

Renewal Executive Summary

I. Performance Summary

Renewal application requirements are based upon the Charter Holder's past performance as measured by the Board's Academic, Financial, and Operational¹ Performance Frameworks. The table below identifies areas for which the Charter Holder demonstrated acceptable performance. For "Not Acceptable" academic and financial performance, the Charter Holder was required to submit additional information as part of the renewal application.

Area	Acceptable	Not Acceptable
Academic Framework	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Financial Framework	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Operational Framework	<input checked="" type="checkbox"/>	<input type="checkbox"/>

During the five-year interval review of the charter, Vista Charter School was required to submit a Performance Management Plan as an intervention because the school operated by the Charter Holder, Midtown High School, did not meet the academic expectations set forth by the Board. At the time, Vista Charter School became eligible to apply for renewal, the Charter Holder did not meet the Academic Performance Expectations of the Board as set forth in the Performance Framework and was required to submit a Demonstration of Sufficient Progress as part of the renewal application package. The Charter Holder was unable to demonstrate the school is making sufficient progress toward the Board's expectations through the submission of the required information or evidence reviewed during an on-site visit. In the most recent fiscal year for which an academic dashboard is available, Midtown High School received an overall rating of "NR", indicating that the school operated by the Charter Holder received no rating.

The Charter Holder did not meet the Financial Performance Expectations of the Board as set forth in the Performance Framework and was required to submit a Financial Performance Response.

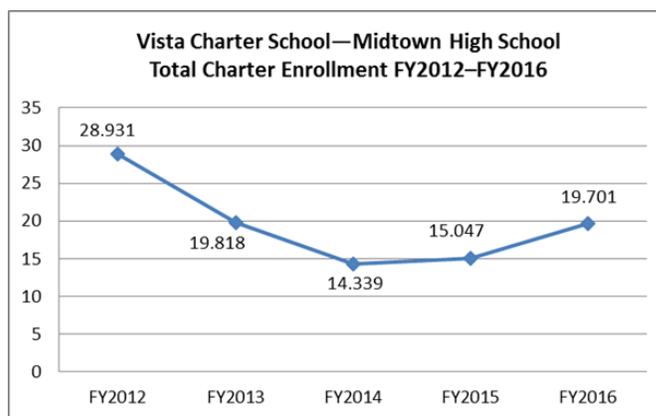
While the Charter Holder demonstrated acceptable overall operational performance (see above), at the time of renewal notification, the Charter Holder's officers and directors as identified in information publicly available through the Arizona Corporation Commission (ACC) did not align with its officers, and directors as identified in the charter contract. Therefore, the Charter Holder was required to submit additional information as part of the renewal application. The Charter Holder submitted an Officer/Director change to ACC in November 2015 to have an officer removed, bringing the charter holder into alignment.

II. Profile

Vista Charter School operates one school, Midtown High School, serving grades 9-12 in Phoenix. Midtown High School is designated as an alternative school. The graph below shows the Charter Holder's actual 100th day average daily membership for fiscal years 2012-2016.

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





The academic performance of Midtown High School is represented in the table below. The Academic Dashboard for the school can be seen in the appendix: B. Academic Dashboard.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Midtown High School	08/18/2003	9-12	NR	NR	42.31 / NR

The Charter Holder indicated that its hours of operation are between 4 p.m. and 10 p.m. to meet the needs of its student population. At the site visit the Charter Holder provided school-generated data on the demographics of the student population at Midtown High School. The Charter Holder reported the following: forty-four percent of students are employed; thirty-four percent are parents; forty-eight percent have previously dropped out of school; and thirteen percent have been adjudicated.

The demographic data for Midtown High School for the 2014-2015 school year is not represented as the data provided by the Research and Evaluation Division of the Arizona Department of Education did not report demographic data for this school. In cases where reporting information could violate the requirements of the Family Educational Rights and Privacy Act, demographic data is not reported to ensure confidentiality of student identifiable information.

The percentage of students who were eligible for Free and Reduced Lunch, classified as English Language Learners, and classified as students with disabilities in the 2014-2015 school year is represented in the table below.²

Category	Midtown High School
Free and Reduced Lunch (FRL)	68%
English Language Learners (ELLs)	37%
Special Education	*

Vista Charter School has not been brought before the Board for any items or actions in the past 12 months.

² Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted.



III. Additional School Choices

Midtown High School received no letter grade, and an overall rating of Does Not Meet the Board’s academic performance standard for FY 2014. The school site is located in Phoenix near West Lynwood Street and North 73rd Avenue. The following information identifies additional schools designated with alternative status within a five mile radius of the school and the academic performance of those schools.

There are 5 alternative schools serving grades 9-12 within a five mile radius of Midtown High School. 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 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.

AzMERIT data for Midtown High School was not available from the Arizona Department of Education. As a result the table below only identifies the number of nearby schools that scored above the state average and does not include the number of schools with AzMERIT results comparable to Midtown High School.

Midtown High School					
Letter Grade	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Charter Schools	Meets Board’s Standard
B-ALT	2	0	0	2	2
C-ALT	1	0	0	1	1
D-ALT	1	0	0	1	0
F	1	0	0	1	0

The table below presents the number of schools, sorted by the FY 2014 letter grades, within a five mile radius of Midtown High School serving a comparable percentage of students ($\pm 5\%$) in the identified subgroups.³

Midtown High School	37%	68%	*
Letter Grade	Comparable ELL ($\pm 5\%$)	Comparable FRL ($\pm 5\%$)	Comparable SPED ($\pm 5\%$)
B-ALT	0	0	
C-ALT	0	0	
D-ALT	0	0	
F	0	0	

IV. Success of the Academic Program

In the two prior years (FY 2012 and FY 2013), the school operated by Vista Charter School received an overall rating of “No Rating”. In FY 2014, the school operated by Vista Charter School did not meet the

³ Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted. ASBCS, April 11, 2016



Board's academic performance standards, scoring a 42.31 as the overall rating. For the two measures in which the school operated by Vista Charter School had received ratings for both FY 2013 and FY 2014, Improvement—Math was evaluated as Falls Far Below for both years, and Improvement—Reading improved from Falls Far Below to Exceeds.

The following is a timeline of activities that have occurred related to the academic performance of Vista Charter School:

January 2012: Vista Charter School was notified that the Charter Holder was required to submit a Performance Management Plan (PMP) on or before July 1, 2012 for the five-year interval review because Midtown High School, a school operated by the Charter Holder, did not meet the Academic Expectations set forth by the Board.

March 2012: Vista Charter School timely submitted a PMP.

July 2012: Board staff completed an evaluation of the Charter Holder's FY 2012 PMP and made the evaluation available to the Charter Holder.

February 2013: The Board released FY 2012 Academic Dashboards; Midtown High School received an overall rating of "No Rating" the Board's academic standards. Therefore, Vista Charter School did not meet the Board's Academic Performance Expectations. In accordance with the Board's academic framework intervention schedule at that time, the Charter Holder was waived from any specific monitoring requirements.

October 2013: The Board released FY 2013 Academic Dashboards; Midtown High School received an overall rating of "No Rating" the Board's academic standards. Therefore, Vista Charter School did not meet the Board's Academic Performance Expectations. The Charter Holder was assigned a Demonstration of Sufficient Progress (DSP) for Midtown High School as part of an annual reporting requirement.

January 2014: Vista Charter School timely submitted a DSP.

October 2014: The Board released FY 2014 Academic Dashboards; Midtown High School received an overall rating of "Does Not Meet" the Board's academic standards. Therefore, Vista Charter School did not meet the Board's Academic Performance Expectations. The Charter Holder was assigned a DSP as part of an annual reporting requirement.

January 2015: Board staff completed an initial evaluation of the Charter Holder's FY 2014 DSP and made the evaluation available to the Charter Holder. In that initial evaluation, Board staff determined that the Charter Holder's DSP was not acceptable in all areas.

March 2015: Vista Charter School timely submitted its FY 2015 DSP.

June 2015: Board staff completed a final evaluation of the Charter Holder's FY 2015 DSP and made the evaluation available to the Charter Holder. In that final evaluation of the FY 2015 DSP, Board staff determined that the Charter Holder's DSP was not acceptable in all areas. In areas that were evaluated as not acceptable, Board staff provided the Charter Holder with technical guidance.

November 2015: Board staff provided the Charter Holder, through its authorized representatives with Renewal Notification Information, which included notification of the renewal process, the date on which the Charter Holder would become eligible to apply for renewal (November 2, 2015), the deadline date on which the renewal application package would be due to the Board (February 2, 2016), information on the availability of the Charter Holder's renewal application as well as instruction on how to access the renewal application, and notification of the requirement to submit a DSP as a component of its renewal



application package because the Charter Holder did not meet the Academic Performance Expectations set forth by the Board.

V. Demonstration of Sufficient Progress

A renewal application package with a Renewal DSP for Vista Charter School (appendix: E. Renewal DSP Submission) was timely submitted by the Charter Representative on January 11, 2016. The Charter Holder was provided a copy of the initial evaluation of the DSP Report prior to the site visit and informed that areas initially evaluated as not acceptable must be addressed with additional evidence and documentation at the time of the visit.

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

Name	Role
Caroline White	Charter Representative
Capri Landi	Charter Representative
Patrick Finn	Administrator

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

Evaluation Summary			
Area	DSP Evaluation		
	Meets	Does Not Meet	Falls Far Below
Data	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Assessment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Monitoring Instruction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Graduation Rate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Academic Persistence	<input type="checkbox"/>	<input checked="" 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 not demonstrate evidence of a sustained improvement plan that includes implementation of a comprehensive curriculum system, a comprehensive assessment system, a comprehensive instructional monitoring system, and a comprehensive professional development system, a system for ensuring students in grades 9-12 graduate on time, and a system for keeping students motivated and engaged in school. Additionally, the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years, and failed to provide comparable data for 4 out of the 10 measures required by the Board.



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

VI. Viability of the Organization

The Charter Holder was required to submit a Financial Performance Response because it did not meet the Board’s Financial Performance Expectations, as reflected in the table below which includes the Charter Holder’s financial data and financial performance for the last three audited fiscal years.

Financial Data				
Statement of Financial Position	2015	2014	2013	2012
Cash	\$424,982	\$418,142	\$503,827	\$505,884
Unrestricted Cash	\$321,212	\$319,555	\$405,824	
Other Liquidity	-	-	-	
Total Assets	\$1,079,294	\$1,140,886	\$1,234,077	
Total Liabilities	\$2,598	\$1,772	\$27,791	
Current Portion of Long-Term Debt & Capital Leases	-	-	-	
Net Assets	\$1,076,696	\$1,139,114	\$1,206,286	
Statement of Activities	2015	2014	2013	
Revenue	\$126,971	\$118,619	\$166,206	
Expenses	\$189,389	\$185,791	\$182,209	
Net Income	(\$62,418)	(\$67,172)	(\$16,003)	
Change in Net Assets	(\$62,418)	(\$67,172)	(\$16,003)	
Financial Statements or Notes	2015	2014	2013	
Depreciation & Amortization Expense	\$58,605	\$58,807	\$62,802	
Interest Expense	-	-	-	
Lease Expense	\$43,200	\$43,200	\$43,200	
Financial Performance				
	2015	2014	2013	3-yr Cumulative
Near-Term Indicators				
Going Concern	No	No	No	N/A
Unrestricted Days Liquidity	619.06	627.79	812.94	N/A
Default	No	No	No	N/A
Sustainability Indicators				
Net Income	(\$62,418)	(\$67,172)	(\$16,003)	N/A
Cash Flow	\$6,840	(\$85,685)	(\$2,057)	(\$80,902)
Fixed Charge Coverage Ratio	0.91	0.81	2.08	N/A

The Charter Holder’s Financial Performance Response has been provided in the meeting materials (appendix: G. Financial Performance Response).⁴ Staff’s final evaluation of the Financial Performance Response resulted in zero “Acceptable” and three “Not Acceptable” determinations (appendix: F.

⁴ On February 24, 2016, Board staff emailed a copy of staff’s initial evaluation and provided a deadline by which the Charter Holder could supplement its Financial Performance Response to address areas evaluated as “Not Acceptable”. No additional information was submitted by the Charter Holder.



Financial Response Evaluation). An analysis of the Charter Holder's financial performance, focusing on those measures where the Charter Holder failed to meet the Board's target and using information from the Charter Holder's Financial Performance Response and related documents, is provided below.

Net Income

The Charter Holder did not explain the circumstances that resulted in the net loss in 2015. However, based on its 2015 unrestricted days liquidity (see table on page 6), the Charter Holder could cover nearly 1.75 years of expenses without an influx of additional cash. For 2016, the Charter Holder projects positive net income, which the Charter Holder attributes to higher student membership.

Cash Flow

The Charter Holder indicated it used cash, rather than obtaining a loan, to purchase land in 2013 and made down payments in 2014 for future land purchases, which both contributed to the negative cumulative cash flow in 2015. The Charter Holder did not address its performance for 2016, but continues to maintain a significant year-over-year cash balance as shown in the table on page 6.

Fixed Charge Coverage Ratio (FCCR)

Although the Charter Holder did not explain the circumstances that resulted in not meeting the Board's FCCR target, the magnitude of the net loss in 2015 accounts for the Charter Holder's performance. Based on the positive net income projection for 2016, the Charter Holder anticipates meeting the Board's FCCR target in 2016.

VII. Adherence to the Terms of the Charter

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

VIII. Board Options

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

Renewal is based on consideration of academic, fiscal, and contractual compliance of the Charter Holder. With that taken into consideration, as well as all information provided to the Board for consideration of this renewal application package and during its discussion with representatives of the Charter Holder, I move to approve the request for charter renewal and grant a renewal contract to Vista Charter School.

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

Based upon a review of the information provided by the representatives of the Charter Holder and the contents of the application package which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder over the charter term, I move to deny the request for charter renewal and to not grant a renewal contract for Vista Charter School on the basis that the Charter Holder failed to meet or make sufficient progress toward the academic performance expectations set forth in the Performance Framework as reflected in the Renewal Executive Summary, the Inventory Documents, and the DSP Final Evaluation and currently operates three schools that have each received an overall rating of "Does Not Meet Standard" in the most recent fiscal year for which academic dashboard data is available.

(Board member may specify additional reasons the Board found during its consideration.)



APPENDIX A
RENEWAL SUMMARY REVIEW

Five-Year Interval Report

[Back to reports list](#)

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

Renewal Summary Review

Interval Report Details

[Hide Section](#)

Report Date:	03/31/2016	Report Type:	Renewal
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Charter Contract Information

[Hide Section](#)

Charter Corporate Name:	Vista Charter School	Charter Entity ID:	79907
Charter CTDS:	07-89-60-000	Contract Effective Date:	05/03/2002
Charter Status:	Open	Contractual Days:	• Midtown High School: 180
Number of Schools:	1	Contract Expiration Date:	05/02/2017
Charter Grade Configuration:	9-12	Charter Signed:	05/03/2002
FY Charter Opened:	—	Charter Enrollment Cap	300
Charter Granted:	01/14/2002		
Corp. Type	Non Profit		

Charter Contact Information

[Hide Section](#)

Mailing Address:	7318 West Lynwood Phoenix, AZ 85035	Website:	—
Phone:	623-936-8682	Fax:	623-936-8559
Mission Statement:	In its desire to help students reach their maximum potential for a successful life in the 21st century, the mission of Vista Charter School is to prepare students for postsecondary education and to lay the foundation for entry into professional/business careers. Vista Charter School intends to serve students identified as dropouts; students in poor academic standing who are either severely behind on academic credits or have a demonstrated pattern of failing grades; and students who are pregnant and/or parenting students.		
Charter Representatives:	Name:	Email:	FCC Expiration Date:
	1.) Ms. Caroline White	carolinej@precisionacademy.com	06/29/2017
	2.) Mr. John White	jw@precisionacademy.com	06/29/2017
	3.) Ms. Capri Landi	landi@precisionacademy.com	07/01/2017

Academic Performance - Midtown High School

[Hide Section](#)

School Name:	Midtown High School	School CTDS:	07-89-60-002
School Entity ID:	80385	Charter Entity ID:	79907
School Status:	Open	School Open Date:	08/18/2003
Physical Address:	7318 West Lynwood Phoenix, AZ 85035	Website:	—
Phone:	623-936-8682	Fax:	623-936-8559
Grade Levels Served:	9-12	FY 2014 100 th Day ADM:	14.339

Academic Performance Per Fiscal Year

[Hide Section](#)

Midtown High School

		2012 Alternative High School (9-9)			2013 Alternative High School (9 to 12)			2014 Alternative High School (9 to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
1b. Improvement	Math	NR	0	0	0	25	15	0	25	15
	Reading	NR	0	0	25	25	15	60	100	15
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2b. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2b. Subgroup FRL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2b. Subgroup SPED	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		NR	0	0	NR	0	0	NR	0	0
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		NR	0	0	NR	0	0	NR	0	0
4b. Academic Persistence		100	100	35	NR	0	0	33	25	35
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		NR			NR			42.31		
		35			30			65		

Academic Performance - Vista High School

[Hide Section](#)

School Name:	Vista High School	School CTDS:	07-89-60-001
School Entity ID:	79908	Charter Entity ID:	79907
School Status:	Closed	School Open Date:	08/18/2003
Physical Address:	7812 North 27th Avenue Phoenix, AZ 85051	Website:	—
Phone:	602-336-9713	Fax:	602-336-9775
Grade Levels Served:	9-12	FY ??? 100 th Day ADM:	—

Academic Performance Per Fiscal Year

[Hide Section](#)

There are no Academic Performance Frameworks for this school.

Financial Performance

[Hide Section](#)

Charter Corporate Name:	Vista Charter School	Charter CTDS:	07-89-60-000	Charter Entity ID:	79907
Charter Status:	Open	Contract Effective Date:	05/03/2002		

Financial Performance

[Hide Section](#)

Vista Charter School

Near-Term Measures	Fiscal Year 2014		Fiscal Year 2015	
	Going Concern	No	Meets	No
Unrestricted Days Liquidity	627.79	Meets	619.06	Meets
Default	No	Meets	No	Meets

Sustainability Measures (Negative numbers indicated by parentheses)

Net Income	(\$67,172)	Does Not Meet	(\$62,418)	Does Not Meet
Fixed Charge Coverage Ratio	0.81	Does Not Meet	0.91	Does Not Meet
Cash Flow (3-Year Cumulative)	(\$72,129)	Does Not Meet	(\$80,902)	Does Not Meet

Cash Flow Detail by Fiscal Year	FY 2014	FY 2013	FY 2012	FY 2015	FY 2014	FY 2013
	(\$85,685)	(\$2,057)	\$15,613	\$6,840	(\$85,685)	(\$2,057)

Does Not Meet Board's Financial Performance Expectations

Operational Performance

[Hide Section](#)

Charter Corporate Name:	Vista Charter School		
Charter CTDS:	07-89-60-000	Charter Entity ID:	79907
Charter Status:	Open	Contract Effective Date:	05/03/2002

Operational Performance

[Hide Section](#)

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

Measure	2015	2016
1.a. Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?	Meets	--
Educational Program - Essential Terms	No issue identified	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	--
Services to Student with Disabilities	No issue identified	--
Instructional Days/Hours	No issue identified	--
Data for Achievement Profile	No issue identified	--
Mandated Programming (State/Federal Grants)	No issue identified	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Meets	--
Timely Submission	Yes	Yes
Audit Opinion	Unqualified	Unqualified
Completed 1st Time CAPs	No issue identified	--
Second-Time/Repeat CAP	No issue identified	--
Serious Impact Findings	No issue identified	--
Minimal Impact Findings (3+ Years)	No issue identified	--
2.b. Is the charter holder administering student admission and attendance appropriately?	Meets	--
Estimated Count/Attendance Reporting	No issue identified	--
Tuition and Fees	No issue identified	--

Public School Tax Credits	No issue identified	--
Attendance Records	No issue identified	--
Enrollment Processes	No issue identified	--
2.c. Is the charter holder maintaining a safe environment consistent with state and local requirements?	Meets	--
Facility/Insurance Documentation	No issue identified	--
Fingerprinting	No issue identified	--
2.d. Is the charter holder transparent in its operations?	Meets	--
Academic Performance Notifications	No issue identified	--
Teacher Resumes	No issue identified	--
Open Meeting Law	No issue identified	Minutes (Contract Amendment)
Board Alignment	No issue identified	Inconsistency in Reporting
2.e. Is the charter holder complying with its obligations to the Board?	Meets	--
Timely Submissions	No issue identified	--
Limited Substantiated Complaints	No issue identified	--
Favorable Board Actions	No issue identified	--
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Meets	--
Arizona Corporation Commission	No issue identified	--
Arizona Department of Economic Security	No issue identified	--
Arizona Department of Education	No issue identified	--
Arizona Department of Revenue	No issue identified	--
Arizona State Retirement System	No issue identified	--
Equal Employment Opportunity Commission	No issue identified	--
Industrial Commission of Arizona	No issue identified	--
Internal Revenue Service	No issue identified	--
U.S. Department of Education	No issue identified	--
3. Is the charter holder complying with all other obligations?	Meets	--
Judgments/Court Orders	No issue identified	--
Other Obligations	No issue identified	--
OVERALL RATING	Meets Operational Standard	--

Last Updated: 2016-03-30 10:43:06

APPENDIX B
ACADEMIC DASHBOARD

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

Academic Performance

Academic Performance

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Midtown High School

		2012 Alternative High School (9-9)			2013 Alternative High School (9 to 12)			2014 Alternative High School (9 to 12)		
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1. Growth										
1a. SGP	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
1b. Improvement	Math	NR	0	0	0	25	15	0	25	15
	Reading	NR	0	0	25	25	15	60	100	15
2. Proficiency										
2a. Percent Passing	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2b. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2b. Subgroup FRL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2b. Subgroup SPED	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
3. State Accountability										
3a. State Accountability		NR	0	0	NR	0	0	NR	0	0
4. Graduation										
4a. Graduation		NR	0	0	NR	0	0	NR	0	0
4b. Academic Persistence		100	100	35	NR	0	0	33	25	35
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		NR			NR			42.31		
		35			30			65		

APPENDIX C

RENEWAL DSP FINAL EVALUATION

Demonstration of Sufficient Progress Final Evaluation

CHARTER INFORMATION

Charter Holder Name	Vista Charter School	Schools	Midtown High School
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Charter Holder Entity ID	79907	Purpose of DSP Submission	Renewal
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Site Visit Date	February 24, 2016
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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, Graduation Rate, and Academic Persistence.
 - 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 Does Not Meet. As evidenced at the DSP site visit, the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years in 4 out of the 10 measures required by the Board. For more detailed analysis see Data Inventory (appendix: D. Renewal DSP Site Visit Inventory Forms, i. Site Visit Inventory – Data).

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	Yes	Yes	Yes	Yes
2a. Percent Passing – Math	Yes	No	No	No	No
2a. Percent Passing – Reading	Yes	Yes	Yes	Yes	Yes
2b. Subgroup, ELL – Math	Yes	No	No	No	No
2b.. Subgroup, ELL – Reading	Yes	Yes	Yes	Yes	Yes
2b. Subgroup, FRL – Math	Yes	No	No	No	No
2b. Subgroup, FRL – Reading	Yes	Yes	Yes	Yes	Yes
2b. Subgroup, students with disabilities – Math	N/A	N/A	N/A	N/A	N/A
2b. Subgroup, students with disabilities – Reading	N/A	N/A	N/A	N/A	N/A
4a. High School Graduation Rate	Yes	Yes	Yes	Yes	Yes
4b. Academic Persistence	Yes	Yes	Yes	Yes	Yes

Curriculum: *The Curriculum area is evaluated as Falls Far Below.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has implemented no efforts or fragmented, ad hoc efforts to develop or address school curriculum aligned with Arizona’s College and Career Ready Standards. The efforts lack intentionality and/or prior planning, and are not consistently implemented.

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

Question	Sufficient Evidence	Site Visit Inventory Item
A. Evaluating Curriculum		
What ongoing process does the Charter Holder use to evaluate curriculum? What criteria guide that process?	NO	C.A.1
What ongoing process does the Charter Holder use to evaluate how effectively the curriculum enables students to meet all standards ? What criteria guide that process?	NO	C.A.2
What ongoing process does the Charter Holder use to identify curricular gaps ? What criteria guide that process?	NO	C.A.3
B. Adopting Curriculum		
After curriculum is evaluated, what process does the Charter Holder use to determine if new and/or supplemental curriculum needs to be adopted? What criteria guide that process?	NO	C.B.1
Once the Charter Holder has chosen to adopt new and/or supplemental curriculum , how has the Charter Holder evaluated curriculum options? What criteria guide that process?	NO	C.B.2
C. Revising Curriculum		
After curriculum is evaluated, what process does the Charter Holder use to determine if curriculum must be revised? What criteria guide that process?	NO	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?	NO	C.C.2
D. Implementing Curriculum		
What ongoing process does the Charter Holder use to ensure curriculum is implemented with fidelity ? How have these expectations been communicated to instructional staff?	NO	C.D.1
What is the Charter Holder’s ongoing process to ensure consistent use of curricular tools ? How have these expectations been communicated to instructional staff?	NO	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?	NO	C.D.3
E. Alignment of Curriculum		
What process does the Charter Holder use to verify that the curriculum is aligned to Arizona’s College and Career Ready Standards?	NO	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?	NO	C.E.2
F. Adapted to Meet the Needs of Subgroups		
How does the Charter Holder assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	NO	C.F.1

Assessment: *The area of Assessment is evaluated as Does Not Meet.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a limited assessment approach. At the DSP site visit, the Charter Holder sufficiently demonstrated some of the components of these required elements, but failed to sufficiently demonstrate all components of the required elements.

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

Question	Sufficient Evidence	Site Visit Inventory Item
A. Developing the Assessment System		
What ongoing process does the Charter Holder use to evaluate assessment tools? What criteria guide that process?	NO	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?	NO	A.A.2
What is the Charter Holder’s ongoing process to evaluate how the assessments are aligned to the instructional methodology ? What criteria guide that process?	NO	A.A.3
B. Adapted to Meet the Needs of Subgroups		
How does the assessment system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	YES	A.B.1
C. Analyzing Assessment Data		
What is the Charter Holder’s ongoing process to collect and analyze each type of assessment data listed in the Assessment System Table in Section A and the Subgroup Assessment Table in Section B?	NO	A.C.1
What is the Charter Holder’s ongoing process to make adjustments to curriculum based on the data analysis? What criteria guide that process?	NO	A.C.2
What is the Charter Holder’s ongoing process to make adjustments to instruction based on the data analysis? What criteria guide that process?	NO	A.C.3

Monitoring Instruction: *The area of Monitoring Instruction is evaluated as Does Not Meet.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a limited instructional monitoring approach. At the DSP site visit, the Charter Holder sufficiently demonstrated the some of the components of these required elements, but failed to sufficiently demonstrate all components of these required elements.

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

Question	Sufficient Evidence	Site Visit Inventory Item
A. Monitoring Instruction		
What is the Charter Holder’s ongoing process to monitor that the instruction taking place is <ul style="list-style-type: none"> • Aligned with ACCRS standards, • Implemented with fidelity, • Effective throughout the year, and • Addressing the identified needs of students in all four subgroups? 	NO	M.A.1
How is the Charter Holder monitoring instruction to ensure that it is leading all students to mastery of the standards?	NO	M.A.2
B. Evaluating Instructional Practices		
How does the Charter Holder evaluate the instructional practices of all staff?	YES	M.B.1
What is the Charter Holder’s ongoing process to identify the quality of instruction?	YES	M.B.2
How does the evaluation process identify the individual strengths, weaknesses, and needs of instructional staff?	YES	M.B.3
C. Adapted to Meet the Needs of Subgroups		
What is the Charter Holder’s ongoing process to evaluate supplemental instruction targeted to address the needs of students in the following subgroups?	YES	M.C.1
D. Providing Feedback that Develops the Quality of Teaching		
How does the Charter Holder analyze information about strengths, weaknesses, and needs of instructional staff?	NO	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?	NO	M.D.2

Professional Development: *The Professional Development area is evaluated as Falls Far Below.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has implemented no efforts or fragmented, ad hoc efforts to provide professional development that is aligned with instructional staff learning needs, focuses on areas of high importance, addresses the needs of relevant subgroup populations, and supports high quality implementation; and monitoring follow-up to support and develop implementation of the strategies learned. The efforts lack intentionality and/or prior planning, and are not consistently implemented.

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

Question	Sufficient Evidence	Site Visit Inventory Item
A. Development of the Professional Development Plan		
What is the Charter Holder’s ongoing process to determine what professional development topics will be covered throughout the year? What data and analysis is utilized to make those decisions?	NO	P.A.1
What is the Charter Holder’s ongoing process to ensure the professional development plan is aligned with instructional staff learning needs ? What criteria are used to make those determinations?	NO	P.A.2
What is the Charter Holder’s ongoing process to address the areas of high importance in the professional development plan ? How are the areas of high importance determined?	NO	P.A.3
B. Adapted to Meet the Needs of Subgroups		
Identify how the Charter Holder provides professional development to ensure instructional staff is able to address the needs of students in all four subgroups .	NO	P.B.1
C. Supporting High Quality Implementation		
What is the Charter Holder’s ongoing process to provide support to the instructional staff on the high quality implementation of the strategies learned in professional development? What does this support include?	NO	P.C.1
What is the Charter Holder’s ongoing process to identify concrete resources , necessary for high quality implementation, for instructional staff?	YES	P.C.2
D. Monitoring Implementation		
What is the Charter Holder’s ongoing process to monitor the implementation of the strategies learned in professional development sessions?	NO	P.D.1
How does the Charter Holder follow-up with instructional staff regarding implementation of the strategies learned in professional development?	NO	P.D.2

Graduation Rate: *The Graduation Rate area is evaluated as Falls Far Below.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has implemented no efforts or fragmented, ad hoc efforts to ensure students in grades 9-12 graduate on time. The efforts lack intentionality and/or prior planning, and are not consistently implemented.

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

Question	Sufficient Evidence	Site Visit Inventory Item
A. Monitoring Progress Toward Timely Graduation		
What is the Charter Holder’s ongoing process to create academic and career plans?	NO	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?	NO	G.A.2
B. Addressing Barriers to Timely Graduation		
What is the Charter Holder’s ongoing process to provide timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time?	NO	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?	NO	G.B.2

Academic Persistence: *The area of Academic Persistence is evaluated as Does Not Meet.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a limited approach for keeping students motivated and engaged in school. At the DSP site visit, the Charter Holder sufficiently demonstrated some of the components of these required elements, but failed to sufficiently demonstrate all components of the required elements.

For more detailed analysis see Academic Persistence Inventory (appendix: D. Renewal DSP Site Visit Inventory Forms, vii. Site Visit Inventory – Academic Persistence).

Question	Sufficient Evidence	Site Visit Inventory Item
A. Strategies for Continuous Enrollment		
What is the Charter Holder’s ongoing process to measure levels of engagement ? What criteria guide that process?	NO	AP.A.1
What is the Charter Holder’s ongoing process to provide timely intervention for students demonstrating potential for disengagement ?	NO	AP.A.2
What is the Charter Holder’s ongoing process to evaluate these strategies to determine effectiveness? What criteria guide that process?	YES	AP.A.3

APPENDIX D

RENEWAL DSP SITE VISIT

INVENTORY FORMS



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Vista Charter School
 School Name: Midtown High School
 Site Visit Date: February 24, 2016

Required for: Renewal
 Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome	
[D.1] 2014-2015 data submission spreadsheet 2015-2016 data submission spreadsheet	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Math</p> <p>The charter representative stated that no students are enrolled in math courses. No comparable data is available.</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.</p> <p>The documents provided DO NOT demonstrate improved academic performance because no comparable data is available.</p> <p>Final Evaluation:</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.
[D.2] 2014-2015 data submission spreadsheet 2015-2016 data submission spreadsheet	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Reading</p> <p>The school administrator stated that student growth is measured by the completion of the packets. Students are required to successfully complete 100% of the assignments in the course materials. Student growth is measured by student completion of course materials.</p> <p>The data submission spreadsheets indicate that a greater percentage of students are meeting growth targets in FY16 as compared to FY15.</p> <p>The rate of course completion was calculated using the rate of course completion at prior schools compared to course completion rates during the current school year. 54% (7 of 13) of students are completing courses at a greater rate than at prior schools.</p> <p>The documents provided demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.</p> <p>Final Evaluation:</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.5] MHS Demographics 2014-2015 data submission spreadsheet 2015-2016 data submission spreadsheet</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing – Math</p> <p>The MHS Demographics document identifies, by student, the number of credits completed. The data submission spreadsheets for FY2014-2015 and FY2015-2016 demonstrate a greater percentage of students completing credits in the current year as compared to the prior year.</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing – Math.</p> <p>The documents provided DO NOT demonstrate improved academic performance because no comparable data is available.</p> <p>Final Evaluation:</p>	
<p>[D.6] MHS Demographics 2014-2015 data submission spreadsheet 2015-2016 data submission spreadsheet</p>	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
<p>[D.7] MHS Demographics 2014-2015 data submission spreadsheet 2015-2016 data submission spreadsheet</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing – Reading</p> <p>The MHS Demographics document identifies, by student, the number of credits completed. The data submission spreadsheets for FY2014-2015 and FY2015-2016 demonstrate a greater percentage of students completing credits in the current year as compared to the prior year.</p> <p>Student proficiency is determined by completion of course assignments culminating in the awarding of credits for course completion. Students are required to successfully complete 100% of the assignments in the course materials to earn credit for a course.</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Reading.</p> <p>Final Evaluation:</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>



	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<p>[D.8] MHS Demographics 2014-2015 data submission spreadsheet 2015-2016 data submission spreadsheet AZELLA assessment results (reviewed on-site)</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, ELL – Reading</p> <p>The ELL Assessment includes a rubric for evaluating student performance. The assessment evaluates 4 areas: reading comprehension, grammar, oral language, and writing. The rubric uses a scaled of 0-4. The charter representative indicated that a score of 0 was the equivalent of FFB, 1-2 Approaches standards, 3 Meets standard, 4 exceeds standards. The criteria in the rubric evaluate verbal communication skills. The charter representative stated that the rubric was used to evaluate all language skill areas (reading comprehension, grammar, oral, and writing). The data provided in the data submission spreadsheets indicates that a greater percentage of ELL students scored Meets as compared to the prior year, however based on the rubric used for the assessment, this appears to only reflect student communication skills.</p> <p>AZELLA results for Spring 2015 show that 50% of students scored proficient, 25% scored Basic and 25% scored Pre-Emergent/Emergent.</p> <p>Fall 2016 AZELLA results show that 84% students scored Pre-Emergent/Emergent and 16% Basic.</p> <p>All ELL students evaluated on Fall AZELLA FY16 were not assessed in Spring 2015.</p> <p>The documents provided demonstrate evidence of maintained academic performance in Percent Passing Subgroup, ELL – Reading.</p> <p>Final Evaluation:</p>	
<p>[D.9] MHS Demographics 2014-2015 data submission spreadsheet 2015-2016 data submission spreadsheet</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL – Math</p> <p>The charter representative stated that no students are enrolled in math courses. No comparable data is available.</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Math.</p> <p>The documents provided DO NOT demonstrate improved academic performance because no comparable data is available.</p> <p>Final Evaluation:</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>[D.10] MHS Demographics 2014-2015 data submission spreadsheet 2015-2016 data submission spreadsheet</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL – Reading</p> <p>The MHS Demographics document identifies, by student, the number of credits completed. The data submission spreadsheets for FY2014-2015 and FY2015-2016 demonstrate a greater percentage of students completing credits in the current year as compared to the prior year.</p> <p>Student proficiency is determined by completion of course assignments culminating in the awarding of credits for course completion. Students are required to successfully complete 100% of the assignments in the course materials to earn credit for a course.</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Reading.</p> <p>Final Evaluation:</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.11] Not Applicable</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Math</p> <p>The school did not have any students with disabilities enrolled in FY15 or FY16.</p>	
<p>[D.12] Not Applicable</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading</p> <p>The school did not have any students with disabilities enrolled in FY15 or FY16.</p>	
<p>[D.13] Midtown High School Demographics.</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved performance in High School Graduation Rate</p> <p>In FY15 zero students graduated. In FY16 1 student has already graduated (January 2016). The data demonstrated a greater percentage of students graduating compared to the prior year.</p> <p>The documents provided demonstrate evidence of improved performance in High School Graduation Rate.</p> <p>Final Evaluation:</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>



[D.14] Enrollment Rosters (reviewed on-site)	Charter holder indicated the intended purpose of the document was to demonstrate: improved performance in Academic Persistence 17% (5 of 29) of currently enrolled students in FY16 were enrolled in the prior year. 13% (2 of 15) of students enrolled at the beginning of FY15 were enrolled in the prior year. The documents provided demonstrate evidence of improved performance in Academic Persistence. The data demonstrated an increase in the percentage of students maintaining enrollment at the school. Final Evaluation:	
	<input checked="" 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.



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Vista Charter School
 School Name: Midtown High School
 Site Visit Date: February 24, 2016

Required for: Renewal
 Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p>[C.A.1] Individual Packets</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating curriculum.</p> <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The ongoing process the Charter Holder uses to evaluate curriculum. <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <ul style="list-style-type: none"> • The packets themselves do not provide evidence that a process is in place to evaluate whether the packets are effective. The Charter Holder stated that the review of packets is ongoing, but informal, and there is no paperwork that would show that this process is taking place. • Packet checks are conducted when students feel that they want something to be checked on, which allows for the students to gain feedback and move forward. • ELP standards and the Discreet Skills Inventory are used in the creation of the curriculum for ELL students, but there is minimal follow up or evaluation of ELL curriculum, other than assuming it is adhering to ELA standards as prescribed and initially implemented. <p>Final Evaluation:</p>	
	<p><input 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 checked="" type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.A.2] Graded Formative Assessments (ELL) Graded Individual Packets (Independent Study Students) Graded Informal Assessments (ELL) Progress Evaluations Lesson Plans</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating how effectively the curriculum enables students to meet all standards.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Standards are present in the packet and arranged in the order of the benchmarks from the state standards. Standards are present in ELL lesson plans. <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> The ongoing process the Charter Holder uses to evaluate how effectively the curriculum enables students to meet all standards. <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <ul style="list-style-type: none"> The packets themselves do not provide evidence that a process is in place to evaluate whether the packets are effective. The Charter Holder stated that the review of packets is ongoing, but informal, and there is no documentation to provide evidence of a process for evaluating the curriculum to ensure that all standards are covered within the school year. The timetable for packet students is to complete what they can and when they can, but this process does not indicate that administration checks the work that is being completed on the packets to ensure all standards will be met by the end of the packet. There is no formalized process to evaluate how effectively the ELL curriculum allows those students to meet all standards. <p>Final Evaluation:</p>	
	<p><input 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 checked="" type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.A.3] Graded Formative Assessments (ELL) Graded Individual Packets (Independent Study Students) Graded Informal Assessments (ELL) Progress Evaluations</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder identifies curricular gaps.</p> <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> The ongoing process the Charter Holder uses to identify curricular gaps. <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <ul style="list-style-type: none"> The packets themselves do not provide evidence that a process is in place to evaluate whether the packets are effective. The Charter Holder stated that the review of packets is ongoing, but informal, and there is no paperwork that would show that there is a process in place to identify if there are gaps in the content provided to the student through the packets. There is no formalized process for identifying gaps in the curriculum for ELL students. <p>Final Evaluation:</p>	
<p>[C.B.1] Graded Formative Assessments (ELL) Graded Individual Packets (Independent Study Students) Graded Informal Assessments (ELL) Progress Evaluations</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder's process for adopting curriculum based on its evaluation processes.</p> <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> After curriculum is evaluated, the process the Charter Holder uses to determine if new and/or supplemental curriculum needs to be adopted. <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <ul style="list-style-type: none"> A process is in place to review the packets and subsequent assessment takes place in order to determine if material needs to be added to the packets. However, the Charter Holder indicated that this is informal, and there is no documentation of the process. Packet checks are conducted when students feel that they want something to be checked on, which allows for the students to gain feedback and move forward, but the administration and instructor do not initiate these checks or have a process for determining if anything needs to be added to the packets. There is no formalized process for determining if materials needs to be added to the ELL curriculum. <p>Final Evaluation:</p>	
	<p><input 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 checked="" type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.B.2]</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for evaluating new and/or supplemental curriculum options.</p> <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Once the Charter Holder has chosen to adopt new and/or supplemental curriculum, how the Charter Holder evaluates curriculum options. <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <ul style="list-style-type: none"> No documents were presented for this question. A process is in place to evaluate the packets. This process includes adding materials and adjusting assignments. There is not a process is not in place to review other curriculum options that would be added to the packet. <p>Final Evaluation:</p>	
<p>[C.C.1] Graded Formative Assessments (ELL) Graded Individual Packets (Independent Study Students) Graded Informal Assessments (ELL) Instructor Lesson Plans (ELL Students) Progress Evaluations</p>	<p><input 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 checked="" type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.C.2] Individual Course Packets (Independent Study Students) Instructor Lesson Plans (ELL Students)</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for revising the curriculum.</p> <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Once determined that curriculum must be revised, the process the Charter Holder uses to revise curriculum. <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <ul style="list-style-type: none"> A process is in place to evaluate the packets. This process includes adding materials and adjusting assignments. As this is an informal process that happens regularly, the Charter Holder indicated that it is not documented. <p>Final Evaluation:</p>	
<p>[C.D.1] Formative Assessments Individual Course Packets Instructor Lesson Plans Instructor Qualifications Teacher Evaluations</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for ensuring the curriculum is implemented with fidelity, and that these expectations have been communicated to instructional staff.</p> <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Expectations regarding implementation of curriculum are first communicated with the instructor during the hiring process. The instructor must demonstrate correct implementation of school curriculum when handing in lesson plans at the beginning of each month to administration. Administration regularly evaluates the instructor with scheduled and unscheduled class observations. <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <ul style="list-style-type: none"> Instructor Qualifications do not include details regarding curriculum implementation. Review of lesson plans is not a formalized process. Evaluation of instructors does not indicate a specific review of the curriculum being implemented. <p>Final Evaluation:</p>	
	<p><input 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 checked="" type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.D.2] Curriculum Maps Formative Assessments Instructor Lesson Plans Semester Outline Professional Development Documentation</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for ensuring consistent use of curricular tools, and that these expectations have been communicated to instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Expectations are reviewed regarding curriculum tools during staff meetings and professional development. <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Lesson plans are turned into the co-directors of the high school to be reviewed and approved. • Curriculum maps and semester outlines are required to be detailed and correlate with the instructors’ lesson plans for each month, but are only required to be handed in at the beginning of the semester. • Expectations have been communicated to staff consistently, beginning in the interview process, and continued through staff development. <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <ul style="list-style-type: none"> • Lesson plans were provided, but evidence of the review and approval of lesson plans was not provided. • Lesson plans and Curriculum maps are provided for ELL students only, and not for packet students. • Expectations regarding curriculum are not found in the Instruction Qualifications. <p>Final Evaluation:</p>	
	<input type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input checked="" type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[C.D.3] Curriculum Maps Formative Assessments Instructor Lesson Plans Semester Outline</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to ensure that all grade-level standards are taught to mastery within the academic year.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • ELL instructor is required to provide the administration with lesson plans, semester outlines, and curriculum maps. • A member of the administration will regularly observe the ELL instructor in the classroom to make sure that the instructor is on the correct pace to cover all standards in a timely manner. <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The administration evaluates lessons and outlines in depth, checking to make sure that all grade level standards are covered and that they are taught within the timeline of the academic year. <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <ul style="list-style-type: none"> • The review of lesson plans is an informal process and documentation was not provided. <p>Final Evaluation:</p>	
<p>[C.E.1] Individual Course Packets (Independent Study Students)</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for verifying that the curriculum is aligned to Arizona’s College and Career Ready Standards.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Standards are present in the packet and arranged in the order of the benchmarks from the state standards. <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The process the Charter Holder uses to verify that the curriculum is aligned to Arizona’s College and Career Ready Standards. <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <ul style="list-style-type: none"> • The Charter Holder indicated that there is no process when the curriculum packets are created to ensure that all standards necessary for each course are present in the packets. <p>Final Evaluation:</p>	
	<p><input 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 checked="" type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.E.2] Individual Course Packets (Independent Study Students)</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona’s College and Career Ready Standards when adopting or revising curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Standards are present in the packet and arranged in the order of the benchmarks from the state standards. <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> The administration reviews the standards and benchmarks for ELL courses, as set forth by the AZ Department of Education. Administration of the charter makes sure that the creation of a new assignment and/or sub-topic meets AZ state standards for that particular course or strand by reviewing the AZ state standards as provided by the AZ Department of Education. <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <ul style="list-style-type: none"> There is no documentation of the process of aligning the packets to the standards 	
	<p>Final Evaluation:</p> <p><input 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 checked="" type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.F.1] Formal and Informal Assessments</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder assesses subgroups to ensure that the supplemental and/or differentiated curriculum is effective for students in each of the four subgroups.</p> <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • How the Charter Holder assesses each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum. <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <ul style="list-style-type: none"> • The Charter Holder indicated that the ELP standards are present in the ELL curriculum, and that no subgroup students are present in the packet classrooms. • A formalized process for ensuring that supplemental or differentiated curriculum for subgroup students is effective is not in place, although at the onset, the Charter Holder ensures that the curriculum used for ELL students follows the ELP standards. There is no documentation for this process. <p>Final Evaluation:</p>	
	<p><input 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 checked="" 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: Vista Charter School
 School Name: Midtown High School
 Site Visit Date: February 24, 2016

Required for: Renewal
 Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome	
[A.A.1] Curriculum Map Formative Assessments Individual Course Packets Instructor Lesson Plans Semester Outline	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: the process for evaluating assessment tools.</p> <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Aligned with state standards (informal analysis regularly). No documentation was presented. The ongoing process the Charter Holder uses to evaluate assessment tools. <p>Final Evaluation:</p>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input checked="" 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 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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[A.A.2] Curriculum Map Formative Assessments Individual Course Packets Instructor Lesson Plans Semester Outline	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: the process for evaluating how assessments are aligned to the curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> For students completing individual course packets, the assessment and curriculum are one and the same. One hundred percent mastery is required for completion. Each assignment/packet is reviewed for completion by the administration. <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> The co-directors will then review the materials once submitted, making sure that all assessments are aligned with the curriculum maps and lesson plans provided. The Charter Holder noted that progress is noted by administrators/co-directors through notes to students on the packets or through sticky notes. Documentation was not provided. <p>Final Evaluation:</p>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input checked="" 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 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 serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input checked="" type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.	
[A.A.3] Formative Assessments Instructor Lesson Plans Graded Formative Assessments	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: the process for evaluating how the assessment system is aligned to the instructional methodology.</p> <p>The documents provided DO NOT demonstrate evidence of the following:</p>	

<p>(ELL Students)</p>	<ul style="list-style-type: none"> To evaluate how the assessments are aligned to the instructional methodology, the charter holder begins by evaluating the assessments that have been provided to the administration by the instructor. Once reviewed, members of the administration will then routinely observe classes to make sure that the manners in which instruction is delivered are correctly aligned to the assessments that have been provided to the administration. The Charter Holder stated that this is informally observed on a regular basis. However, no documentation was provided. <p>Final Evaluation:</p>	
<p>[A.B.1] Formal and Informal Assessment Spring 2015 AZELLA Re-assessment Fall 2015 AZELLA placement Graded 1st and 3rd Week Assessments Graded Formative Assessments</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: how the assessment system assesses each subgroup to determine the effectiveness of supplemental and/or differentiated instruction and curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> The Charter Holder administers the AZELLA test to all ELL students in the Fall and Spring. The Charter Holder administers 1st and 3rd week assessments to ELL students. The Charter Holder administers formative assessments to ELL students. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[A.C.1] Graded Formative Assessments (ELL Students) Graded Individual Packets (Independent Study Students) Graded Informal Assessments (ELL Students) Instructor Lesson Plans (ELL Students) Progress Evaluations</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: the process for collecting and analyzing assessment data.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Every six weeks, the ELL instructor prepares and provides data to the administration that includes analyzed assessment data for each student (1st and 3rd week assessments). This data is used to report the amount of progress made by each student to the administration. This information is then reviewed by the administration for any oversights or areas of possible concern that may exist based on the assessment data. <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • For students working on individual packets, the assessment data is collected and analyzed by the administration when the student has fully completed the individual course packet. The administration then reviews the assessment data by making sure each assignment is completed sufficiently and correctly. If the data is sufficient, the administration provides the student with a new individual course packet. The Charter Holder stated that this is informally done. No documentation was provided. <p>Final Evaluation:</p>	
	<p><input 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 checked="" type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[A.C.2] Curriculum Map Formative Assessments Individual Course Packets Instructor Lesson Plans Semester Outline Graded Formative Assessments (ELL Students)</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: how the data analysis is used to make adjustments to curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Every six weeks the ELL instructor prepares and provides data to the administration that includes analyzed assessment data for each student. <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The data is compared with lesson plans that have been previously provided by the instructor. The Charter Holder stated that this process is informally done. No documentation was provided. • If it is determined that data analysis shows that the content, programs, and materials that the instructor uses with students is not allowing achievement of the desired educational outcome and/or mastery of the standards, the administration and instructor work together to adjust the curriculum in a way that will positively effect the progress of the students and address all areas of concern. The Charter Holder has noted that this is informally done. No documentation was provided. <p>Final Evaluation:</p>	
<p>[A.C.3] Formative Assessments Individual Course Packets Instructor Lesson Plans</p>	<p><input 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 checked="" type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: how the data analysis is used to make adjustments to instruction.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The instructor then provides supplemental curriculum to the students whose data was deficient in this particular area. <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • This process begins with the administration and instructor reviewing the data analysis together. When an area of inefficiency is observed, the instructor and administration reference the instructors’ previously provided lesson plans to find the area of curriculum that was analyzed as inefficient. The Charter Holder has stated that this is done informally. No documentation was provided. • For students studying course packets, the teacher assists these students with specific questions, provides encouragement, and guides them in all ways possible. The Charter Holder has stated that this is done informally during class time. No documentation was provided. <p>Final Evaluation:</p>	



	<input 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: Vista Charter School
 School Name: Midtown High School
 Site Visit Date: February 24, 2016

Required for: Renewal
 Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p>[M.A.1] 1st and 3rd Week Assessment Instructor Lesson Plans</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for monitoring that instruction is aligned with ACCRS standards, implemented with fidelity, effective throughout the year, and addressing the identified needs of students in all four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The evaluation form includes checking for evidence of teacher behaviors including engagement, checks of understanding, classroom management, etc. <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The Charter Holder’s ongoing process to monitor that the instruction taking place is aligned to the standards, implemented with fidelity, effective throughout the year and addresses the needs of students in subgroups. <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <ul style="list-style-type: none"> • The evaluation form includes checking for evidence of teacher behaviors including engagement, checks of understanding, classroom management, etc. There is no evidence that this form can observe or monitor that the instruction is aligned to the standards, implemented with fidelity, effective throughout the year and addresses the needs of students in subgroups. • With the packet students, instruction is not formalized other than to assist in completion of the packet. Therefore, monitoring of instruction does not occur for the teacher in charge of those students. <p>Final Evaluation:</p>	
	<p><input 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 checked="" type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[M.A.2] Formal Evaluation Instructors Lesson Plan</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how does the Charter Holder monitor instruction to ensure it is leading all students to mastery of the standards.</p> <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The administration examines the lesson plans that the teacher turns in to ensure that they align with the state standards. • The formal evaluation carefully monitors the instruction that is being provided. • The administration also reviews the work done by the students both on assessments and classroom work. This provides the Charter Holder with evidence that the instruction is leading all students to mastery of the standards. <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <ul style="list-style-type: none"> • The lesson plans from the ELL teacher are reviewed, but lesson plans do not exist for the instructor that teaches the packet students. • With the packet students, instruction is not formalized other than to assist in completion of the packet. Therefore, monitoring of instruction does not occur for the teacher in charge of those students to ensure that it is leading all students to mastery of the standards. <p>Final Evaluation:</p>	
	<input type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input checked="" 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.1] Formal Evaluation Completed Evaluations</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for evaluating instructional practices of all staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Formal observations occur regularly. • Rubrics are used to evaluate quality of instruction and are reviewed by both the instructor and teacher to ensure progress in instructional practices. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.



<p>[M.B.2] Formal Evaluations Results from 1st and 3rd Assessments Professional Development Documents Instructor Qualifications Completed Evaluations</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to identify the quality of instruction.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> The Charter Holder conducts observations throughout the year. The observations include a checklist of observed behaviors regarding instructor effectiveness, management and engagement strategies. <p>Final Evaluation:</p>	
<p>[M.B.3] Formal and Informal Evaluations Completed Staff Evaluations</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how this process identifies individual strengths, weaknesses, and needs of instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> The formal evaluation identifies the areas in which the teacher demonstrates mastery of teaching strategies as well as areas that need improvement. Informal evaluations are conducted on a regular basis by the administration. The form includes a feedback section, and discussions happen as needed, since this takes place with the sole instructor on staff. <p>Final Evaluation:</p>	
<p>[M.C.1] Formal Evaluation Instructor Lesson Plans</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to evaluate supplemental instruction that is targeted to address the needs of students in all four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> There is one instructor to be observed, who teaches ELL students, and the Charter is exempt from other subgroups. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[M.D.1] Formal and Informal Evaluations</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder analyzes information about strengths, weaknesses, and needs of instructional staff.</p> <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • How the Charter Holder analyzes information about strengths, weaknesses, and needs of instructional staff <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <ul style="list-style-type: none"> • The Charter Holder indicated that this process does not occur. However, there is one instructor, and the observations forms collected have all been positive so far, and therefore no analysis has been needed. <p>Final Evaluation:</p>	
<p>[M.D.2] Formal and Informal Evaluations</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder uses the analysis to provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices.</p> <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The teacher meets with the administration to examine the findings of the evaluations. During this process, the instructor is able to discuss what he thinks is working well in the classroom and what areas that he thinks he could improve upon. • This meeting creates an open dialogue in which the instructor and the administration work together to evaluate the instructional strategies. <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <ul style="list-style-type: none"> • The administration indicates that they have not needed to meet with the teacher, as his evaluations have all been positive. <p>Final Evaluation:</p>	
	<p><input 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 checked="" 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: Vista Charter School
 School Name: Midtown High School
 Site Visit Date: February 24, 2016

Required for: Renewal
 Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome	
[P.A.1] Formative Assessments Professional Development Documentation	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: the Charter Holder's process to determine what professional development topics will be covered throughout the year, and the data and analysis used to make those decisions.</p> <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Meeting with the teacher and analyzing the progress of the students By examining the students' formative assessments and using information gained through the teachers informal observations, the charter holder determines professional development topics. <p>*Both of the Action Steps above are done informally, so no documentation was provided.</p>	
	<p>Final Evaluation:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input 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 checked="" 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 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.A.2] Attendance Records Formative Assessment Professional Development Documentation	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: that Charter Holder's process to ensure the professional development plan is aligned with instructional staff learning needs.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> The administration also analyzes information such as attendance records and formative assessments to determine professional development topics that align with instructional staff learning needs. <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> The instructor provides information about what would benefit their ability to improve the educational instruction within the school. 	
	<p>Final Evaluation:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input 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 checked="" 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 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.A.3]	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: the process to determine and</p>	

<p>1st and 3rd Assessment Attendance Records</p>	<p>address the areas of high importance in the professional development plan.</p> <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Meet with the professional development team and identify areas of concern. • Areas of concern are determined through informal observations, attendance records, and a specific test given on the first and third weeks of each month. • Informal observations by the teacher allow the administration to gain a clear picture of what the teacher has noticed from working with the students on a daily basis. <p>*Action Steps listed above are completed informally. No documentation was provided.</p> <p>Final Evaluation:</p>	
<p>[P.B.1] 1st and 3rd Assessment Attendance Records Professional Development Documentation</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: how the charter holder provides professional development to ensure instructional staff is able to address the needs of students in all four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The teacher is provided with professional development that targets instructional strategies for ELL students. <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The professional development team meets to research new strategies for instruction for ELL students and to address educational challenges faced by these students. • Increasing student engagement and forming better study habits have been found to be the professional development targets for FRL students by the administration. <p>Final Evaluation:</p>	
	<p><input 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 checked="" 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>[P.C.1] Teacher Evaluation</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to provide support to the instructional staff on the high quality implementation of the strategies learned in professional development.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The teacher is closely monitored with ongoing informal and formal observations. <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Communication between the administration and the teacher is constant through various means: in person, by phone, and emails. This is done informally. No documentation was provided. • Clear expectations have been laid out in writing and orally, and follow-up by the administration is immediate. <p>Final Evaluation:</p>	
<p>[P.C.2] Formative Assessment</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder identifies the resources that are necessary for high quality implementation.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • These resources are identified by examining the formative assessments given by the instructor. <p>Final Evaluation:</p>	
	<p><input 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 checked="" 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><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>[P.D.1] Attendance Records Formal Teacher Observations</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder monitors the implementation of the strategies learned in professional development sessions.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Formal and informal teacher observations • Information gained through attendance records <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Assessments given to students nightly <p>Final Evaluation:</p>	
<p>[P.D.2] Attendance Record Formal Assessment Formal Evaluation</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder monitors and follows-up with instructional staff regarding implementation of the strategies learned in professional development.</p> <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The teacher meets with the administration weekly to address the progress of the students and the school as a whole. During these meetings the administration follows up with the instructor about the implementation of the professional development. The Charter Holder has stated that this is done informally. No documentation was provided. <p>Final Evaluation:</p>	
	<p><input 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 checked="" 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: Vista Charter School
 School Name: Midtown High School
 Site Visit Date: February 24, 2016

Required for: Renewal
 Evaluation Criteria Area: Grad Rate

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p>[G.A.1] ECAP Completed ECAP ECAP Calendar ECAP Email</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder creates academic and career plans.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The Charter Holder has students at Midtown fill out an Education and Career Action Plan upon enrollment within the school. • ECAP meetings are scheduled quarterly between teachers and administration. <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Administration reviews the plan throughout the year. • The teacher and the students monitor how the students are progressing towards these goals. • Administrator and instructor meet often to decide how to progress. <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <ul style="list-style-type: none"> • There is one email that directs a teacher to have their students complete and turn in an ECAP form, but there is no documentation of ongoing scheduled meetings between administration and instructors. • There is no evidence of an ongoing process including a review of progress towards goals using the ECAP completed by teachers and students. <p>Final Evaluation:</p>	
	<p><input 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 checked="" 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>[G.A.2] ECAP Completed ECAP ECAP Calendar ECAP Email</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to monitor and follow-up on student progress toward completing goals in academic and career plans.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • ECAPs are completed for students throughout the year. <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The administration and instructor work closely with the students to make sure that students are aware of the progress they are making throughout the year towards completing goals in academic and career plans. • Students are given one-on-one attention and provided with immediate feedback to aid in the completion of these goals. <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <ul style="list-style-type: none"> • Other than the fact that ECAPs exist, there is no evidence that the teacher and administration work with students on awareness of progress towards graduation and completing academic and career plan goals. • There is no evidence that one-on-one attention is given as ECAP forms are completed. <p>Final Evaluation:</p>	
<p><input 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 checked="" 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>[G.B.1] Course Completion Worksheet Completed Course Completion Worksheet</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to provide timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Course Completion Worksheets are completed throughout the year <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The instructor and administration update the students on their progress regularly <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <ul style="list-style-type: none"> • Evidence was not provided that instructors and administration review the course completion worksheet and update the students on their progress regularly <p>Final Evaluation:</p>	
<p><input 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 checked="" 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>[G.B.2] Course Completion Worksheet Completed Course Completion Worksheet</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: that Charter Holder’s process to evaluate the effectiveness of the process for providing timely supports</p> <p>The documents provided DO NOT demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The Charter Holder’s process to evaluate the effectiveness of the process for providing timely supports <p>The documents provided DO NOT demonstrate evidence of the described processes because:</p> <ul style="list-style-type: none"> • The Charter Holder indicated that the bridge between the ECAP and the graduation rate is showed on the course completion worksheet, however, there is no evidence of process in place to review and evaluate the ECAP forms and Course Completion Worksheets in order to determine the effectiveness of these forms. <p>Final Evaluation:</p>	
	<p><input 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 checked="" 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: Vista Charter School
 School Name: Midtown High School
 Site Visit Date: February 24, 2016

Required for: Renewal
 Evaluation Criteria Area: Academic Persistence

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p>[P.A.1] Attendance Records Progress Reports Phone Call Documentation</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to measure levels of engagement.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Through attendance records and periodic progress reports, the Charter Holder is able to identify students who are at risk of becoming disengaged. • The attendance is examined by the administration on a daily basis. The administration gives the registrar the attendance records and the registrar calls those students not in attendance for the day. <p>The documents provided do not demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Phone logs were provided. Administration has stated that these logs reference when absent students were contacted. However, the documentation does not demonstrate that there is a formalized process to measure levels of engagement. <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input checked="" 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 type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input checked="" type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<input type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input checked="" type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.		
<p>[P.A.2] 1st and 3rd Week Test Parent Student Communication Documentation Memos Held at Front Desk</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to provide timely intervention for students demonstrating potential for disengagement.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • In addition to those strategies, there are also memos to students that contain beneficial study habits <p>The documents provided do not demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The teacher engages in direct observation and conducts check for understanding exercises every night (1 minute informal observations). Administration mentioned that this is done informally and there is no documentation available. • Administration and the teacher hold meetings as warranted, with the student and parents to address challenges 		

	<p>to completing their education.</p> <ul style="list-style-type: none"> • By contacting the parents and maintaining a high level of communication, the charter holder limits the risk of disengagement. • No documentation was provided to demonstrate the action steps listed here. <p>Final Evaluation:</p>	
<p>[P.A.3] Formative Assessment Graded Formative Assessments (ELL Students) Attendance Records</p>	<p><input 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 checked="" type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder evaluates these strategies to determine effectiveness.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Formative assessment analysis is the primary way in which engagement is evaluated for effectiveness (ELL Students) • The attendance is examined by the administration on a daily basis. The administration gives the registrar the attendance records and the registrar calls those students not in attendance for the day. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

APPENDIX E
RENEWAL DSP SUBMISSION



DEMONSTRATION OF SUFFICIENT PROGRESS REPORT

CHARTER INFORMATION			
Charter Holder Name	Vista Charter	Schools	Midtown High School
Charter Holder Entity ID	79907	Dashboard Year	2015-2016
Submission Date	1/8/16	Purpose of DSP Submission	Renewal

DSP CHECKLIST

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

AREA I: DATA



Demonstration of Sufficient Progress Report

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

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

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

DATA TABLE 1

Assessment	Assessment Tool	Notes
Internal Benchmarking data has been disaggregated for READING from:	Multiple	It is important to know that Midtown High School has a tiny student population (27 students) that is split into two groups of students: those taking ELL



classes and those that are working on study packets in order to receive credit. The school's internal benchmarking data for students completing packets is based on the credit received for English packets completed. There are more students receiving credit for non-English courses (such as social studies), but for this report, we are ONLY analyzing students that are ELL students or that are working on or have completed English packets. Students that have completed a packet and have received credit are students that have met the standard. Students who have received a packet and have yet to complete it are students that fall far below. Students that have completed more than one packet and have received credit are students that exceed the standard. This benchmark is valid and reliable because it uses concrete numbers of students who have received credit from the 2014-15 and 2015-16 academic years, and course packets are exactly the same for both sets of students. The school's internal benchmarking data for students taking ELL courses are based on a Progress Monitoring Exam that is given every first and third week of the month. This assessment has a scoring rubric that analyzes the students' work on a number of English exercises. This rubric scores the students on a scale that ranges from 0-4. Students who score 0 far fall below, students that score a 1 or 2 approach the standard, students that receive a score of 3 meet the standards, and students that receive a score of 4 exceed the standard. This benchmark is valid and reliable because the same instructor grades the assessment every time, using the exact same rubric.

Internal Benchmarking data has been disaggregated for MATH from:

Other

Students taking ELL courses do not take any math classes and those students working on individual packets have not taken a math packet during the 2014-15 or 2015-16 school year. Based on this, there is no data to report.

High School Graduation Rate

Students working on individual packets complete the packets with the goal of receiving a high school diploma. Most of these students have dropped out of



traditional day high schools, for a variety of reasons including adjudication for many. At Midtown High School 100% of the students have been adjudicated and/or are parents and/or are former dropouts. This is why Midtown has been labeled as an "Alternative" school. An example of how these demographics impact their education is a recent example; in December 2015, a student showed up at school saying she couldn't really stay that evening as her children were in the car and she had an activity to do with them. For these students, Midtown exists to provide an opportunity to earn high school credit. There is currently one student on track to graduate at the end of December 2015.

Academic Persistence

Midtown High School uses daily attendance records to closely monitor the number of students attending daily. The registrar also records the request for records of any students who will be attending a school other than Midtown High School.

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.

[Click here to enter text.](#)

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

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

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

DATA TABLE 2

Assessment Measure	HOW the data was analyzed	WHAT conclusions were drawn
--------------------	---------------------------	-----------------------------



Student Median Growth Percentile (SGP)— Math	No students at Midtown have taken Math	N/A
Student Median Growth Percentile (SGP)— Reading	<p>The data analyzed shows the same results as the category “Percent Passing-Reading”. This data shows the median growth based on the process by which it is collected. Packet students’ work at their own pace, so median growth is measured on the regularity of completed packets and credit earned throughout the year. For ELL student’s, median growth is analyzed based on the regularity of the Progress Monitoring Exam. This assessment is given on the first and third week of each month. The students’ results show the progress that each student has made throughout the year.</p> <p>For packet students, the data used was number of students that received credit on English packets. The criteria for receiving credit was completion of all assignments within the packet. For ELL students, the data used was students’ scores on the Progress Monitoring Exam. The criteria for receiving those scores is based on the proficiency at which they completed the English exercises on the assessment.</p>	<p>For both ELL and packet students, the number of students who are working at a higher proficiency is greater in the 2015-16 school year than in the 2014-15 school year. These students are also progressing at a faster rate than students from the previous year. ELL students are scoring at a much higher level and packet students are receiving more credit this year than compared to last year and at a faster rate. One student has worked extremely diligently this year and has already earned seven credits – from August to December, and another student graduated in January of this 2015-16 school year.</p> <p>Based upon the analysis, the data showed gaps in the instruction from the prior instructor to the current instructor, who was hired midway through the 2014-2015 school year. One major factor that is evident is that following the hiring of a new instructor, students’ scores have dramatically increased and have done so at a much faster rate.</p>
Student Median Growth Percentile (SGP) Bottom 25%/Improvement— Math	No students at Midtown have taken Math	N/A
Student Median Growth Percentile (SGP) Bottom 25%/Improvement— Reading	Based on the fact that Midtown is an alternative high school, we are not required to address this category	N/A
Percent Passing— Math	No students at Midtown have taken Math	N/A
Percent Passing— Reading	<p>For packet students, the data used was the number of students that received credit on English packets. The criteria for receiving credit was completion of all assignments within the packet. For ELL students, the data used was students’ scores on the Progress Monitoring Exam. The criteria for receiving those scores is based on the proficiency at which they completed the English exercises on the assessment.</p>	<p>For both ELL and packet students, the number of students who are working at a higher proficiency is greater in the 2015-16 school year than in the 2014-15 school year. ELL students are scoring at a much higher level and packet students are receiving more credit this year than compared to last.</p> <p>Based upon the analysis, the data showed gaps in the instruction from the prior instructor to the current instructor, who was hired midway through the 2014-2015 school year. One major factor that is evident is that following the hiring of a new instructor, students’ scores</p>



		dramatically increased.
Subgroup, ELL—Math	No students at Midtown have taken Math	N/A
Subgroup, ELL—Reading	For ELL students, the data used was students' scores on the Progress Monitoring Exam. The criteria for receiving those scores is based on the proficiency at which they completed the English exercises on the assessment.	The number of ELL students who are working at a higher proficiency is greater in the 2015-16 school year than in the 2014-15 school year. ELL students are scoring at a much higher level than compared to last year. Based upon the analysis, the data showed gaps in the instruction from the prior instructor to the current instructor, who was hired midway through the 2014-2015 school year. One major factor that is evident is that following the hiring of a new instructor, students' scores dramatically increased.
Subgroup, FRL—Math	No students at Midtown have taken Math	N/A
Subgroup, FRL—Reading	All Midtown High School students are FRL so the same results were analyzed for "Percent Passing – Reading". These categories are one and the same for Midtown High School	All Midtown High School students are FRL so the same conclusions were drawn from the data for "Percent Passing – Reading". These categories are one and the same for Midtown High School
Subgroup, students with disabilities—Math	No students at Midtown had disabilities so this category is N/A	No students at Midtown had disabilities so this category is N/A
Subgroup, students with disabilities—Reading	No students at Midtown had disabilities so this category is N/A	No students at Midtown had disabilities so this category is N/A
High School Graduation Rate (Schools serving 12 th grade only)	Because no students graduated last year, there is no data to analyze. However, it is important to note that one student graduated from Midtown High School in January of the 2015-2016 school year	It has been concluded that there has been increased effectiveness with the hiring of the new instructor. This effectiveness is demonstrated by the fact that one student graduated from Midtown High School in January of this 2015-2016 school year.
Academic Persistence (Alternative High Schools Only)	The data analyzed to measure academic persistence at Midtown High were the attendance records from May 2015 and August 2015. The criteria used were the number of students that remained in Midtown from May 2015 and re-enrolled for the 2015-2016 academic school year. Re-enrollment for students that leave Midtown High and transfer to another school are determined by a request for records from the new school.	Conclusions drawn from the data show that 100% of the students re-enrolled in school in August 2015 from the 2014-2015 school year. Most of these students had dropped out of traditional day high schools for a variety of reasons including adjudication for many. This shows that Midtown High School has helped these students improve in the area of academic persistence as compared to what they displayed at their previous schools. One factor that contributes to the improvement for those students is the ability to increase engagement by the new instructor.



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

The evaluation of curriculum is a process that takes place throughout the school year. There is both formative and summative evaluation. It is important to note that Midtown High School has a tiny student population (27 students) that is split into two groups of students: those taking ELL classes, and those working on study packets.

To begin with, the instructor of the ELL class is asked to begin preparing his lessons plans for the first month of the academic year well in advance of the first day. This allows the instructor sufficient time to plan lessons that meet state standards and engage the students in the subject material. The instructor references the standards and benchmarks for ELL courses from the AZDOE website. The instructor’s lesson plans are detailed and are required to state the lesson the students will be learning on each particular night, which state standard the lesson correlates to, instructional materials that will be used, and how the lesson will be presented. These lesson plans are then submitted to the co-directors of the high school to be reviewed and approved. Lessons are only approved after it is demonstrated that the lesson plan aligns with the state standards and will create a positive atmosphere in the classroom. The instructor is then required to hand in lesson plans for the following month at least a week before that month begins.

For students working on individual packets, the curriculum is 100% correlated to the AZ State Standards. Each individual packet is comprised of assignments that would be found in an educational classroom setting. For example, a student enrolling on the first day might receive a “World History” packet that requires 20 or more assignments for completion. These assignments are directly correlated to AZ standards, in that each assignment requires the student to demonstrate understanding of multiple concepts within the state standards. The Charter Holder also creates these assignments in such a way that they require students to think and demonstrate learning in creative and unique ways.

Because the administration for Midtown High School doubles as the administration for Precision Academy - an A-rated day school - the co-directors of the school are able to use assignments that they have witnessed firsthand as effective and engaging for students completing individual packets. For example, instead of a student merely being asked to explain an historic world event in essay form, the assignment may call for the student to travel back in time, acting as a news reporter at the event, and creating a script that would be read to the audience. This same administration that is responsible for creating the assignments in the individual packets is also responsible for grading the individual packets. Immediate feedback is provided to students in writing and in person.

Documentation

- Arizona State Standards
- Individual Packets



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

As Midtown has two separate groups of students, different processes are used to evaluate how effectively the curriculum enables students to meet all standards. For ELL students, the instructor uses bi-monthly formative assessments, informal observations, and nightly exercises that allow for the instructor to check for understanding in the form of direct questioning, one minute reports, and notebook checks. The results of these assessments provide the instructor with data on the ELL students that is reviewed by the administration at Midtown High School. After reviewing the data, the administration makes a recommendation on whether or not they feel that the curriculum being used is enabling all ELL students to meet all standards and progress towards English proficiency.

For Midtown students that are completing work on individual packets, the administration monitors how often packets are being completed, as well as what level of mastery is demonstrated in the students' assignments. When a student completes a packet, it is handed into the administration to be evaluated. If the packet is incomplete, an evaluation of progress is provided from the staff to the student. When a packet is complete, the staff again provides the students with an evaluation, as well as a new packet to begin work on. Because the assignments in each packet are directly correlated with the concepts in the AZ State Standards, the administration is able to obtain a clear understanding of the effectiveness of the curriculum by grading the students' work.

Documentation

- Arizona State Standards
- Graded Formative Assessments (ELL Students)
- Graded Informal Assessment (ELL Students)
- Graded Individual Packets (Independent Study Students)
- Progress Evaluations

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

Answer

The process of identifying gaps within the curriculum is the responsibility of both the teacher and administration. For ELL students, the teacher is constantly assessing the students within the classroom. An assessment that has been approved by the administration is given on the first and third week of each month that demonstrates what level of English capabilities the students possess.

If a student receives an unsatisfactory grade on the assessment, the instructor is able to determine the areas where improvement is needed. This information is then passed on to the administration for review. In addition to the formative assessments, the instructor checks for curricular gaps by directly questioning the students, having them demonstrate understanding in one-minute reports and by checking the students' notebooks. These informal assessments allow the instructor to determine any other curricular gaps that were not shown in the formative assessments. The teacher is then able to meet with the administration at this point and discuss strengths and weaknesses of the current curriculum.

For students completing individual packets, curricular gaps are identified by the administration who then complete a rigorous grading process of each packet. Students working on individual packets are not allowed to skip assignments nor sub-topics of those assignments. Because the packets are 100% correlated to the AZ State Standards, a packet is not considered complete until each sub-topic of each



assignment is finished. If a packet is handed in without being fully completed, it is handed back to the students with notes from the administration explaining to the student what needs to be completed. When a completed packet is handed in, the administration examines each individual assignment, looking for areas where possible gaps may exist.

Documentation

- Arizona State Standards
- Graded Formative Assessments (ELL Students)
- Graded Informal Assessment (ELL Students)
- Graded Individual Packets (Independent Study Students)
- Progress Evaluations

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

The process for adopting curriculum for Midtown is separated by each group of students. As mentioned previously for the ELL students, the instructor of the ELL class is asked to begin preparing his lessons plans for the first month of the academic year well in advance of the first day. This allows the instructor sufficient time to plan lessons that meet state standards and interest the students in the subject material. The instructor references the standards and benchmarks for ELL courses from the AZDOE website. The instructor's lesson plans are detailed and are required to state the lesson the students will be learning on each particular night, which state standard the lesson correlates to, instructional materials that will be used, and how the lesson will be presented. These lesson plans are then turned into the administration of the high school to be reviewed and approved. At this point, to determine if new and/or supplemental curriculum needs to be adopted, the administration evaluates the lesson plans of the instructor for the upcoming month.

The administration also references the AZDOE standards and benchmarks for ELL courses to make sure no mistakes or oversights were made in the creation of curriculum, and that all standards and benchmarks are addressed. In the rare circumstance that the administration feels that ELL standards and benchmarks were not met and supplemental curriculum needed to be adopted, a meeting of the administration and instructor would be called to adopt new curriculum. For students completing individual packets, administration monitors the AZ state standards at the beginning of each year for any new changes. Because the packets are directly correlated to the AZ state standards, supplemental curriculum would only be added when and if state standards were to change.

Documentation

- Arizona State Standards
- Graded Formative Assessments (ELL Students)
- Graded Informal Assessment (ELL Students)
- Graded Individual Packets (Independent Study Students)
- Progress Evaluations

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



In the event that the Charter Holder chooses to adopt new and/or supplemental curriculum, the Charter Holder evaluates curriculum options based on multiple criteria. For the ELL students, the first criteria is “Does the curriculum adequately address the Arizona standards and benchmarks for ELL courses, from the Arizona Department of Education?” Once it is established that the curriculum meets all standards and benchmarks, the administration evaluates the ability of the Charter Holder to implement the current curriculum under consideration. For example, if the curriculum requires computers, internet, video, etc., will the Charter Holder have the necessary tools for implementation?

Finally, the Charter Holder evaluates whether or not the curriculum allows for the students to be engaged in an active classroom environment that meets the students’ learning needs. It is important to both the administration and the instructor that the students find themselves in a learning environment that it comfortable and productive. For students working on individual packets, the Charter Holders are understandably much more limited in curriculum options. As mentioned above, a change in curriculum would only be warranted with a change in the AZ state standards. In the case of an AZ state standard changing for a particular course, the administration would make sure that the packet for the course in question was changed to reflect the change in standards. This process would involve adding and/or subtracting sub-topics from particular assignments, while making sure that the new assignment or sub-topic requires the student to demonstrate knowledge of the new standard.

Documentation

- Arizona State Standards

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

To determine if curriculum needs to be revised for the ELL students, the administration works closely with the instructor. While the instructor and administration meet regularly to discuss curriculum, the administration requires the instructor to submit progress reports for the ELL students every six weeks. Because the school works with such a small student population, the administration and instructor are able to address every individual student at this time, regardless of academic standing. Students with satisfactory work completed are given the same amount of time and dedication as students that have not completed satisfactory work. The work of each student is reviewed, along with the formal assessments given, and the administration looks for curriculum that may be considered too weak or too strong, taking into account the performance of the students in the class. A decision is then made by the administration on whether or not the curriculum must be revised.

Furthermore, the instructor of the class is encouraged to adjust any of his lesson plans from the curriculum that he notices aren’t effective. This revised curriculum must meet all AZ state standards and benchmarks for ELL students. For students completing individual packets, this process is again much more limited. The administration checks regularly to determine if there has been a change in AZ state standards. If there has been a change, the administration is quickly able to determine that the curriculum must be revised. If there has been no change, the curriculum remains the same.

Documentation

- Arizona State Standards
- Graded Formative Assessments (ELL Students)
- Graded Informal Assessment (ELL Students)
- Graded Individual Packets (Independent Study Students)



- Progress Evaluations
- Instructor Lesson Plans (ELL Students)

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

If it is determined that an area of curriculum must be revised for ELL students, the administration first meets with the instructor to inform him of the necessary revision. Together, the administration and the instructor review the failed area of curriculum and the reasons why a revision is needed. The administration then works together with the instructor to create a curriculum that is both suitable for the ELL students and adheres to AZ state standards. Input is received from the instructor on what specific ways he believes the curriculum can be changed in a beneficial way for the ELL students. The area of curriculum is then revised, making sure that all specific reasons the area required revision are addressed.

Once all areas have been addressed, the administration reviews the standards and benchmarks for ELL courses, as set forth by the AZ Department of Education, to make sure all revisions for curriculum are in compliance. For curriculum revisions designated for students completing individual packets, the administration is solely in charge of making such revisions. If an addition to the curriculum is needed, the administration of the charter makes sure that the creation of a new assignment and/or sub-topic meets AZ state standards for that particular course or strand. As mentioned previously, the administration also makes sure that the new assignment and/or sub-topic of the packet require students to think and demonstrate learning in creative and unique ways. At this time the administration also evaluates if an area of the course packet has now been designated unwarranted due to the change in standards. If so, the particular assignment and/or sub-topic is removed from the course packet.

Documentation

- Arizona State Standards
- Instructor Lesson Plans (ELL Students)
- Individual Course Packets (Independent Study Students)

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

The ongoing process that the Charter Holder uses to ensure that curriculum is implemented with fidelity begins with the initial hiring of staff. As mentioned previously, Midtown High School is an alternative high school with a tiny student population that requires an educational staff of one instructor. Because of this, the process of ensuring curriculum implementation is very easy. Expectations are first communicated with the instructor during the hiring process. It is communicated to the instructor that they must implement the designated curriculum to be considered for hiring. Upon hiring, the instructor then must demonstrate correct implementation of school curriculum when handing in lesson plans at the beginning of each month to administration. The instructor's lesson plans are detailed and are required to state the lesson the students will be learning on each particular night, which state standard the lesson correlates to, instructional materials that will be used, and how the lesson will be presented as well as any formative assessments.

Furthermore, administration regularly evaluates the instructor with scheduled and unscheduled class



observations. During these observations, an administrator will evaluate the instructor during class, to make sure that the curriculum the instructor has scheduled on his lesson plans is being implemented correctly and on schedule. With the administration working closely with the instructor on all aspects of the curriculum, the Charter Holder is able to have a clear understanding of the day-to-day classroom objectives. This ensures that the Charter Holder is aware of how the curriculum is being implemented with fidelity, as well as how consistently.

For students working on individual packets, the Charter Holder must simply ensure that all students are provided with a packet to work on each night, and that upon completion of a packet, a new course packet is ready to be distributed. Because Midtown High School has such a small student population, both ELL and packet students work in the same classroom. This allows both the instructor, and the administration (when conducting observations), to make sure that all packet students are working on the designated curriculum.

Documentation

- Arizona State Standards
- Instructor Lesson Plans
- Formative Assessments
- Individual Course Packets

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

The Charter Holder’s ongoing process to ensure consistent use of curricular tools by staff begins in the summer prior to the academic year. Before the school year begins the instructor of the ELL students is required to hand in lesson plans and curriculum maps/semester outlines to the administration. The instructor’s lesson plans are detailed and are required to state the lesson the students will be learning on each particular night, which state standard the lesson correlates to, instructional materials that will be used, and how the lesson will be presented. These lesson plans are then turned into the co-directors of the high school to be reviewed and approved. Lessons are only approved after it is demonstrated that the lesson plan aligns with the state standards and will create a positive atmosphere in the classroom.

The instructor is then required to hand in lesson plans for the following month at least a week before that month begins, but encouraged to do so earlier. At this time any formative assessments that will be delivered during the month are also required to be handed in. This process is repeated for each of the following months of the semester. Curriculum maps and semester outlines are also required to be detailed and correlate with the instructors’ lesson plans for each month as well as the AZ state standards but are only required to be handed in at the beginning of each semester. These outlines/maps allow the instructor to create an academic calendar that adequately indicates what must be taught and when it must be taught so that a consistent pace is met and all required material is able to be delivered in the designated amount of time.

Furthermore, members of the administration will from time to time sit in and observe a class to make sure the correct lesson plan is being delivered on the correct night. These expectations have been communicated to the staff consistently, beginning in the interview process, and continued through staff development.

Documentation

- Arizona State Standards
- Instructor Lesson Plans
- Formative Assessments



- Curriculum Maps
- Semester Outlines

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

The process the Charter Holder uses to ensure that all grade-level standards are taught to mastery within the academic year begins weeks before the start of the academic year. The ELL instructor is required to provide the administration with lesson plans, semester outlines and curriculum maps. The instructor’s lesson plans are detailed and are required to state the lesson the students will be learning on each particular night, assessments that will be used and which state standard the lesson correlates to. The semester outlines and curriculum maps are also detailed and required to state what grade level state standards will be taught as well as what time of the academic year they will be taught at. Both lesson plans and semester outlines are created using the grade level standards as a reference.

Once these lesson plans and semester outlines have been provided to the administration, it is the job of the administration to evaluate the lessons and outlines in depth, checking to make sure that all grade level standards are covered and that they are taught within the timeline of the academic year. The administration also checks to make sure that the lesson plans will allow students to adequately master all standards upon completion of the lesson.

Furthermore, a member of the administration will regularly observe the ELL instructor in the classroom to make sure that the instructor is on the correct pace to cover all standards in a timely manner. For students taking individual course packets, each course packet has been created in direct correlation with the AZ state standards so the administration can be sure that when a packet is fully completed all grade level standards have been covered.

Documentation

- Arizona State Standards
- Instructor Lesson Plans
- Formative Assessments
- Curriculum Maps
- Semester Outlines

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

To verify that the curriculum at Midtown is aligned to Arizona’s College and Career Ready Standards, the Charter Holder uses an ongoing process that begins in advance of each academic year. To begin with, the instructor of the ELL class is asked to begin preparing his lessons plans for the first month of the academic year well in advance of the first day. This allows the instructor sufficient time to plan lessons that meet state standards and interest the students in the subject material. The instructor references the standards and benchmarks for ELL courses from the AZDOE website.

The instructor’s lesson plans are detailed and are required to state the lesson the students will be learning on each particular night, which state standard the lesson correlates to, instructional materials that



will be used, and how the lesson will be presented. These lesson plans are then turned into the co-directors of the high school to be reviewed and approved. Lessons are only approved after it is demonstrated that the lesson plan aligns with the state standards, will create a positive atmosphere in the classroom, and challenges the students.

The instructor is then required to hand in lesson plans for the following month at least a week before that month begins, but encouraged to do so earlier. These lesson plans are held to the same requirements as those handed in before the beginning of the school year as mentioned above. For students working on individual packets, the curriculum is 100% correlated to the AZ State Standards. Each individual packet is comprised of assignments that would be found in an educational classroom setting. For example, a student enrolling on the first day might receive a "World History" packet that requires twenty or more assignments for completion. Each assignment may contain various components/subheadings. These assignments are directly correlated to AZ standards, in that each assignment requires the student to demonstrate understanding of multiple concepts within the state standard.

Documentation

- Arizona State Standards
- Individual Packets (Independent Study Students)

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

When adopting or revising curriculum at Midtown for the ELL students, the administration and instructor work together to make sure all adoptions or revisions maintain alignment to Arizona’s College and Career Ready Standards. To begin with, a revision or adoption to curriculum is only made with the understanding that said revision must meet Arizona’s College and Career Ready Standards. During the time the area of curriculum under question is being revised, the administration reviews the standards and benchmarks for ELL courses, as set forth by the AZ Department of Education, to make sure all revisions for curriculum are in compliance. Only after compliance is demonstrated, are revisions made to the curriculum by the administration.

For curriculum revisions designated for students completing individual packets, the administration of the charter makes sure that the creation of a new assignment and/or sub-topic meets AZ state standards for that particular course or strand by reviewing the AZ state standards as provided by the AZ Department of Education. Since all assignments and sub-topics are 100% correlated with a specific state standard, a revision to a packet can only be made once it is demonstrated that the revision correlates to a specific state standard that was not met before.

Documentation

- Arizona State Standards
- Individual Packets (Independent Study Students)



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"/>	For the students that are considered non-proficient based on their scores from assessments the instructor compares assessment scores from before and after supplemental curriculum was implemented.	<ul style="list-style-type: none"> Formal and informal assessment
ELL students	X	Subgroup comprises more than 65%	
Students eligible for FRL	X	Subgroup comprises more than 65%	
Students with disabilities	X	No students with disabilities attend Midtown High School so this category is Not Applicable.	

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 performance measures are assessed?	What assessment data is generated?	When/how often is it administered?
Progress Monitoring Exam (ELL)	9-12	Formative, benchmark	English Language Acquisition	How well English is being learned, progress made by each student	First and third week of every month
1 Minute Reports (ELL)	9-12	Formative	English Language Acquisition	How well English is being learned	Nightly
Direct Questioning	9-12	Formative	English Language Acquisition	How well English is being learned	Nightly
Individual Course Packet (Independent Study)	9-12	Summative, benchmark	Proficiency in demonstrating knowledge of state standards	Understanding and demonstration of state standards	Nightly

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

Answer

For ELL students, the ongoing process that the Charter Holder uses to evaluate the assessment tools starts in advance of the academic year and continues throughout the entire school year. The instructor is required to provide the administration with his first month of lesson plans, as well as a semester outline, well in advance of the beginning of the school year. These lesson plans and outlines include examples and descriptions of all forms of assessment that the instructor will use as well as hard copy examples of formative exams. The instructor references the standards and benchmarks for ELL courses from the AZDOE website when creating such assessment tools.

After these assessment tools are turned into the administration of the high school, they need to be reviewed and approved by the co-directors of the charter. Assessments are only approved after it is demonstrated that the assessment is aligned with the state standards and will accurately assess the mastery of the state standards. These assessments are required to be provided to administration each month with corresponding lesson plans. Furthermore, members of the administration will often conduct class observations of the ELL instructor to determine whether or not the assessment tools are functional and suitable for the class. This allows the administration to see first hand exactly how the assessment is being delivered and to what effectiveness.

For students completing work in individual course packets, the charter holder has only one assessment tool to evaluate, which is the course packet. Since the administration is responsible for the assignments and sub-topics in the course packet, it is their job to make sure that the assignments allow students to accurately demonstrate knowledge of each particular state standard for that specific course packet. Because the Charter Holder creates these assignments in such a fashion that they require students to think and demonstrate learning in challenging and unique ways, the administration must constantly be



evaluating new forms of assignments that they believe will engage the students more than previously, while simultaneously evaluating old assignments to make sure they are still rigorous and relevant to the student.

Documentation

- Arizona State Standards
- Instructor Lesson Plans
- Formative Assessments
- Summative Assessments
- Curriculum Maps
- Semester Outlines
- Individual Course Packets

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

The ongoing process that the Charter Holder uses to evaluate how the ELL assessments are aligned to the curriculum begin with the instructor providing his lesson plans, curriculum maps/semester outlines, formative and summative assessments to the administration. The instructor’s maps, outlines and lesson plans are detailed and are required to state the lesson the students will be learning on each particular night, which state standard the lesson correlates to, instructional materials that will be used, how the lesson will be presented, and what, if any assessments will be given that night and examples of the assessment if possible.

The instructor is required to provide this information at multiple times throughout the academic year, beginning weeks in advance of the first night of school and continuing every month. This information is due to the administration before the beginning of each month. This allows for the continual evaluation of alignment of assessments with curriculum by the administration throughout the year. The co-directors will then review the materials once submitted, making sure that all assessments are aligned with the curriculum maps and lesson plans provided. Furthermore, administrators will observe the ELL class on a regular basis to make sure the lesson plans and curriculum maps/semester outlines, are being implemented correctly and on a regular basis. For students completing individual course packets, the assessment and curriculum are one and the same.

Documentation

- Instructor Lesson Plans
- Formative Assessments
- Summative Assessments
- Curriculum Maps
- Semester Outlines
- Individual Course Packets

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

Since the ELL class at Midtown has such a small student population and only one instructor, it is a relatively easy process for the Charter Holder to make sure the instructor’s assessments are closely



aligned to his instruction methodology. To evaluate how the assessments are aligned to the instructional methodology, the charter holder begins by evaluating the assessments that have been provided to the administration by the instructor. These assessments are required to be provided in advance of delivery of the assessment, often along with the instructor’s lesson plans, to allow sufficient time for the administration to review them. Once reviewed, members of the administration will then routinely observe classes to make sure that the manners in which instruction is delivered are correctly aligned to the assessments that have been provided to the administration. For students completing individual study packets, the administration makes sure that the correct course packet is delivered to the correct student. This is done by reviewing the students’ secondary course history and providing them with the correct course packet that is needed for the student to graduate.

Documentation

- Arizona State Standards
- Instructor Lesson Plans
- Formative Assessments
- Summative Assessments

B. Adapted to Meet the Needs of Subgroups

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

Subgroup Assessment Table

Subgroup	Exempt	How does the assessment system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	List documents that serve as evidence of implementation of this process.
Students with proficiency in the bottom 25%/non-proficient students	<input type="checkbox"/>	For the students that are considered non-proficient based on their scores from assessments the instructor compares assessment scores from before and after supplemental curriculum was implemented	Formal and informal Assessment
ELL students	X	Subgroup comprises more than 65%	
Students eligible for FRL	X	Subgroup comprises more than 65%	
Students with disabilities	X	No students with disabilities attend Midtown High School so this category is Not Applicable.	



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

The Charter Holder’s ongoing process to collect and analyze each type of assessment data listed in the Assessment Table begins with the instructor of the ELL class providing the assessment to the administration before the assessment is administered. The administration reviews the assessment making sure that the assessment is in compliance with state standards and covers the correct curriculum as listed in the instructors’ lesson plans. Once approved by the administration, the assessment is delivered and completed by the ELL students. Following completion of the assessments, the instructor is responsible for grading and scoring all assessments delivered and recording the data for each student. At this point, the data needs to be reviewed by both the instructor and administration. Every six weeks the ELL instructor prepares and provides data to the administration that includes analyzed assessment data for each student. This data is used to report the amount of progress made by each student to the administration. This information is then reviewed by the administration for any oversights or areas of possible concern that may exist based on the assessment data. The key for Midtown is not just having the data, but focusing on who is using the data and how the data is used. The educators are deeply engaged in their own assessments in a way that can only be characterized as embedded.

For students working on individual packets, the assessment data is collected and analyzed by the administration when the student has fully completed the individual course packet. The administration then reviews the assessment data by making sure each assignment is completed sufficiently and correctly. If the data is sufficient, the administration provides the student with a new individual course packet. For a packet to be considered sufficient, each assessment question/assignment must be answered completely. If it is determined that a student may be taking longer than necessary on an individual course packet, the registrar of the school schedules an appointment with the student/parent and the administration to make sure the assessment is being worked on, all student/parent questions are being answered and that the assessment will be handed in to the administration in a timely manner.

Documentation

- Arizona State Standards
- Graded Formative Assessments (ELL Students)
- Graded Informal Assessment (ELL Students)
- Graded Individual Packets (Independent Study Students)
- Progress Evaluations
- Instructor Lesson Plans (ELL Students)

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

The Charter Holder’s process to make adjustments to curriculum based on the data analysis is determined by data gathered from student assessments. Every six weeks the ELL instructor prepares and provides data to the administration that includes analyzed assessment data for each student. This data is used to report the amount of progress made by each student to the administration. This information is then reviewed by the administration for any oversights or areas of possible concern that may exist based on the assessment data. The data is compared with lesson plans that have been previously provided by the instructor. This allows the administration to align and evaluate the data with respect to the curriculum implemented. If it is determined that data analysis shows that the content, programs, and materials that



the instructor uses with students is not allowing achievement of the desired educational outcome and/or mastery of the standards, the administration and instructor work together to adjust the curriculum in a way that will positively effect the progress of the students and address all areas of concern. Because the administration for Midtown High School doubles as the administration for Precision Academy, an A-rated day school, the co-directors of the school are able to suggest curriculum and particular assignments to the ELL instructor that they have witnessed first hand as effective and engaging at Precision Academy. This process is administered throughout the academic year when needed. For students completing individual course packets, the curriculum is directly aligned with the AZ state standards.

Documentation

- Arizona State Standards
- Graded Formative Assessments (ELL Students)
- Graded Informal Assessment (ELL Students)
- Graded Individual Packets (Independent Study Students)
- Progress Evaluations
- Instructor Lesson Plans (ELL Students)

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

Based on the data analysis, the instructor of the ELL students adjusts the manner in which he presents curriculum to students when it is observed that data is inefficient. This process begins with the administration and instructor reviewing the data analysis together. When an area of inefficiency is observed, the instructor and administration reference the instructors’ previously provided lesson plans to find the area of curriculum that was analyzed as inefficient. The instructor then provides supplemental curriculum to the students whose data was deficient in this particular area. This can come in the form of musical cd’s, visual aides and mock interaction activities. Lesson plans that include this supplemental curriculum and how it will be used are provided to the administration before implementation. For students studying course packets, the teacher assists these students with specific questions, provides encouragement, and guides them in all ways possible.

Documentation

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

- Arizona State Standards
- Graded Formative Assessments (ELL Students)
- Graded Informal Assessment (ELL Students)
- Instructor Lesson Plans (ELL Students)

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

The information that follows addresses the needs of ELL and FRL subgroups. All of the students that receive direct instruction are in those subgroups. All of the students who are in the ELL program are also FRL. Midtown High School is an alternative school so we are Not Applicable for the bottom 25% and Midtown High School does not have any students with disabilities.

The Charter Holder is able to monitor that the instruction taking place is aligned with ACCRS standards by requiring lesson plans that outline what standards are being met throughout the year. This is the same process that the administration uses with Precision Academy. These lesson plans allow the administration to examine the instruction and ensure that it is aligned with ACCRS standards. The teacher at Midtown High School has a regimented schedule for his lessons from year to year. The students enrolled at Midtown High School who are in the ELL group receive direct instruction from the teacher. Most of these students are deficient in both Spanish and English languages. The administration uses informal evaluations and lesson plans to monitor that the instruction is implemented with fidelity.

The evaluation process is conducted in the same manner as Precision Academy which has demonstrated a high level of effectiveness. In both schools the formal evaluations are held twice during the school year. The informal evaluations are done on a regular basis at random times.

The administration has observed progress in instructional effectiveness in both schools. The students that were enrolled in Midtown High School in the 2014-15 school year are receiving the same instruction and assessments as the students from the 2015-16 school year. The assessment given on the first and third week of each month, in particular demonstrate how the students are progressing throughout the year. This instruction is effective throughout the year because the students are taking assessments that demonstrate their progress month to month. The assessment that determines how each student is improving is based on the instruction taking place. The Charter Holder works closely with the teacher to monitor the results on a monthly basis.

The students that are working on their independent packets do not receive direct instruction from the teacher at Midtown High School. These students are free to ask the teacher for assistance on the assignments that they are completing for their packet, and quite often, the instructor not only provides assistance, but also encouragement.

Documentation

- Lesson Plans
- First and Third Week Assessment

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

Answer

The students at Midtown High School that receive direct instruction from the teacher are the ELL students; the packet students receive direct assistance. The goal of the teacher is to help ELL students increase their proficiency in the English language. The Charter Holder monitors the instruction to ensure that it is leading all students to mastery of the standards in two ways. First, the administration examines the lesson plans that the teacher turns in to ensure that they align with the state standards. By aligning the lesson plans to the state standards, the instructor is able to lead these students to mastery. Second, the formal evaluation carefully monitors the instruction that is being provided. The formal evaluation given by the administration to the instructor monitors a variety of areas. Examples are student engagement and



classroom atmosphere which are both ways of monitoring instruction. The administration also reviews the work done by the students both on assessments and classroom work. This provides the Charter Holder with evidence that the instruction is leading all students to mastery of the standards.

Documentation

- Instructor’s Lesson Plans
- Formal Evaluation

B. Evaluating Instructional Practices

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

Answer

Midtown High School is comprised of students working on their packets to gain credit in a variety of subjects and another group that receives direct instruction consisting of all ELL students. This is a small class of students which allows for the Charter Holder to closely monitor the instructor with ongoing informal and formal observations. Midtown High School has one instructor for the students in the ELL program. The formal observations occur twice a year and the informal observations occur on a bi-weekly basis. The Charter Holder uses these evaluations to gain an understanding of how effective the instructional practices of the instructor are. Communication between the administration and teacher is constant through various means: in person, by phone, and emails. Clear expectations have been laid out in writing and orally, and follow-up by the administration is immediate. Rubrics are used to evaluate quality of instruction and are reviewed by both the instructor and teacher to ensure progress in instructional practices.

Documentation

- Formal Evaluations

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

Answer

The Charter Holder has the two formal evaluations and a number of informal evaluations that take place throughout the year; evaluations are both formative and summative. These evaluations monitor the quality of instruction. Having the evaluations ongoing during the year allows the Charter Holder the opportunity to address areas of instruction that may need increase in quality. This process includes meeting with the instructor to examine any issues the Charter Holder has with the quality of instruction. Professional development has been utilized to improve such areas as student engagement and instructional strategies. The Charter Holder also examines the results of the students assessments on the first and third of each month to evaluate the progress of the students. This evaluation of the student’s progress is used in the process of identifying the quality of instruction. The Charter Holder understands that examining only results from assessments would not provide an entirely accurate portrayal of quality instruction; however, it is used as an indicator of quality instruction.

Documentation

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

- Formal Evaluations
- Results From First and Third Week Assessments



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

Answer

Midtown High School consists of a tiny class which allows for the administration to closely monitor the instructor with ongoing informal and formal observations with immediate feedback given. These observations allow for plenty of time to identify individual strengths, weaknesses, and needs – all of which are then recorded.

Formal evaluations are conducted twice per year: one in fall and one in the spring. During the formal evaluation the instructor is observed in the classroom while working with the ELL students. The formal evaluation identifies the areas in which the teacher demonstrates mastery of teaching strategies as well as areas that need improvement. The formal evaluation is completed by the administration. Following the evaluation, the administration meets with the teacher to examine the evaluation and the teacher’s performance. Informal evaluations are conducted on a regular basis by the administration. These observations by the administration ongoing throughout the year. This process allows the administration a clear picture of what activities the instructor is doing on a regular basis. Informal observations also provide the administration with information that can be used to discuss strengths and weaknesses with the instructor. These discussions occur following the class or through email with the instructor.

Documentation

- Formal Evaluations
- Informal Evaluations

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"/>	For the students that are considered non-proficient based on their scores from assessments the instructor utilizes supplemental instruction. This instruction is in the form of musical CDs, visual aids, and mock interaction activities.	Lesson Plans Formal Evaluations
ELL Students	X	Subgroup comprises more than 65%	



Students eligible for FRL	X	Subgroup comprises more than 65%	
Students with disabilities	X	No students with disabilities attend Midtown High School so this category is Not Applicable.	

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

The Charter Holder analyzes information about the strengths, weaknesses, and needs of instructional staff by examining the formal and informal evaluations. It is important to note that the size of Midtown High School makes it very easy to conduct these evaluations. Midtown High School has one teacher who provides instruction to the ELL students almost exclusively. The instructor works with the student on an individual basis and goals are set for each student. Based on the fact that there is one instructor, the administration has ample time to work with the instructor.

The formal evaluation process that the Charter Holder uses analyzes categories such as student engagement, teacher preparation, and overall knowledge of subject matter. The administration takes the information from the formal evaluation and determines the areas that are strengths and weaknesses of the instructor. Informal evaluations are conducted on a regular basis. The administration observes the instructor while he is teaching the ELL students and determines areas that are strengths and weaknesses. This includes both instructional strategies and effectiveness of the lesson being administered. The administration observes the classroom and notes the level of engagement. Through these methods, the Charter Holder analyzes information about the strengths, weaknesses, and needs of instructional staff.

Documentation

- Formal Evaluations
- Informal Evaluations

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

The analysis is used to provide feedback to the instructor on strengths, weaknesses, and learning needs by determining which areas the instructor is proficient in and areas that need improvement. Once that is established by the formal and informal evaluations, the teacher meets with the administration to examine the findings of the evaluations. During this process, the instructor is able to discuss what he thinks is



working well in the classroom and what areas that he thinks he could improve upon. This meeting creates an open dialogue in which the instructor and the administration work together to evaluate the instructional strategies. The analysis is used to determine what changes may need to occur moving forward from that point to benefit the student's education. One example could be to research new activities that the instructor could conduct in class to increase the progress that the students are making. Using the analysis to provide feedback ensures that the level at which the instructor is teaching remains high.

Documentation

- Formal Evaluations
- Informal Evaluations

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

The Charter Holder's process to determine what professional development topics will be covered throughout the year involves meeting with the teacher and analyzing the progress of the students. The administration meets with the teacher to inquire which areas would most benefit the teacher. The teacher is also consulted on what professional development may be the most beneficial for the students. By examining the students' formative assessments and using information gained through the teachers informal observations, the charter holder determines professional development topics. Training includes a variety of instructional strategies, way to increase student attendance, ways to improve student attitude, how to have students actively engaged, and test-taking strategies. Taking into account student population of Midtown High School, it has been determined that these are the areas that should be addressed through professional development.

Documentation

- Formative Assessments
- Informal Observations

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

The professional development plan is aligned with instructional staff learning needs through the team meetings. Collaboration and communication between administration and instructor are key elements of the professional development plan. One of the members of the team is the instructor so that any concerns or areas needing improvement can be addressed. The instructor provides information about what would benefit their ability to improve the educational instruction within the school. The administration and the instructor share a common vision. This vision is a school that breaks away from the sink-or-swim mentality. Working closely with the students and providing immediate feedback is essential in achieving this. The administration also analyzes information such as attendance records and formative assessments to determine professional development topics that align with instructional staff learning needs. For example, by examining the attendance records the administration has determined that



professional development that targets increased student engagement would benefit the teacher as well as Midtown High School as a whole.

Documentation

- Formative Assessments
- Attendance Records

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

The professional development plan addresses areas of high importance in a variety of ways. The first step is to have a meeting with the professional development team and identify areas of concern. Areas of concern are determined through informal observations, attendance records, and a specific test given on the first and third weeks of each month. Informal observations by the teacher allow the administration to gain a clear picture of what the teacher has noticed from working with the students on a daily basis. The attendance records provide the administration with concrete data that shows the number of students that are at risk of disengaging. The test given to the students on the first and third of each month show how the students are progressing with their education. Once areas of high importance have been identified the teacher, registrar, and administration research various methods to address these issues. The most important issues at this time are instructional strategies, ways to increase student attendance, ways to improve student attitude, how to have students actively engaged, and test-taking strategies.

Documentation

- Progress test on the first and third of each month
- Attendance Records
- Informal Observations

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

Many of the students at the school are English Language Learners so this makes up a large component of the professional development. The professional development team meets to research new strategies for instruction for ELL students and to address educational challenges faced by these students. Areas include improving student attitude and increased student engagement. These areas have been targeted based on information gained through a formative assessment given to the students on the first and third of each month. The information gained through this assessment provides the charter holder with the information they need to ensure the needs of this subgroup are addressed. Many of the ELL students were previously frustrated with their education and looked to Midtown High School to provide the support they need to be successful.

The teacher is provided with professional development that targets instructional strategies for ELL students. FRL students who are not ELL at Midtown High School are the students that are working on study packets to gain credit in various subjects. The individual students work at their own pace to complete the assignments required to gain credit in the subject they are working on. Attendance records indicate professional development that addresses the needs of these students. Increasing student engagement and forming better study habits have been found to be the professional development targets



for FRL students by the administration.

Documentation

- Assessment on first and third week of each month
- Attendance Records

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

The teacher is closely monitored with ongoing informal and formal observations. Communication between the administration and the teacher is constant through various means: in person, by phone, and emails. Clear expectations have been laid out in writing and orally, and follow-up by the administration is immediate. The administration provides support to the instructional staff by determining the effectiveness of the professional development through formal and informal evaluations of the staff. Midtown High School is a small school with one teacher so the evaluation process easily allows the administration the opportunity to meet and discuss how the class is progressing. The administration is able to provide support to the instructional staff in a very timely manner.

Documentation

- Teacher Evaluation

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

Answer

The teacher is provided with a variety of resources that are necessary for high quality implementation. These focus on multiple intelligences, and in order to provide students with many opportunities to present in front of the class, read aloud, solve problems at the board, and write journals. These resources are identified by examining the formative assessments given by the instructor. By first identifying what is necessary for high quality implementation, the administration ensures the correct resources are being provided. The formative assessments are used to determine the progress and current levels that the students are achieving.

Documentation

- Formative Assessment

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



During the process of professional development meetings, the areas of importance are agreed upon. From this point the team then develops the plan and the process by which it will be implemented within the classroom. Following this process there are a variety of ways that the Charter Holder monitors the implementation. Through formal and informal teacher observations, through information gained through attendance records, and assessments given to the students nightly. Formal and informal teacher observations allow the administration to evaluate how the teacher is implementing the strategies learned in professional development sessions. Attendance records show the administration how effective the professional development that targets student engagement has been. The nightly assessments show the administration the effect of the professional development on the students' progress.

Documentation

- Formal and informal teacher observations
- Attendance Records
- Daily Assessments

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

Answer

Midtown High School is a tiny school with one teacher. Following up with the instructional staff regarding implementation of the strategies learned in professional development is informal. The teacher meets with the administration weekly to address the progress of the students and the school as a whole. During these meetings the administration follows up with the instructor about the implementation of the professional development. Formal and informal teacher evaluations are conducted throughout the year. Following these evaluations the administration meets with the teacher to discuss how the implementation is progressing. The teacher utilizes the formal and informal assessments that are given to the students to demonstrate the effectiveness of the professional development. For the students that are continuing their work on the packets, the administration meets with the teacher to determine their progress and attendance. For example, by examining the attendance records the administration can determine the effectiveness of the professional development in regards to student engagement.

Documentation

- Formal Evaluations
- Formal Assessments
- Attendance Records



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

The Charter Holder has all students at Midtown fill out an Education and Career Action Plan upon enrollment within the school. Administration reviews the plan throughout the year. The Education and Career Action Plan asks students to address possible career and educational goals. The teacher and the students monitor how the students are progressing towards these goals throughout the year.

Documentation

- Educational and Career Action Plan

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

Because of the size of Midtown High School and the tiny student population, the administration and instructor are able to work closely with the students to make sure that students are aware of the progress they are making throughout the year towards completing goals in academic and career plans. Students are given one-on-one attention and provided with immediate feedback to aid in the completion of these goals.

Documentation

- Educational and Career Action Plan



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

It is important to note the demographics of Midtown High School. 100% of the students at Midtown High School are :

- Adjudicated and/or
- Struggling to balance a forty-hour work week and attending school at night and/or
- Behind in credits/former dropouts and/or
- Are already parents

These students – typically past the age of eighteen -- come to Midtown severely deficient in credits (second and third-year seniors), with absolutely no hope of graduating on time with their cohort.

As the above paragraphs mention, the student population at Midtown faces a variety of challenges. Although these challenges exist, Midtown High School continues to provide students with the assistance they need to graduate. The instructor and administration update the students on their progress regularly. The students are well informed on how far they have advanced towards graduation.

Documentation

- Course Completion Worksheet

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

For students working on study packets, the administration meets with the student upon completion of each packet. At that time, the administration reviews the number of packets that have been completed by that student. This review also covers the students’ progress towards graduation.

The goal for ELL students is to become proficient in English and then earn a high school diploma.

Documentation

- First and Third Week Assessment
- Educational and Career Action Plan
- Course Completion Worksheet



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

The same administration that operates Precision Academy operates Midtown High School. The administration demonstrates the same care and leadership for both student populations and concern for their well being. They are responsible for measuring levels of engagement for Midtown High School. This administration includes the registrar and uses the same process to measure engagement in both schools. The critical difference between the two schools and the reason for the huge discrepancy between them is the student population.

Through attendance records and periodic progress reports, the Charter Holder is able to identify students who are at risk of becoming disengaged. The attendance is examined by the administration on a daily basis.

If a student is absent for even one day, they are immediately contacted by the registrar to ascertain why they were not in attendance. If the student is under 18, the parents will be contacted by the registrar. The periodic progress reports are examined in a meeting with the teacher and administration.

The progress reports evaluate the levels at which the students are progressing through the program. Monitoring the level at which a student is achieving is an indicator of their level of engagement. Based on the progress report, the group identifies any students that may need additional assistance to remain with the program.

Documentation

- Attendance Records
- Progress Reports

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

Answer

In order to provide timely interventions for students demonstrating the potential for disengagement, the teacher engages in direct observation and conducts check for understanding exercises every night. The check for understanding exercises can be either in the form of direct questioning, one minute reports, or by checking the student’s notebooks. The teacher also gives a test on the first and third week of the month to monitor progress. These measures ensure that the teacher is well aware of the progress of each of the students. If the progress of a student is falling behind, further measures are taken to encourage continued engagement. Administration and the teacher hold meetings as warranted, with the student and parents to address challenges to completing their education. This is in the hope that any issues that are hindering the student’s progress can be addressed.

Phone calls home following the progress reports are another strategy that is utilized by the Charter Holder. The phone calls are for the purpose of working with the parents to ensure that communication



levels are at the highest level possible. By contacting the parents and maintaining a high level of communication, the charter holder limits the risk of disengagement.

In addition to those strategies, there are also memos to students that contain beneficial study habits. These are provided to the students so that they can receive the most information possible on how to succeed in school and progress toward graduation.

Documentation

- 1st and 3rd Week Test

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

Answer

At Midtown High School, the students are split into two groups. One group is ELL and the other group consists of students working on study packets to receive credit. For ELL students, the teacher and administration look for improvement in these students’ grades to determine if the steps that have been taken are adequate enough. The teacher conducts a formative assessment every week. A student’s performance on this assessment is used to determine the effectiveness of the strategies used to continue engagement. The teacher also uses a number of informal assessments that allow for an in-depth understanding of the students level of mastery. For students who are working on their independent packets the teacher and administration examine their work to see the progress they have made. The students who are working on packets do so at their own pace, but they must be monitored to ensure that they have questions answered and that they stay engaged.

Documentation

- Formative Assessment



APPENDIX F

FINANCIAL RESPONSE EVALUATION

Financial Performance Response Evaluation Instrument

Charter Holder Name: Vista Charter School

Required for: Renewal

Charter Holder Entity ID: 79907

Audit Year: 2015

Arizona State Board for Charter Schools (Board) staff completed the Financial Performance Response Evaluation Instrument for the Board in its consideration of applicable requests made by the charter holder. "Not Acceptable" answers may adversely affect the Board's decision regarding a charter holder's request.

Measure	Reason(s) for "Not Acceptable" Rating
1a. Going Concern Acceptable <input type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/>	
1b. Unrestricted Days Liquidity Acceptable <input type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/>	
1c. Default Acceptable <input type="checkbox"/> Not Acceptable <input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/>	
2a. Net Income Acceptable <input type="checkbox"/> Not Acceptable <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/>	<p>The charter holder indicates, "The majority of this net income/(loss) is the result of depreciation being recorded during the fiscal year ended June 30, 2015 totaling \$58,605. Net of depreciation, the net income/(loss) is reduced to (\$3,813)." While depreciation and amortization are non-cash expenses, they are used to allocate the initial costs of fixed and other assets over the asset's life. As such, the Board's financial framework intentionally does not remove depreciation and amortization from the measure's calculation. Had the charter holder provided further explanation for the \$62,418 net loss, along with supporting documentation, this would have been considered in Board staff's evaluation.</p> <p>The financial response includes a "Fiscal Year 2016 Projection" that compares revenue based on the Arizona Department of Education (ADE) CHAR 55-1 report to expenses based on the charter holder's 2016 Expenditure Budget. Since the fiscal year 2016 budget was submitted to ADE, the charter holder's actual ADM has increased by</p>



Measure	Reason(s) for "Not Acceptable" Rating
	approximately 5. Using the CHAR64-1, Classroom Site Fund and Instructional Improvement Fund reports available in March and an estimate of total expenses calculated by Board staff based on the current ADM and adopted budget submitted to ADE, staff's adjusted net income is still positive. Since the adjusted net income is positive, this paragraph is informational and did not contribute to the "not acceptable" rating for this measure.
2b. Cash Flow Acceptable <input type="checkbox"/> Not Acceptable <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/>	While the charter holder explains and supports the cause of not meeting the measure in the audited year, it is not clear if performance on the cash flow measure will improve in the current or subsequent year. Had the charter holder provided a prospective 2016 cash flow statement, or a financial projection showing the 2016 cash balance(s) based on events that are expected to occur, or a similar document, these would have been considered in Board staff's evaluation.
2c. Fixed Charge Coverage Ratio Acceptable <input type="checkbox"/> Not Acceptable <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/>	The charter holder does not explain the reason for not meeting the Board's target on this measure in the audited fiscal year as required by Appendix C of the Board's financial framework. Had the charter holder provided this information, along with supporting documentation, this would have been considered in the Board staff's evaluation.



APPENDIX G

FINANCIAL PERFORMANCE RESPONSE

Vista Charter School

December 2015

Arizona State Board for Charter Schools
1616 West Adams Street, Suite 170
Phoenix, Arizona 85007

Dear Esteemed Members of the Board:

In response to the email in November 2015 from the Arizona State Board for Charter Schools requesting additional clarification regarding the financial performance of Vista Charter School as of and for the fiscal year ended June 30, 2015, management has provided the following response:

Net Income

The letter indicates that net income of (\$62,418) did not meet the charter boards' sustainability measures. The majority of this net income/(loss) is the result of depreciation being recorded during the fiscal year ended June 30, 2015 totaling \$58,605. Net of depreciation, the net income/(loss) is reduced to (\$3,813). The School's healthy cash balance position of \$321,212, not including restricted cash, means the School could fund a similar deficit for approximately 84 years. Additionally, see the current 2015-16 fiscal year projection schedule at the end of this letter, which indicates a positive net income should be achieved. In part, this is possible due to higher student membership.

Fixed Charge Coverage Ratio

This ratio was calculated by your office to be .91 for the fiscal year 2015. We understand that the fixed charge coverage ratio standard is equal to or exceeding 1.10. Based on the current 2015-16 fiscal year projection schedule at the end of this letter, which indicates a positive net income should be achieved, we fully expect the fixed charge coverage ratio to meet or exceed the 1.10 standard. In part, this is possible due to higher student membership.

Cash Flow (3-Year Cumulative)

The letter indicates that the Cash Flow (3-Year Cumulative) average is (\$80,902). The source of this negative average is due to the School purchasing land in 2013 for \$165,000 with cash, rather than obtaining a loan. Additionally, during FY 2014 the School made additional down payments totaling \$18,497 for the future purchase of another parcel of land. These payments increased the School's assets and were possible due to Management's conservative fiscal approach in numerous prior years. Once these purchases are taken into account, the Cash Flow yields the following:

	<u>FY 2015</u>	<u>FY 2014</u>	<u>FY 2013</u>	<u>Average</u>
Original Cash Flow	\$ 6,840	\$ (85,685)	\$ (2,057)	
one time purchase		\$ 18,497	\$ 165,000	
Revised Cash Flow	\$ 6,840	\$ (67,188)	\$ 162,943	\$ 34,198

Fiscal Year 2016 Projection

Net Income:					
Revenue	\$ 142,482	(From ADE's CHAR 55-1 Basic Calculations for Equalization Assistance)			
Expenses	124,098	(from School's Expenditure Budget, which is accurate year-to-date)			
Net Income	\$ 18,384				
Fixed Charge Coverage Ratio:					
	<u>Net Income</u>	<u>Depreciation</u>	<u>Lease Expense</u>	<u>Total</u>	
	18,384	58,605	43,200	\$ 120,189	
Divided by:				43,200	
				2.78	

The school's management appreciates the board's concern regarding our financial stability and we are thankful to be able to provide explanations. Our hope is that you agree with us that Vista Charter School is a financially sustainable company, once the above factors are considered.

Respectfully yours,

Capri Landi and Caroline White
Charter Representatives
Vista Charter School (CTDS 07-89-60-000)