Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Calibre Academy, Inc.
School Name: Taylion Virtual Academy of Arizona
Site Visit Date: May 9, 2014

Required for: Renewal
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
Odyssey Lessons (per grade K-5)	**Charter holder indicated the intended purpose of the document was to demonstrate: system to develop curriculum** **ASBCS staff: this shows the Odyssey lesson aligned to the old performance objectives, but not the current state standards. Many of the old performance objectives are not identified with aligned Odyssey standards, but we were told they have created lessons to address these, unless they do not have a student at that grade level in which case they will do the alignment/lesson creation when they get a student at that grade level.** **A copy of this document was taken because: it demonstrates the school has a curriculum aligned to the old POs not the current standards**
Odyssey Lessons (per grade K-5)	**Charter holder indicated the intended purpose of the document was to demonstrate: system to develop curriculum** **ASBCS staff: this shows the Odyssey lessons and their alignment to the old performance objectives, but not to the current state standards.** **A copy of this document was taken because: it demonstrates the school has a curriculum aligned to the old POs not the current standards**
State Correlation Report: Arizona	**Charter holder indicated the intended purpose of the document was to demonstrate: system to develop curriculum** **ASBCS staff: these documents demonstrate a correlation for grades 7/8, ELA and Math; this document does not demonstrate correlation for 4th grade—the 4th grade correlation aligns to the old performance objectives not the current state standards. The correlation provides learning activities** **A copy of this document was taken because: it demonstrates that the charter holder has taken information from the curriculum provider that states the 7/8 math and ELA curriculum is aligned to the standards, but indicates that the 4th grade curriculum is not aligned to the standards**

Mathematics Arizona Academic Content Standards for Kindergarten	Charter holder indicated the intended purpose of the document was to demonstrate: system to develop curriculum ASBCS staff: this is a correlation report created by Calibre for Kinder math for Odyssey lessons to the current state standards; this has been completed only for Kinder Math and not for other subjects/grades. A copy of this document was taken because: it demonstrates the beginning stages of the school's process to evaluate the curriculum for alignment to the standards; this has not been completed for all subjects/grade levels
"Threshold Report – Standards Analysis" and Taylion Virtual Academy Report of Student Progress/Performance Report.	Charter holder indicated the intended purpose of the document was to demonstrate: alignment of the curriculum to the standards ASBCS staff: the charter leaders identified this as a standards based report card, when I looked at the "standards" it was unclear whether this document actually identified standards or merely lesson topics. The Student Progress/Performance Report is grouped by the standards "strands" but not by the standards. This does not clearly identify that the standards are all covered. A copy of this document was taken because: it does not clearly demonstrate aligned curriculum, an additional evaluation is needed to determine whether this aligns to the standards
Timeline for Fourth Grade	Charter holder indicated the intended purpose of the document was to demonstrate: system to implement the curriculum ASBCS staff: this document shows the pacing identified for students based on the offline and online lessons/units that the students must complete within each quarter in each subject A copy of this document was taken because: demonstrates pacing guide provided to the students to ensure appropriate pacing/lesson completion; these exist for K-6
"Curriculum Map"	Charter holder indicated the intended purpose of the document was to demonstrate: system to implement the curriculum ASBCS staff: this document identifies the teacher created (offline) lessons that are intended to fill in any gaps identified in the curriculum evaluation. These align to the "offline" activities identified in the Timeline document. A copy of this document was taken because: demonstrates work product of evaluation process to identify gaps in the curriculum

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Florida Virtual Standards	**Charter holder indicated the intended purpose of the document was to demonstrate: system to implement the curriculum** **ASBCS staff: this is not used as a primary curriculum, this is used as an advancement curriculum for students working at an advanced pace; this was selected as an option by 1 student and then the student decided she did not want to use it any longer.** **A copy of this document** was not **taken because: it is not the primary curriculum and it is not currently used by the students, there is not a system to identify when students will use this curriculum; this is a continued curriculum option, but it is unclear when or why this might be an option**
NovaNet Standards (6-8)	**Charter holder indicated the intended purpose of the document was to demonstrate: system to implement the curriculum** **ASBCS staff: this document demonstrates that the curriculum is aligned to the old performance objectives, not the current ACCRS.** **A copy of this document** was **taken because: it demonstrates that the middle school curriculum is aligned to the old standards**
Standards Based Report Card	**Charter holder indicated the intended purpose of the document was to demonstrate: system to implement the curriculum; aligned curriculum** **ASBCS staff: this document indicates an alignment between the lessons and the ACCRS for 4th, 7th and 8th grades. These documents align to the pacing guide that was provided for 4th grade.** **A copy of this document was taken because: it demonstrates that the middle school curriculum is aligned to the old standards**

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Evaluation Criteria Area: Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
DRAFT Online Teacher Rubric Based Evaluations	**Charter holder indicated the intended purpose of the document was to demonstrate: system to evaluate instructional practices** **ASBCS staff: this is a draft evaluation rubric, but it has not been used. The rubric identifies content, formative assessment, instructional strategies, learner engagement, learning community, and professional responsibilities** **A copy of this document** was not **taken because: it is not currently in place**
Fall 2013 Teacher Review and website printouts	**Charter holder indicated the intended purpose of the document was to demonstrate: system to evaluate instructional practices** **ASBCS staff: this evaluation focuses on personal web page maintenance, adobe connect, grades, facilitation of instruction, and communication. Limited feedback is given. Provides area for notes. Part of evaluation based on teacher website, which is attached. Teacher signs evaluation to verify feedback given. This was conducted for one teacher only.** **A copy of this document** was **taken because: it demonstrates the process used to evaluate teacher, does not identify teacher learning needs; however, there were no evaluations conducted on other teachers**

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Charter Holder Name: Calibre Academy, Inc.
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Required for: Renewal
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
Objective Based Test Results Report (K-5)	**Charter holder indicated the intended purpose of the document was to demonstrate: comprehensive assessment system aligned to the curriculum** **ASBCS staff: students are tested after each "folder" of lessons, additionally, the school has created objective based tests that align with the curriculum pacing plan (timeline) that are given to students on a quarterly basis. The results of these tests are used to create and assign "Learning Paths" based off the subjects and objectives that the students do not master, this is done within the Odyssey Program.** **A copy of this document** was **taken because: it demonstrates an assessment system aligned with the curriculum for grades K-5**
Odyssey Lessons (per grade K-5)	**Charter holder indicated the intended purpose of the document was to demonstrate: comprehensive assessment system aligned to the curriculum** **ASBCS staff: this shows the Odyssey lessons and their alignment to the old performance objectives, but not to the current state standards. Within the lessons, it identifies when the system assesses students to monitor progress, and re-assign work if student has not mastered the material. If a student cycles back through 3x and does not master, it leads to a discussion with the student and parent and may result in additional assignments/materials.** **A copy of this document** was **taken because: it demonstrates assessment system aligned to the curriculum**
Galileo Assessment Results	**Charter holder indicated the intended purpose of the document was to demonstrate: comprehensive assessment system aligned to the curriculum** **ASBCS staff: demonstrates that students did take Galileo assessment; teacher is responsible for evaluating the data and making adjustments based on their evaluation. Based on the Galileo data, there has been no follow-up because students have achieved at benchmark goals (except 1 student--802 in math, this was the student's first enrollment so served as the placement test).** **A copy of this document** was **taken because: it demonstrates that students are tested in Galileo, but does not demonstrate a process/system to evaluate or utilize this data**

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Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Calibre Academy, Inc.
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Site Visit Date: May 9, 2014

Required for: Renewal
Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
Professional Development Log and written reflections	**Charter holder indicated the intended purpose of the document was to demonstrate: professional development plan** **ASBCS staff: these documents show the log of professional development activities one teacher has completed; however, the other teacher has not attended the same PD and there was no expectation for other teacher to do so, but the PD is available to the other teacher** **A copy of this document** was **taken because: it demonstrates professional development that was attended by 1 teacher, but because there is one other teacher who did not attend, this demonstrates that there is not a PD plan, but may demonstrate the beginning stages of a PD plan**
Email and links	**Charter holder indicated the intended purpose of the document was to demonstrate: professional development plan** **ASBCS staff: this is a copy of an email that was sent to online teachers that encourages teachers to complete PD, and sets expectation for a written reflection on PD, and provides links to some available online PD** **A copy of this document** was **taken because: the demonstrates the beginning stages of PD planning for virtual teachers**
Professional Development Calendar	**Charter holder indicated the intended purpose of the document was to demonstrate: professional development plan** **ASBCS staff: identifies some PD, but the plan was not completed. While the links to the PD were provided completion according to the calendar was not completed. The PD scheduled for Jan/Feb was completed, but the later scheduled PD did not occur** **A copy of this document** was **taken because: it demonstrates the beginning stages of a PD plan**

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Charter Holder Name: Calibre Academy, Inc.
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Required for: Renewal
Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome
2012 and 2013 AIMS summary reports in math and ELA	**Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance** **ASBCS staff: the reading data indicates for 2011, 2012, and 2013 the school's reading proficiency was between 73% and 88%; the math data demonstrates that the math proficiency declined from 2011-2013 from 50% to 44% in 2012 it was 30%. This data does not indicate whether students were FAY or not.** **A copy of this document** was not **taken because: this data is summarized in the ADE grade letter data**
Galileo Assessment Results	**Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance** **ASBCS staff: demonstrates that students did take Galileo assessment; teacher is responsible for evaluating the data and making adjustments based on their evaluation. Based on the Galileo data, there has been no follow-up because students have achieved at benchmark goals (except 1 student--802 in math, this was the student's first enrollment so served as the placement test).** **A copy of this document** was **taken because: it demonstrates that students are tested in Galileo, but it demonstrates that students have achieved at benchmark goals (except 1 student--802 in math, this was the student's first enrollment so served as the placement test); no comparative data is available because this is the first year of Galileo use**

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