Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Blueprint Education, Inc.
School Name: Hope High School, Hope High School Online, Blueprint High School
Site Visit Date: December 5, 2014

Required for: Failing School
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome

[C.1]
1-Standards Alignment Charts-Algebra 1 and 2 Alignment
1-Standards Alignment Charts-Algebra 3 and 4 Alignment
1-Standards Alignment Charts-ELA 9-10 Alignment
1-Standards Alignment Charts-ELA 11-12 Alignment (as of Nov 2014)
1-Standards Alignment Charts-Geometry 1 and 2 Alignment (AZCCRS)
1-Standards Alignment Charts-Speech Course Alignment - ELA 9-10
2- Curriculum Effectiveness Team Meeting Notes Agenda June 2013
2-Curriculum Effectiveness Team Meeting Notes 5-4-12
2-Curriculum Effectiveness Team Meeting Notes June 2013
3-Sample Moodle Outcomes Report
3-Sample Quarterly Moodle Report-Freshman ELA 1
4-Sample Student Course Audit
5-Sample Teacher Course Audit
6-Sample Teacher 'Toolkit'
	Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating curriculum and how the Charter Holder evaluates how effectively the curriculum enables students to meet the standards.
	
	The documents provided demonstrate evidence of the following:
	• The process for evaluating curriculum by the Curriculum Coordinator is as follows:
	  ○ A Standards Alignment Chart is created, noting the lesson and/or assessments related to each standard
	  ○ When new/updates to standards are released, a re-alignment is completed. The result is either a course revision or a complete course revamp
	• An evaluation of curriculum effectiveness by the Curriculum Effectiveness Team on a semi-annual basis by:
	  ○ A Moodle report which identifies a select group of assignments tied to specified standards (called "Outcomes")
	  ○ A report comparison which includes:
	  ▪ Standard coverage
	  ▪ # of times standard is encountered
	  ▪ Student proficiency
	  ▪ Grades associated with standard
	  ▪ Trends from quarterly report that will drive audit of current Moodle content
	  ▪ Lesson plans that will be revised to reinforce standards not mastered
	  ○ Student and teacher audits will also be utilized to evaluate courses
	  ○ Teacher "Toolkits" that are created and revised based on course evaluation data

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[C.2] **1-Standards Alignment Charts-Algebra 1 and 2 Alignment** **1-Standards Alignment Charts-Algebra 3 and 4 Alignment** **1-Standards Alignment Charts-ELA 9-10 Alignment** **1-Standards Alignment Charts-ELA 11-12 Alignment (as of Nov 2014)** **1-Standards Alignment Charts-Geometry 1 and 2 Alignment (AZCCRS)** **1-Standards Alignment Charts-Speech Course Alignment - ELA 9-10** **Supplemental - Curriculum SOP**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder identifies gaps in the curriculum. **The documents provided demonstrate evidence of the following:** • Gap Analysis, Part 1: Once the comprehensive standards alignment chart is created, gaps will be identified by the Curriculum Coordinator, and a plan will be created to address all gaps within one year. This may include hiring contracted HQ teachers to further develop content. More likely, it will be a small-scale collaborative effort between the Curriculum Coordinator and Blueprint Education teacher(s) to fill the gaps. • Gap Analysis, Part 2: The Curriculum Effectiveness Team will meet semi-annually to compare summative assessments and various scores. Gaps in curriculum and instruction will be identified, and action steps will be planned. • Proposed Action Steps: The analysis and resulting action steps for each curriculum meeting are reported to the CEO following the quarterly meetings. Action steps are listed in the TAP document and reviewed by the leadership team and Board of Directors (qtrly)

[C.3]
1-Planning Collaborative Process-ELA Collaborative Invite
1-Planning Collaborative Process-ELA Phase 1
1-Planning Collaborative Process-ELA Planning Goals
2-Curriculum Templates-Answer Keys Template
2-Curriculum Templates-Exam and Key Template
2-Curriculum Templates-Lesson Outline Template
2-Curriculum Templates-Lesson Templates
2-Curriculum Templates-Unit Map Template
3-Curriculum Components-Course Revision Components
3-Curriculum Components-Curriculum Writing Components
3-Curriculum Components-Honors Components
4-Curriculum Requirements-Course Revision Schedule with Years
4-Curriculum Requirements-Menu Examples with Key
4-Curriculum Requirements-Quiz Question Samples - text based and matching
4-Curriculum Requirements-Unit Structure for Blueprint ELA
5-Hiring of Curriculum Contractors- ELA Unit Writer Posting
5-Hiring of Curriculum Contractors- Math AIMS Writer Posting
5-Hiring of Curriculum Contractors Process
5-Hiring of Curriculum Contractors- Science Lab Writer Posting
	Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder's process for adopting or revising curriculum based on its evaluation processes.
	
	The documents provided demonstrate evidence of the following:
	• The curriculum adoption process by the Curriculum Coordinator includes:
	  ○ Formation of a Planning Collaborative
	  ○ Creation of curriculum templates
	  ○ Creation of curriculum components
	  ○ Creation of curriculum requirements
	  ○ Hiring of curriculum contractors (if internal development)
	  ○ Evaluation of curriculum vendors (if outsourcing)
	  ○ Curriculum vendors webinars
	• The curriculum revision process by the Curriculum Coordinator is described in question 1 above and is based on completeness of all required standards met as well as monitoring of all ongoing updates and/or revisions to actual state standards.

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6-Evaluation of Curriculum Vendors Rubric-2014 and beyond **7-Curriculum Vendors Webinars-Compass Learning Webinar Evidence Q3** **7-Curriculum Vendors Webinars-Odyssey Learning Webinar Evidence Q3**	

[C.4]
1-Curriculum Coordinator Contact Information
2-Curriculum Review Team List
3-Planning Collaborative Team List
4-Annual Teacher Review-Blueprint Education Charter Teacher Evaluation
4-Leadership Team List
	Charter holder indicated the intended purpose of the document was to demonstrate: who is involved in the process for adopting or revising curriculum.
	
	The documents provided demonstrate evidence of the following:
	• Those involved in the process for adopting or revising curriculum include:
	  ○ Curriculum Coordinator
	  ○ Curriculum Review Team
	  ○ Planning Collaborative
	  ○ Leadership Team

[C.5]
1-Planning Collaborative Process-ELA Collaborative Invite
1-Planning Collaborative Process-ELA Phase 1
1-Planning Collaborative Process-ELA Planning Goals
2-Curriculum Templates-Answer Keys Template
2-Curriculum Templates-Exam and Key Template
2-Curriculum Templates-Lesson Outline Template
2-Curriculum Templates-Lesson Templates
2-Curriculum Templates-Unit Map Template
3-Curriculum Components-Course Revision Components
3-Curriculum Components-Curriculum Writing Components
3-Curriculum Components-Honors Components
4-Curriculum Requirements-Course Revision Schedule with Years
4-Curriculum Requirements-Menu Examples with Key
4-Curriculum Requirements-Quiz Question Samples - text based and matching
4-Curriculum Requirements-Unit Structure for Blueprint ELA
5-Hiring of Curriculum Contractors- ELA Unit Writer Posting
5-Hiring of Curriculum Contractors- Math AIMS Writer Posting
5-Hiring of Curriculum Contractors Process
5-Hiring of Curriculum Contractors- Science Lab Writer Posting
6-Evaluation of Curriculum Vendors Rubric-2014 and beyond
7-Curriculum Vendors Webinars-Compass Learning Webinar Evidence
7-Curriculum Vendors Webinars-Odyssey Learning Webinar Evidence '
	Charter holder indicated the intended purpose of the document was to demonstrate: when adopting curriculum, how the Charter Holder evaluates curriculum options to determine which curriculum to adopt.
	
	The documents provided demonstrate evidence of the following:
	• The curriculum adoption process by the Curriculum Coordinator includes:
	  ○ Formation of a Planning Collaborative
	  ○ Creation of curriculum templates
	  ○ Creation of curriculum components
	  ○ Creation of curriculum requirements
	  ○ Hiring of curriculum contractors (if internal development)
	  ○ Evaluation of curriculum vendors (if outsourcing)
	  ○ Curriculum vendors webinars
	• The curriculum revision process by the Curriculum Coordinator is described in question 1 above and is based on completeness of all required standards met as well as monitoring of all ongoing updates and/or revisions to actual state standards.

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[C.6]
1- Sample Lesson Plans
2-Sample Curriculum Maps-Course Guide AmAZ Government
2-Sample Curriculum Maps-Course Guide Earth and Space Science 1
2-Sample Curriculum Maps-Course Guide Earth and Space Science 2
2-Sample Curriculum Maps-Course Guide Freshman ELA 1a
2-Sample Curriculum Maps-Course Guide Freshman ELA 1b
2-Sample Curriculum Maps-Course Guide Geometry 1
2-Sample Curriculum Maps-Course Guide Senior ELA 1a
2-Sample Curriculum Maps-Course Guide Senior ELA 1b
3-Weekly Grading Sheet-HHSO
4- Lesson Plan Reviews - ELA (many)
4-Lesson Plan Review
5-Administrative Walk Through_Observation Form- BHS
5-Administrative Walk Through_Observation Form Supplemental- Critical Elements Form (Screenshot) - for Teacher LP Review
	Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder.
	
	The documents provided demonstrate evidence of the following:
	• The process of ensuring consistent implementation of the curriculum across the school(s) is as follows:
	  ○ Teachers utilize curriculum maps to complete lesson planning
	  ○ For online based students the lesson plans are fixed (Hope HS Online)
	  ○ Weekly Grading Sheet/Lesson Plan Reviews are used as feedback for lesson plan improvement

[C.7] **1-Standards Alignment Charts-Algebra 1 and 2 Alignment** **1-Standards Alignment Charts-Algebra 3 and 4 Alignment** **1-Standards Alignment Charts-ELA 9-10 Alignment** **1-Standards Alignment Charts-ELA 11-12 Alignment (as of Nov 2014)** **1-Standards Alignment Charts-Geometry 1 and 2 Alignment (AZCCRS)** **1-Standards Alignment Charts-Speech Course Alignment - ELA 9-10** **2-Lesson Outlines-ALL ELA (Pacing Guides)** **2-Lesson Outlines-ALL Math (Pacing Guides)** **2-Lesson Outlines-All Science (Pacing Guides)** **2-Lesson Outlines-All Social Studies (Pacing Guides)** **3-Assignment Chart - Soph ELA 1** **3-Assignment Chart- AmAZ History 1**	**Charter holder indicated the intended purpose of the document was to demonstrate:** that tools exist that identify what must be taught and when it must be delivered and how the Charter Holder ensures that all grade-level standards are covered within the academic year. **The documents provided demonstrate evidence of the following:** • Standard alignment charts ensure what must be taught and that all academic standards are covered in that course. • Each online course is divided into 15 lessons (each lesson representing one week of learning content) and includes a Midterm and Final exam. • Each lesson is guided by specific learning objectives and an assignment chart.
[C.8] **1-Staff Meeting Minutes 1.24** **1-Staff Meeting Minutes 2.14** **1-Staff Meeting Minutes BHS** **Supplemental - Curriculum SOP** **Supplemental- ELA Required Components**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the expectation for consistent use of these tools and how these expectations are communicated. **The documents provided demonstrate evidence of the following:** • Administration communicates expectations at staff meetings regarding adhering to the policy associated with each tool. • Administration communicates expectations through SOPs and documents setting expectations for required components of course implementation

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[C.9]
1- Sample Teacher Reviews – Math
1- Sample Teacher Reviews - ELA (many)
1-Sample Teacher Review
2-District Walk-throughObservation Form- BHS
3- Quarterly Benchmarks - HHS (10)
3- Quarterly Benchmarks - Math HHS
3-Quarterly Benchmarks - HHS (09)
4- Annual Teacher Evaluation (Proccess and Procedures)
Supplemental- Critical Elements Form (Screenshot) - for Teacher LP Review
	Charter holder indicated the intended purpose of the document was to demonstrate: evidence to demonstrate usage of these tools in the classroom and alignment with instruction.
	
	The documents provided demonstrate evidence of the following:
	• Evidence of these tools in the classroom and alignment with instruction include:
	  ○ Weekly lesson plan reviews with instructors
	  ○ District walk through/observations
	  ○ Quarterly benchmarks
	  ○ Annual evaluations

[C.10] **1-Standards Alignment Charts-Algebra 1 and 2 Alignment** **1-Standards Alignment Charts-Algebra 3 and 4 Alignment** **1-Standards Alignment Charts-ELA 9-10 Alignment** **1-Standards Alignment Charts-ELA 11-12 Alignment (as of Nov 2014)** **1-Standards Alignment Charts-Geometry 1 and 2 Alignment (AZCCRS)** **1-Standards Alignment Charts-Speech Course Alignment - ELA 9-10** **Supplemental- ELA 6 Quzzzes, Keys, Standards**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder knows the curriculum is aligned to standards. **The documents provided demonstrate evidence of the following:** • The process for curriculum alignment to standards includes: ○ A Standards Alignment Chart that is created, noting the lesson and/or assessments related to each standard has been created and verified by curriculum coordinator

[C.11]
1-Sample Foundations Course - Freshman ELA 1
1-Sample Foundations Course-Economic Foundations (print-based course guide)
2-Sample Course Toolkit
3-Sample Intervention Course- AIMS Math Recuring Assignments
3-Sample Intervention Courses (Log in as a Guest to Moodle)
4-Sample Professional Development Outlines
	Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder ensures that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students.
	
	The documents provided demonstrate evidence of the following:
	• The curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students as follows:
	  ○ "Foundations" courses provide the same content as a regular course but has added support and interventions
	  ○ Toolkits are added to provide supplemental resources and targeted support for challenging concepts
	  ○ Online courses are self-paced allowing students to take extended time to master the concepts
	  ○ Intervention courses

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	○ Professional development throughout the year addresses training on identifying the challenges for bottom 25%/non-proficient students and teaching strategies for lesson plan integration
[C.12] **1-Online Course Accommodation (Test Time)** **1-Sample Online Course Accommodations - Freshman ELA 1 Foundations** **2-Sample of Vocabulary Assignment Menu and Key** **3- Rosetta Stone Report** **3-Rosetta Stone Invoice**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of English Language Learners (ELLs). **The documents provided demonstrate evidence of the following:** • The process to ensure that curriculum addresses the needs of English Language Learners (ELLs) is as follows: ○ Accommodations are integrated into the online courses (implemented by teachers and overseen by ELL Specialist) ○ Vocabulary assignments in ELA courses include a menu of options for ELL students to engage with new words in a variety of ways ○ Curricular supplements like Rosetta Stone provide further assistance for language reinforcement
[C.13] **1-Sample Foundations Course - Freshman ELA 1** **1-Sample Foundations Course-Economic Foundations (print-based course guide)** **2-Sample Course Toolkit** **3-Sample Intervention Course- AIMS Math Recuring Assignments** **3-Sample Intervention Courses (Log in as a Guest to Moodle)**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students. **The documents provided demonstrate evidence of the following:** • The curriculum is modified for Free and Reduced Lunch (FRL) students who demonstrate a need through: ○ "Foundations" courses provide the same content as a regular course but has added support and interventions ○ Toolkits are added to provide supplemental resources and targeted support for challenging concepts ○ Online courses are self-paced allowing students to take extended time to master the concepts ○ Intervention courses
[C.14] **1-Online Course Accommodation (Test Time)** **1-Sample Online Course Accommodations - Freshman ELA 1 Foundations** **2-Sample Accommodation Lesson Plan-BHS**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of students with disabilities. **The documents provided demonstrate evidence of the following:**

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3-ESS Tracker Redacted – BHS **3-ESS Tracker-HHSO**	• Curriculum addresses the needs of students with disabilities as follows: ○ Curriculum contains differentiated content to address learner types and levels ○ Curriculum also allows for accommodations and/or modifications to be implemented by teachers ○ ESS tracker is used to track and log student service minutes where regular education teachers are making accommodations and/or modifications for students based on their IEPs ○ Other accommodations are implemented based on individual needs

I, Steve Salmons, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on December 5, 2014. _____

I, Mark French, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on December 5, 2014.

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