and evaluates the quality of instruction using the rubric in the evaluation instrument.
    - c. In the post-evaluation conference, the administrator and teacher review the findings and set goals for improvement.

**Documentation**

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

- Individual Learning Goals
- Observation Records
- Coaching Log
- Evaluation Rubric
- PD Calendar
- Coaching Meeting Minutes
- Formal Evaluation Instrument for Tier I/Tier II

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

1. Teachers annually identify individual learning goals. For secondary teachers, these may be tied to IB goals.
2. Instruction in each classroom is monitored on at least a weekly (core area) or biweekly (non-core area) by a site administrator, who looks for alignment to evaluation tool quality indicators (specific focus chosen weekly as identified in PD Calendar (see P.A.1)), including differentiation/instructional support for relevant subgroups.
3. For teachers identified as having a learning need, an instructional coach observes at least weekly, focusing on the learning need(s).
  - a. The coach records observation notes in the Coaching Log.
  - b. Following the observation, a meeting is held with the teacher to review the results and recommendations.
4. Site administrators and coaches meet weekly at Coaching Meetings to discuss findings from observations and grade-level/subject team meetings.
5. Teachers are formally evaluated twice a year (new teachers/new to TOPA/previously on improvement plan) or annually (following successful evaluation) using the Formal Evaluation Instrument.
  - a. At the pre-evaluation meeting, the administrator and teacher review the lesson plan and personal learning goals.
  - b. The administrator observes the lesson and evaluates the quality of instruction using the rubric in the evaluation instrument, identifying strengths, weaknesses, and learning goals for each teacher.
  - c. In the post-evaluation conference, the administrator and teacher review the strengths and weaknesses, and set goals for improvement.
6. Following each evaluation cycle, the site and district administrators review the learning goals from each teacher.
  - a. If fewer than 50% of teachers district wide share an area of weakness (identified as a 1 or 2 on the rubric for an indicator), it will be handled through individual coaching. However, if 50% or more of returning teachers at a site share an area of weakness, it will be identified as an area of high importance for that site, to be addressed through site-specific PD (see P.A.3).
  - b. If 50% or more of teachers district-wide share an area of weakness, it will be identified as an area of high importance for the district, to be addressed through district-wide PD (see P.A.3).



**Documentation**

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

- Individual Learning Goals
- Observation Records
- Coaching Log
- Evaluation Rubric
- PD Calendar
- Coaching Meeting Minutes
- Formal Evaluation Instrument
- District administration meeting minutes

**C. Adapted to Meet the Needs of Subgroups**

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

**Subgroup Monitoring Instruction Table**

Subgroup	Exempt	What is the Charter Holder’s ongoing process to evaluate supplemental instruction targeted to address the needs of students in the following subgroups?	List documents that serve as evidence of implementation of this process.
Traditional Schools: Students with proficiency in the bottom 25%  Alternative schools: Non-proficient students	<input type="checkbox"/>	Intervention lab teachers are observed at least bi-monthly by site administrators using the same observation instrument as classroom teachers.  Intervention lab teachers are evaluated by site administrators on the same schedule as classroom teachers.  Instruction in each classroom is monitored on at least a weekly (core area) or biweekly (non-core area) by a site administrator, who looks for differentiation/instructional support for relevant subgroups.	<ul style="list-style-type: none"> <li>• Observation Notes</li> <li>Formal evaluation instrument</li> </ul>
ELL Students	<input type="checkbox"/>	Instruction in each classroom is monitored on at least a weekly (core area) or biweekly (non-core area) by a site administrator, who looks for differentiation/instructional support for relevant subgroups.  The formal evaluation instrument includes areas (e.g. 1c, 1e, 2a, 3e) that rate the teacher’s instructional effectiveness in serving subgroup students.	<ul style="list-style-type: none"> <li>• Observation Notes</li> <li>Formal evaluation instrument</li> </ul>
Students eligible for	<input type="checkbox"/>	TOPA does not track students’ eligibility for FRL	N/A



FRL			
Students with disabilities	<input type="checkbox"/>	<p>Instruction in each classroom is monitored on at least a weekly (core area) or biweekly (non-core area) by a site administrator, who looks for differentiation/instructional support for relevant subgroups.</p> <p>The formal evaluation instrument includes areas (e.g. 1c, 1e, 2a, 3e) that rate the teacher's instructional effectiveness in serving subgroup students. Special Education teachers are also evaluated using this instrument.</p>	<ul style="list-style-type: none"> <li>• Observation Notes</li> </ul> <p>Formal evaluation instrument</p>

**D. Providing Feedback that Develops the Quality of Teaching**

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

1. Teachers annually identify individual learning goals. For secondary teachers, these may be tied to IB goals.
2. Instruction in each classroom is monitored on at least a weekly (core area) or biweekly (non-core area) by a site administrator, who looks for alignment to evaluation tool quality indicators (specific focus chosen weekly as identified in PD Calendar (see P.A.1)) and differentiation/instructional support for relevant subgroups.
3. Teachers not found to be exhibiting instruction at the proficient level as described in the Evaluation Instrument rubric are identified for coaching. Observation results are shared with teachers by email.
4. For teachers identified as having a learning need, an instructional coach observes at least weekly.
  - a. The coach records observation notes in the Coaching Log.
  - b. Following the observation, a meeting is held with the teacher to review the results and recommendations.
5. Site administrators and coaches meet biweekly at Coaching Meetings to discuss findings from observations and grade-level/subject team meetings.
6. Teachers are formally evaluated in the Winter and may be evaluated in the Spring (Tier I: new teachers/new to TOPA/previously on improvement plan) or annually (Tier II: 2+ years following successful evaluation) using the Formal Evaluation Instrument for the appropriate Tier.
  - a. At the pre-evaluation meeting (optional for Elem), the administrator and teacher review the lesson plan and personal learning goals.
  - b. The administrator observes the lesson and evaluates the quality of instruction using the rubric in the evaluation instrument.
  - c. In the post-evaluation conference, the administrator and teacher review the findings and set goals for improvement.
7. Following each evaluation cycle, the site and district administrators review the learning goals from each teacher.
  - a. If fewer than 50% of teachers district wide share an area of weakness (identified as a 1 or 2 on the rubric for an indicator), it will be handled through individual coaching. However, if 50% or more of returning teachers at a site share an area of weakness, it will be identified as an area of high importance for that site, to be addressed through site-specific PD (see P.A.3).
8. If 50% or more of teachers district-wide share an area of weakness, it will be identified as an area of high importance



for the district, to be addressed through district-wide PD (see P.A.3).

**Documentation**

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

- Individual Learning Goals
- Observation Records
- Coaching Log
- Evaluation Rubric
- PD Calendar
- Coaching Meeting Minutes
- Formal Evaluation Instrument for Tier I/Tier II
- District administration meeting minutes

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

1. Instruction in each classroom is monitored on at least a weekly (core area) or biweekly (non-core area) by a site administrator, who looks for alignment to evaluation tool quality indicators (specific focus chosen weekly as identified in PD Calendar (see P.A.1)) and differentiation/instructional support for relevant subgroups.
2. Teachers not found to be exhibiting instruction at the proficient level as described in the Evaluation Instrument rubric are identified for coaching. Observation results are shared with teachers by email.
3. For teachers identified as having a learning need, an instructional coach observes at least weekly.
  - a. The coach records observation notes in the Coaching Log.
  - b. Following the observation, a meeting is held with the teacher to review the results and recommendations.
4. Site administrators and coaches meet biweekly at Coaching Meetings to discuss findings from observations and grade-level/subject team meetings.
5. Teachers are formally evaluated in the Winter and may be evaluated in the Spring (Tier I: new teachers/new to TOPA/previously on improvement plan) or annually (Tier II: 2+ years following successful evaluation) using the Formal Evaluation Instrument for the appropriate Tier.
  - a. At the pre-evaluation meeting (optional for Elem), the administrator and teacher review the lesson plan and personal learning goals.
  - b. The administrator observes the lesson and evaluates the quality of instruction using the rubric in the evaluation instrument.
  - c. In the post-evaluation conference, the administrator and teacher review the findings and set goals for improvement.
6. Following each evaluation cycle, the site and district administrators review the learning goals from each teacher.
  - a. If fewer than 50% of teachers district wide share an area of weakness (identified as a 1 or 2 on the rubric for an indicator), it will be handled through individual coaching. However, if 50% or more of returning teachers at a site share an area of weakness, it will be identified as an area of high importance for that site, to be addressed through site-specific PD (see P.A.3#).
  - b. If 50% or more of teachers district-wide share an area of weakness, it will be identified as an area of high importance for the district, to be addressed through district-wide PD (see P.A.3).
7. Results of this analysis are shared with teachers at the summer PD sessions.

**Documentation**



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

- Observation Records
- Coaching Log
- Evaluation Rubric
- PD Calendar
- Coaching Meeting Minutes
- Formal Evaluation Instrument for Tier I/Tier II
- District administration meeting minutes
- Summer PD agendas/sign-ins/materials

## AREA V: PROFESSIONAL DEVELOPMENT

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

### **A. Development of the Professional Development Plan**

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

#### **Answer**

Write answer here. Suggested word count is 400 words.

1. Teachers annually identify individual learning goals. For secondary teachers, these may be tied to IB goals.
2. Instruction in each classroom is monitored on a regular basis by a site administrator, who looks for alignment to evaluation tool quality indicators (specific focus chosen weekly as identified in PD Calendar (see P.A.1)), including differentiation/instructional support for relevant subgroups.. For teachers in the Red tier, on an improvement plan, or with several identified learning needs, observation coaching may focus on more basic learning needs rather than the implementation of recent PD strategies.
  - a. (Elem) The frequency of observation depends on a teacher's tier, with:
    - i. Blue tier – monthly observation
    - ii. Green tier – observation every three weeks
    - iii. Yellow tier – biweekly observation
    - iv. Red tier – weekly observation
  - b. (Sec) Observation occurs weekly (core area) or biweekly (non-core area).
3. For teachers identified as having a learning need, an instructional coach observes at least weekly, focusing on the learning need(s).
  - a. The coach records observation notes in the Coaching Log.
  - b. Following the observation, a meeting is held with the teacher to review the results and recommendations.
4. Site administrators and/or coaches meet at least biweekly at Admin team meetings (Elem) or Coaching Meetings (Sec) to discuss findings from observations and grade-level/subject team meetings.
5. Teachers are formally evaluated once or twice a year (Tier 1: new teachers/new to TOPA; teachers on improvement plan) or annually (Tier 2: following successful evaluation) using the Formal Evaluation Instrument appropriate to their tier.
  - a. At the pre-evaluation meeting (optional in Elem), the administrator and teacher review the lesson plan and personal learning goals.
  - b. The administrator observes the lesson and evaluates the quality of instruction using the rubric in the evaluation instrument, identifying strengths, weaknesses, and learning goals for each teacher.
  - c. In the post-evaluation conference, the administrator and teacher review the strengths and weaknesses, and set goals for improvement.
6. Following each evaluation cycle, the site and district administrators review the learning goals from each teacher.
  - a. If fewer than 50% of teachers district wide share an area of weakness (identified as a 1 or 2 on the rubric for an indicator), it will be handled through individual coaching. However, if 50% or more of returning teachers at a site share an area of weakness, it will be identified as an area of high importance for that site, to be addressed



- through site-specific PD (see P.A.3).
- b. If 50% or more of teachers district-wide share an area of weakness, it will be identified as an area of high importance for the district, to be addressed through district-wide PD (see P.A.3).
7. The effectiveness of instruction is evaluated using assessment data annually in the summer by the Curriculum Team (Team: site administrators, curriculum coaches, lead teachers), as well as following midyear benchmark assessments by grade level (Elem) or subject (Sec) teams. These local teams also review curricular assessments weekly.
    - a. Learning gaps are reviewed to determine whether they are due to instructional deficiencies or curricular gaps.
      - i. Following major adoptions, a special set of criteria is used for the first three years (see C.A.1.II).
    - b. (Criteria) Learning gaps distributed across a subject/grade indicate a curricular issue (see A.C.2 above).
    - c. (Criteria) Learning gaps confined to specific teachers in a grade/subject indicate an instructional deficiency.
    - d. If an instructional deficiency is indicated, site administrators and curricular coaches review observation records to identify noted instructional issues that appear related to the learning gap.
    - e. An administrator/coach meets with the teacher to suggest area(s) of improvement.
    - f. Follow-up observations by coaches are tracked in the coaching log. If improved implementation is not shown, the teacher may be put on an improvement plan (see P.A.2).
    - g. Subsequent assessment data is monitored to document whether the gap has resolved.
  8. At the beginning of each summer, the results of data analysis (step 7) and evaluation analysis (step 6) are integrated into the PD plan for the following year.

**Documentation**

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

- Individual Learning Goals
- Observation Notes
- Observation Tracker
- Grade Level Team/Subject Team meeting minutes
- Admin Team/Coaching Meeting Minutes
- PD Calendar
- Teacher Observation Tier list
- Teacher subject list
- Coaching Log
- Completed Formal Evaluation Instruments (Tier I, Tier II)
- Teacher Improvement Plans
- Post-Evaluation Cycle Meeting Minutes
- Curriculum Team minutes
- PD Plan
- PD Planning minutes

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

1. Teachers are formally evaluated once or twice a year in the winter and if warranted in the spring (Tier 1: new teachers/new to TOPA; teachers on improvement plan) or annually (Tier 2: following successful evaluation) using the Formal Evaluation Instrument appropriate to their tier.
  - a. At the pre-evaluation meeting (optional in Elem), the administrator and teacher review the lesson plan and personal learning goals.
  - b. The administrator observes the lesson and evaluates the quality of instruction using the rubric in the evaluation instrument, identifying strengths, weaknesses, and learning goals for each teacher.



- c. In the post-evaluation conference, the administrator and teacher review the strengths and weaknesses, and set goals for improvement.
2. Following each evaluation cycle, the site and district administrators review the learning goals from each teacher.
  - a. If fewer than 50% of teachers district wide share an area of weakness (identified as a 1 or 2 on the rubric for an indicator), it will be handled through individual coaching. However, if 50% or more of returning teachers at a site share an area of weakness, it will be identified as an area of high importance for that site, to be addressed through site-specific PD (see P.A.3).
  - b. If 50% or more of teachers district-wide share an area of weakness, it will be identified as an area of high importance for the district, to be addressed through district-wide PD (see P.A.3).
3. At the beginning of each summer, the results of data analysis and evaluation analysis (see P.A.1) are integrated into the PD plan for the following year.

**Documentation**

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

- Completed Formal Evaluation Instruments (Tier I, Tier II)
- Teacher Improvement Plans
- Post-Evaluation Cycle Meeting Minutes
- Curriculum Team minutes
- PD Plan
- PD Planning minutes

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

1. Teachers are formally evaluated once or twice a year (Tier 1: new teachers/new to TOPA; teachers on improvement plan) or annually (Tier 2: following successful evaluation) using the Formal Evaluation Instrument appropriate to their tier.
  - a. At the pre-evaluation meeting (optional in Elem), the administrator and teacher review the lesson plan and personal learning goals.
  - b. The administrator observes the lesson and evaluates the quality of instruction using the rubric in the evaluation instrument, identifying strengths, weaknesses, and learning goals for each teacher.
  - c. In the post-evaluation conference, the administrator and teacher review the strengths and weaknesses, and set goals for improvement.
2. Following each evaluation cycle, the site and district administrators review the learning goals from each teacher.
  - a. If fewer than 50% of teachers district wide share an area of weakness (identified as a 1 or 2 on the rubric for an indicator), it will be handled through individual coaching. However, if 50% or more of returning teachers at a site share an area of weakness, it will be identified as an area of high importance for that site, to be addressed through site-specific PD (see P.A.3).
  - b. If 50% or more of teachers district-wide share an area of weakness, it will be identified as an area of high importance for the district, to be addressed through district-wide PD (see P.A.3).
3. At the beginning of each summer, the results of data analysis (step 9) and evaluation analysis (step 8) are integrated into the PD plan for the following year.

**Documentation**

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

- Pre-evaluation Conference Notes



- Formal Evaluation Instrument (Tier 1, Tier 2)
- Team Meeting Minutes
- Results of data analysis
- Results of evaluation analysis
- PD Plan

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**B. Adapted to Meet the Needs of Subgroups**

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

1. All teachers receive PD addressing differentiation, Love & Logic, Responsive Classroom, and error evaluation during the summer PD sessions. These prepare teachers to address the needs of students struggling with Reading and Math, including ELL students.
2. Based on observation and feedback from Special Education teachers, selected teachers are sent to external SPED training sessions.
3. TOPA does not track eligibility for FRL.

**Documentation**

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

- PD Calendar
- PD agenda and sign-in sheets
- PD materials
- SPED training invoice, training material

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**C. Supporting High Quality Implementation**

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

1. Teachers annually identify individual learning goals. For secondary teachers, these may be tied to IB goals.
2. Instruction in each classroom is monitored on a regular basis by a site administrator, who looks for alignment to evaluation tool quality indicators (specific focus chosen weekly as identified in PD Calendar (see P.A.1)), including differentiation/instructional support for relevant subgroups.. For teachers in the Red tier, on an improvement plan, or with several identified learning needs, observation coaching may focus on more basic learning needs rather than the implementation of recent PD strategies.
  - a. (Elem) The frequency of observation depends on a teacher’s tier, with:
    - i. Blue tier – monthly observation
    - ii. Green tier – observation every three weeks
    - iii. Yellow tier – biweekly observation
    - iv. Red tier – weekly observation
  - b. (Sec) Observation occurs weekly (core area) or biweekly (non-core area).



3. For teachers identified as having a learning need, an instructional coach observes at least weekly, focusing on the learning need(s).
  - a. The coach records observation notes in the Coaching Log.
  - b. Following the observation, a meeting is held with the teacher to review the results and recommendations.
4. Site administrators and/or coaches meet at least biweekly at Admin team meetings (Elem) or Coaching Meetings (Sec) to discuss findings from observations and grade-level/subject team meetings.

**Documentation**

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

- Teacher Individual Learning Goals
- Observation Notes
- Observation Tracker
- Grade Level Team/Subject Team meeting minutes
- Admin Team/Coaching Meeting Minutes
- PD Calendar
- Teacher Observation Tier list
- Teacher subject list
- Coaching Log

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

1. During planning of the year’s PD in the summer, the Admin Team discusses what concrete resources will be needed for high-quality implementation of PD strategies (e.g. readings, videos, forms, classroom charts, manipulatives, technology). These findings are documented in meeting minutes, and supported by purchasing records and/or the existence of district-created resources (online or hard copy).
2. Throughout the year at Admin Team meetings (Elem) or Coaching meetings (Sec), team members review observation notes and analyze implementation records to identify the effectiveness of the purchased/created resources.
  - a. If few teachers are using a resource, the team will note whether the strategy is being successfully implemented.
    - i. If so, the purchase/creation of a resource might be discontinued.
    - ii. If not, additional training on the use of the resource may be implanted at a future Friday PD session, as documented in the PD calendar.
    - iii. If a resources is not being used, and feedback from teachers is that the resource was ineffective, the team may redesign or replace the resource.
  - b. If a resource is being widely used, the team will discuss whether it appears effective in supporting the implementation of the strategy.
    - i. If so, no changes will be made.
    - ii. If not, the team will determine whether the resource needs to be revised or replaced, and whether that needs to happen within the current year or in the following year.
  - c. Depending on the nature of the strategy (i.e. whether the strategy focuses on instruction, classroom management, motivation, etc.), the team may consider academic performance data, observational data, and/or teacher feedback in determining the effectiveness of the resource(s).

**Documentation**



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

- Observation notes
  - Team meeting minutes
  - PD Calendar
  - PD training materials
  - Support resources
  - Purchase orders/invoices
- 



**D. Monitoring Implementation**

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

1. Instruction in each classroom is monitored on a regular basis by a site administrator, who looks for implementation of strategies learned in PD. For teachers in the Red tier, on an improvement plan, or with several identified learning needs, observation coaching may focus on more basic learning needs rather than the implementation of recent PD strategies.
  - a. (Elem) The frequency of observation depends on a teacher’s tier, with:
    - i. Blue tier – monthly observation
    - ii. Green tier – observation every three weeks
    - iii. Yellow tier – biweekly observation
    - iv. Red tier – weekly observation
  - b. (Sec) Observation occurs weekly (core area) or biweekly (non-core area).
2. For teachers identified as not successfully implementing a strategy learned in PD, an instructional coach observes at least weekly, focusing on the learning need(s), which may include implementation of strategies learned in PD. For teachers in the Red tier, on an improvement plan, or with several identified learning needs, observation/coaching may focus on more basic learning needs rather than the implementation of recent PD strategies.
  - a. The coach records observation notes in the Coaching Log.
  - b. Following the observation, a meeting is held with the teacher to review the results and recommendations.
3. Site administrators and coaches meet regularly at Admin Team Meetings (Elem)/Coaching Meetings (Sec) and discuss findings from observations and grade-level/subject team meetings. These meetings, recorded in notes, may result in revisiting or modifying PD on a particular strategy.

**Documentation**

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

- Observation notes
- (Elem) Teacher observation tier tracker
- (Sec) Teacher observation log
- Coaching log
- Coaching meeting minutes
- Admin Team meeting minutes
- PD Plan/PD Calendar

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

1. Following each documented observation, teachers are provided copies of the observation notes.
  - a. Administrators and coaches may make undocumented drop-in visits to a classroom more frequently than specified in P.D.1. In these cases, feedback is informal.
  - b. If an administrator/coach identifies a behavior or situation during a drop-in visit that warrants further scrutiny, additional documented observations may be conducted.
2. Documented observation notes may contain feedback on implementation of PD strategies. For teachers in the Red tier, on an improvement plan, or with several identified learning needs, observation/coaching may focus on more basic learning



needs rather than the implementation of recent PD strategies.

**Documentation**

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

- Observation notes
- (Elem) Teacher observation tier tracker
- (Sec) Teacher observation log
- Coaching log
- Coaching meeting minutes



**AREA VI: GRADUATION RATE (if applicable)**

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

**A. Monitoring Progress Toward Timely Graduation**

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

**Answer**

Write answer here. Suggested word count is 400 words.

1. Each year, students in their Advisory period fill out an ECAP. These are reviewed by the Advisor and scholar at the beginning of each year, and updated at least once at the end of the year.
2. The Registrar keeps a record of each student’s credits earned on Synergy. Each semester, the Registrar does a progress check using Synergy and sends the names of scholars of concern to the High School Principal.
3. The High School Principal tracks these using a Personal Education Plan for each student each semester.
  - a. Scholars of concern meet with the Principal monthly to review progress towards making up credit deficiencies.
  - b. Junior and Senior scholars meet each semester with the High School Principal to review post-secondary plans and progress towards meeting those plans.

**Documentation**

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

- ECAP and ECAP update record
- Synergy credit tracking report
- Emails identifying scholars of concern
- Personal Education Plans
- Meeting notes

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

**Answer**

Write answer here. Suggested word count is 400 words.

1. The TOPA Student Handbook identifies graduation requirements. It is provided to each student upon enrollment, and reviewed annually by the scholar’s Advisor.
2. Each year, students in their Advisory period fill out an ECAP. These are reviewed by the Advisor and scholar at the beginning of each year, and updated at least once at the end of the year.
3. The Registrar keeps a record of each student’s credits earned on Synergy. Each semester, the Registrar does a progress check using Synergy and sends the names of scholars of concern to the High School Principal.
4. The High School Principal tracks scholars’ progress using a Personal Education Plan for each scholar each semester.
  - a. Scholars of concern meet with the Principal monthly to review progress towards making up credit deficiencies.
  - b. Junior and Senior scholars meet each semester with the High School Principal to review post-secondary plans and progress towards meeting those plans.

**Documentation**



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

- TOPA Student Handbook
- Advisory lesson plan
- ECAP and ECAP update record
- Synergy credit tracking report
- Emails identifying scholars of concern
- Personal Education Plans
- Meeting notes

### **B. Addressing Barriers to Timely Graduation**

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

**Answer**

Write answer here. Suggested word count is 400 words.

1. Each year, students in their Advisory period fill out an ECAP. These are reviewed by the Advisor and scholar at the beginning of each year, and updated at least once at the end of the year. If the Advisor notes a deficiency in progress, or a discrepancy between the scholar's high school coursework and post-secondary plans, the HS Principal is alerted through an email.
2. The Registrar keeps a record of each student's credits earned on Synergy. Each semester, the Registrar does a progress check using Synergy and sends the names of scholars of concern to the High School Principal.
  - a. The Registrar also tracks the enrollment status of any scholar who withdraws from TOPA through Synergy.
3. The High School Principal tracks scholars' progress using a Personal Education Plan for each scholar each semester.
  - a. Scholars of concern meet with the Principal monthly to review progress towards making up credit deficiencies. These may include changes to the scholar's schedule, summer school, online credits, or Community College classes.
  - b. Letters are sent to parents/students each semester identifying barriers to timely graduation and possible remedies.
4. The HS Principal and Registrar track credit recovery through Synergy and the Personal Education Plan.

**Documentation**



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

- TOPA Student Handbook
- Advisory lesson plan
- ECAP and ECAP update record
- Emails alerting Principal of scholar issues
- Synergy credit tracking report
- Credit recovery records
- Emails identifying scholars of concern
- Personal Education Plans
- Meeting notes

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

**Answer**

*Write answer here. Suggested word count is 400 words.*

1. The Registrar keeps a record of each student’s credits earned on Synergy. Each semester, the Registrar does a progress check using Synergy and sends the names of scholars of concern to the High School Principal.
2. The High School Principal tracks scholars’ progress using a Personal Education Plan for each scholar each semester.
  - a. Scholars of concern meet with the Principal monthly to review progress towards making up credit deficiencies. These may include changes to the scholar’s schedule, summer school, online credits, or Community College classes.
3. The HS Principal and Registrar track credit recovery through Synergy and the Personal Education Plan.
  - a. The criteria are whether a student has sufficient opportunity to earn the required number of credits in the time remaining for the cohort.
  - b. Scholars who are not meeting this criterion have step 2a repeated each semester.

**Documentation**

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

- Synergy credit tracking report
- Credit recovery records
- Emails identifying scholars of concern
- Letters to families identifying concerns
- Personal Education Plans
- Meeting notes



**AREA VII: ACADEMIC PERSISTENCE (if applicable)**

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

**A. Strategies for Continuous Enrollment**

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

**Answer**

Write answer here. Suggested word count is 400 words.

Not Applicable

**Documentation**

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

Not Applicable

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

**Answer**

Write answer here. Suggested word count is 400 words.

Not Applicable

**Documentation**

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

Not Applicable

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

**Answer**

Write answer here. Suggested word count is 400 words.

Not Applicable

**Documentation**

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

Not Applicable

