Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Career Success Schools
School Name: Career Success High School - Robert L. Duffy
Site Visit Date: April 30, 2014

Required for: Renewal
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
Career Success Schools Teacher Staff/Orientation Agenda July 29, 2013a	**Charter holder indicated the intended purpose of the document was to demonstrate: curriculum development process** **ASBCS staff: this document indicates that the district has a meeting in which they evaluate data and make curriculum decisions** **A copy of this document was taken because: it demonstrates the curriculum development process in use**
RLD Staff-In Service Agenda August 1, 2013 and August 9, 2013	**Charter holder indicated the intended purpose of the document was to demonstrate: curriculum development process** **ASBCS staff: this document indicates that the school site has a meeting in which they evaluate data and make curriculum decisions, conduct curriculum mapping, conduct lesson planning** **A copy of this document was taken because: it demonstrates the curriculum development process in use**
Emails from Lisa Carr concerning "Advisory Class" RTI curriculum and RTI Class Assignment Form	**Charter holder indicated the intended purpose of the document was to demonstrate: curriculum development process** **ASBCS staff: these documents demonstrate the school's processes for implementing intervention curriculum through Advisory and RTI classrooms** **A copy of this document was taken because: it demonstrates the curriculum development process in use**

Arizona College and Career Ready Standards (adapted by the school to act as curriculum map) and Power Standards with Subject Standards 2013-2014 Worksheet	Charter holder indicated the intended purpose of the document was to demonstrate: curriculum implementation ASBCS staff: the school has taken the standards and identified the dates on which the standards are taught, to track these against the district curriculum map; when reviewed with the lesson plans and the "pacing guide" which was identified as the curriculum map A copy of this document was taken because: it demonstrates tracking of the implementation of the curriculum and the process for monitoring the implementation of the curriculum
Data Binder	Charter holder indicated the intended purpose of the document was to demonstrate: curriculum development process ASBCS staff: these are the support materials that were used at the July 29, August 1, and August 9 to evaluate and develop and map curriculum; the material in the data binder is used in Friday data meetings to adapt the curriculum A copy of this document was not taken because: the volume of the material and the content of the materials are not essential, the materials demonstrate that in curriculum creation, evaluation, and revisions the school uses the school's data
August 21, 2013 Agenda, October 23, 2013 Agenda	Charter holder indicated the intended purpose of the document was to demonstrate: curriculum development, evaluation, revision process ASBCS staff: the meeting agenda, supported by the data binder indicates that the curriculum of the Friday academy was discussed and established based on data results; that curriculum mapping for the Friday academy was conducted A copy of this document was taken because: demonstrates adaption of the curriculum to students in the bottom 25% (students who have not passed AIMS) through Friday Academy
Kroekel English Skills Pacing Guide (11/12th Grade)	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of the curriculum ASBCS staff: the pacing guide identifies performance objectives for the ELA course, it does not identify ACCRS; this was identified as a curriculum map A copy of this document was taken because: it demonstrates that there is not a clear system to implement the ACCRS; 11/12th Grade pacing guide is identified by old Performance Objectives, 11/12th Grade Lesson Plans identify ACCRS

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Career Success School Standards Based Lesson Plan Forms (9th 10th Grade and 11th/12th Grade) Reading, Math, Technology, Science	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of the curriculum ASBCS staff: the lesson plan identify the ACCRS; lesson plans identify modification for SPED and ELL students; lesson plans for 9th/10th grade do not align to the standards tracking sheet or to the pacing guide; the lesson plans do not clearly identify activities that align to the standards; the Geometry lesson plans do not align to the Geometry curriculum map A copy of this document was taken because: it demonstrates that there is not a clear system to implement the ACCRS; pacing guide is identified by old Performance Objectives, Lesson Plans identify ACCRS; the lesson plan objectives do not align to the other documents
Career Success High School English Department – Reading Power Standards Development Guide	Charter holder indicated the intended purpose of the document was to demonstrate: implementation and development of the curriculum ASBCS staff: identifies the "power" standards that should be taught in a course; these power standards are supported by several performance objectives and ACCRS standards. The pacing guides and lesson plans do not align to this for 10th grade. The lesson plans include only ACCRS, pacing guide identifies only ACCRS. The stated expectation was that all standards identified in this map would be instructed during the course. A copy of this document was taken because: it demonstrates that there is not a clear system to implement the ACCRS; pacing guide is identified by old Performance Objectives, Lesson Plans identify ACCRS; the lesson plan objectives do not align to the other documents
Common Core Intermediate Algebra Curriculum Map/Geometry Map	Charter holder indicated the intended purpose of the document was to demonstrate: implementation and development of the curriculum ASBCS staff: these document identify units for the ACCRS, practices to be taught, lesson activities A copy of this document was taken because: demonstrates curriculum development, but does not demonstrate implementation of the curriculum

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Demonstration of Sufficient Progress Site Visit Inventory

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School Name: Career Success High School - Main Campus
Site Visit Date: May 7, 2014

Required for: Renewal
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
Teacher Staff/Orientation Agenda – July 29	**Charter holder indicated the intended purpose of the document was to demonstrate: system to develop, adopt, revise curriculum** **ASBCS staff: agenda indicates that the orientation included a discussion of curriculum along with data and school goals** **A copy of this document was taken because: provides evidence of meetings at which curriculum discussion took place**
Career Success High School, Tech Agenda – Sept 21	**Charter holder indicated the intended purpose of the document was to demonstrate: system to develop, adopt, revise curriculum** **ASBCS staff: Indicates the school conducted curriculum mapping in math and language Arts, support materials addressed other agenda items but not the curriculum mapping** **A copy of this document was taken because: provides evidence of meetings at which curriculum discussion took place**
Career Success High School, Tech PLC Agenda – Sept 6, January 18; December 12, 2012	**Charter holder indicated the intended purpose of the document was to demonstrate: system to develop, adopt, revise curriculum** **ASBCS staff: the agenda indicates the school discussed updates mapping in math and language Arts, including anchor standards ; support materials addressed other agenda items; at December 12 meeting the leader requested an update on curriculum development and an attached spreadsheet identifies where teachers are in the completion of curriculum and the elements required by the school leadership** **A copy of this document was taken because: provides evidence of meetings at which curriculum discussion took place**

Career Success School Standards Based Lesson Plan Form	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of the curriculum ASBCS staff: this form is the lesson plan form that Is expected to be used by all teachers; it requires teachers to identify the standard, identify whether the teacher is re-teaching a standard and why to identify why the teacher is not on track with curriculum map, provide differentiation for students who are FRL, ELL, or SPED; and reflect on the success of a previous weeks' lesson including student success and materials resources used A copy of this document was taken because: it demonstrates a part of the process used to implement curriculum; including adaptations for ELL, FRL, SPED
Power Standards Development Guide – blank and completed	Charter holder indicated the intended purpose of the document was to demonstrate: system to develop, adopt, revise curriculum ASBCS staff: this is a blank form that was used in the July 29 meeting at which curriculum mapping took place this document is used to identify student weaknesses in particular standards and the supporting standards that are needed to develop mastery of the identified standard; the charter hold provided us with completed and blank forms A copy of this document was taken because: it demonstrates a part of the process to system to develop, adopt, revise curriculum
Career Success High School CCSS/ACCRS Curriculum matching checklist	Charter holder indicated the intended purpose of the document was to demonstrate: system to implement curriculum ASBCS staff: this document is used by teachers to identify the standards taught and student mastery of the standards by Tier as well as identify reteaching as necessary; while some of the standards did Align to the maps, not all of the standards were in alignment this process does not appear to be a system for effectively monitoring the integration of the standards into instruction A copy of this document was taken because: demonstrates a tool used by the school to implement curriculum and track instruction of the standards; because of a lack of alignment it does not demonstrate an effective system to monitor the integration of the standards into instruction

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ELA Lesson Plans 9th/10th grade - March 24-April 7-May 5; November 13 - December7 ELA 9th/10th Grade Pacing Guides	Charter holder indicated the intended purpose of the document was to demonstrate: system to implement curriculum ASBCS staff: several of the lesson plans are identical (April 7, 14, 21); others are nearly identical (April28, May 5); lesson plans do not match up; the school principal stated these did not align to the pacing guides A copy of this document was taken because: it demonstrates that the school does not have a system to implement the reading curriculum; the lesson plans and pacing guides do not align
ELD and English Skills Term 1 Pacing Guide and Lesson Plans	Charter holder indicated the intended purpose of the document was to demonstrate: system to implement curriculum ASBCS staff: the lesson plans were compared to the pacing guides and did not align; school principal identified that they did not align A copy of this document was taken because: it demonstrates that the school does not have a system to implement the reading curriculum; the lesson plans and pacing guides do not align; ELD and English Skills courses offered as adapted curriculum for ELL, SPED, and students who have not passed AIMS
Geometry Curriculum Map and Lesson Plans	Charter holder indicated the intended purpose of the document was to demonstrate: system to implement curriculum ASBCS staff: evaluated the curriculum map against the lesson plans, we found that for units 2, 4, 5, 8, and 9 the maps did not align to ensure all standards were taught; for units 1, 3, and 6 the maps and lesson plans did align; we were unable to verify for unit 7 because no lesson plans were available; part of unit 10 was covered in the 8/9 lesson plans, but not covered in its entirety; geometry map appears to be partially completed, but not in its entirety A copy of this document was taken because: it demonstrates that the school does not have a system to implement the math curriculum; the lesson plans and pacing guides do not consistently align throughout the year
Algebra 2 Curriculum Map and Lesson Plans	Charter holder indicated the intended purpose of the document was to demonstrate: system to implement curriculum ASBCS staff: evaluated the curriculum map against the lesson plans, we found that for unit 1, 3, 4, 5, the maps did not align to ensure all standards were taught; for units 2 the maps and lesson plans did align A copy of this document was taken because: it demonstrates that the school does not have a system to implement the math curriculum; the lesson plans and pacing guides do not consistently align throughout the year

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Advanced Ed Self-Assessment Surveys and Results; Advanced Ed Report of the External Review for Career Success High School and PLC Agenda for Review of the AdvancedEd Report	Charter holder indicated the intended purpose of the document was to demonstrate: system to implement curriculum ASBCS staff: these survey results report the satisfaction of staff, parents and students; they do no address any of the areas of the board's evaluation rubric; the external evaluation does not provide any evidence with regard to the Board's evaluation criteria A copy of this document was not taken because: the documents do not address the board's criteria
Career Success High School, Tech PLC Agenda – October 26, November 2; April 5	Charter holder indicated the intended purpose of the document was to demonstrate: system to evaluate and revise curriculum ASBCS staff: the agenda indicates the school planned to discus, review, and revise curriculum and a deadline was set for 10/2/12 and 11/9/12; however, the item is not checked off, unlike other agenda items (at October meeting) so it is not clear whether this item was addressed at the October meeting; April meeting indicates the school planned to discuss curriculum including lesson planning A copy of this document was taken because: provides evidence of meetings at which curriculum discussions were planned and may have taken place, but does not clearly indicate a system for revising curriculum
Career Success High School, Tech PLC Agenda – September 27	Charter holder indicated the intended purpose of the document was to demonstrate: system to evaluate and revise curriculum ASBCS staff: the agenda indicates the school planned to discuss Curriculum review teams and horizontal and vertical alignment; support materials were presented for other agenda items A copy of this document was taken because: provides evidence of meetings at which curriculum discussions were planned and may have taken place, but does not clearly indicate a system for revising curriculum
Career Success Daily Communication	Charter holder indicated the intended purpose of the document was to demonstrate: system to evaluate and revise curriculum ASBCS staff: the document is a daily staff communication concerning routine staff matters, it does not address curriculum A copy of this document was not taken because: It does not address the Board's criteria

Career Success Schools Systematic Curriculuar, Instructional, and Assessment Alignment Protocol	Charter holder indicated the intended purpose of the document was to demonstrate: systems around curriculum, instruction, assessment and professional development ASBCS staff: the document is intended to reflect the charter-wide systems for curriculum, instruction, assessment and professional development; however there is little evidence to demonstrate that these processes are effectively implemented. A copy of this document was taken because: it describes the processes of which we should have been able to see evidence of their effective implementation; we were unable to see evidence of effective implementation
Documentation Accountability	Charter holder indicated the intended purpose of the document was to demonstrate: monitoring of instructional practices ASBCS staff: this document is the leader's method for tracking her monitoring of teacher practices, this indicates whether she has received and reviewed lesson plans, ECAP plans, retention logs, and whether lesson plans align to the curriculum map and provide instructional differentiation for special needs students. While this document seems to indicate the leader is ensuring alignment with the lesson plans and curriculum maps, our review indicates that lesson plans and curriculum maps are not aligned. A copy of this document was taken because: with other evidence, it demonstrates that while the school leader has developed a system for monitoring instructional and curriculum alignment, that system is not being implemented effectively in the school
Assessment Logs	Charter holder indicated the intended purpose of the document was to demonstrate: monitoring of instructional practices effectiveness for intervention instruction provided and adaptation of the curriculum for struggling students ASBCS staff: this demonstrates the tracking of effectiveness of additional instruction/curriculum for students who have not passed AIMS, or are struggling A copy of this document was taken because: it demonstrates curriculum adapted to the needs of subgroup students

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Demonstration of Sufficient Progress Site Visit Inventory

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School Name: Career Success High School - Main Campus
Site Visit Date: May 7, 2014

Required for: Renewal
Evaluation Criteria Area: Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
Career Success High School CCSS/ACCRS Curriculum matching checklist	**Charter holder indicated the intended purpose of the document was to demonstrate: system to monitor integration of the standards into instruction** **ASBCS staff: this document is used by teachers to identify the standards taught and student mastery of the standards by Tier as well as identify reteaching as necessary; while some of the standards did Align to the maps, not all of the standards were in alignment this process does not appear to be a system for effectively monitoring the integration of the standards into instruction** **A copy of this document was taken because: demonstrates a tool used by the school to implement curriculum and track instruction of the standards; because of a lack of alignment it does not demonstrate an effective system to monitor the integration of the standards into instruction**
Completed Classroom Observation Form	**Charter holder indicated the intended purpose of the document was to demonstrate: evaluation/monitoring of instructional practices** **ASBCS staff: this document demonstrates completed observations of teacher instruction by the school leader; the leader identifies the learning objective, whether the objective is evident to the students, instructional practices and strategies, classroom engagement and classroom environment. The form enables the leader to provide feedback and recommendations. Teacher is supposed to reflect on the observed lesson and how they would improve, but none of the lesson plans contained any teacher reflections.** **A copy of this document was taken because: it demonstrates a fragmented approach to evaluating teacher practices, providing feedback, and follow up.**

Career Success Schools Systematic Curriculuar, Instructional, and Assessment Alignment Protocol	Charter holder indicated the intended purpose of the document was to demonstrate: systems around curriculum, instruction, assessment and professional development ASBCS staff: the document is intended to reflect the charter-wide systems for curriculum, instruction, assessment and professional development; however there is little evidence to demonstrate that these processes are effectively implemented. A copy of this document was taken because: it describes the processes of which we should have been able to see evidence of their effective implementation; we were unable to see evidence of effective implementation
Documentation Accountability	Charter holder indicated the intended purpose of the document was to demonstrate: monitoring of instructional practices ASBCS staff: this document is the leader's method for tracking her monitoring of teacher practices, this indicates whether she has received and reviewed lesson plans, ECAP plans, retention logs, and whether lesson plans align to the curriculum map and provide instructional differentiation for special needs students. While this document seems to indicate the leader is ensuring alignment with the lesson plans and curriculum maps, our review indicates that lesson plans and curriculum maps are not aligned. When asked about this the instructional leader stated that someone else is conducting this review and in the review the "alignment" check is really just a check that there is a standard identified on the lesson, this is not a quality check. In many of the forms there are areas where it seems to identify that a teacher has not met his/her obligations, there is no indication from this form that there was feedback and follow-up. A copy of this document was taken because: with other evidence, it demonstrates that while the school leader has developed a system for monitoring instructional and curriculum alignment, that system is not being implemented effectively in the school
1-3 Minute Walk-Through	Charter holder indicated the intended purpose of the document was to demonstrate: monitoring of instructional practices ASBCS staff: this documents another method the leader uses for monitoring instruction, this focuses on 4 areas (Higher Order Thinking, Engaged Learning, Authentic Connections); a copy is provided to give feedback to teachers A copy of this document was taken because: it demonstrates an approach the instructional leader uses to provide feedback to teachers and to evaluate instructional practices

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ELEOT Walk-Through	Charter holder indicated the intended purpose of the document was to demonstrate: monitoring of instructional practices ASBCS staff: this documents another method the leader uses for monitoring instruction, this focuses on 7 areas (Equitable learning environment, High Expectations Environment, Supportive Learning Environment, Active Learning Environment, Progress Monitoring and Feedback Environment, Well-Managed Learning Environment, Digital Learning Environment); a copy is provided to give feedback to teachers A copy of this document was taken because: it demonstrates an approach the instructional leader uses to provide feedback to teachers and to evaluate instructional practices
Teacher Evaluation Tool	Charter holder indicated the intended purpose of the document was to demonstrate: monitoring of instructional practices ASBCS staff: this document identifies evaluation criteria that focus on 12 principles and 27 indicators; the criteria focus on professional responsibilities, culture/student expectations/environment, using data to guide instruction, planning standards based instruction, engaging with colleagues and parents. The measures specifically identify use of data, lesson planning according to the standards, use of appropriate instructional strategies, and differentiation for subgroup students in planning and instruction as an evaluation measure. A copy of this document was taken because: it demonstrates an approach the instructional leader uses to evaluate instructional practices of teachers that is adapted to the needs of subgroup students
Advanced Ed Classroom Observation Form	Charter holder indicated the intended purpose of the document was to demonstrate: monitoring of instructional practices ASBCS staff: this document demonstrates an evaluation that was conducted by Advanced Ed A copy of this document was taken because: it demonstrates an approach the school uses to provide feedback to teachers and to evaluate instructional practices

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Spreadsheet of Rubric Scores for Professional Development	Charter holder indicated the intended purpose of the document was to demonstrate: follow up and feedback after monitoring of instructional practices ASBCS staff: this document, if used, would demonstrate a method for providing feedback and follow up after evaluating instructional practices. The instructional leader stated that this was completed for the past fall, but is a new approach that beginning to be implemented. A copy of this document was taken because: it demonstrates an approach to following up and providing feedback on teacher evaluations, however there is no evidence of consistent use of this approach. This is a new approach that is in the beginning stages of implementation.
Individual Professional Growth Plan	Charter holder indicated the intended purpose of the document was to demonstrate: follow up and feedback from monitoring instruction ASBCS staff: based on evaluation and observations areas of improvement are identified and documented with the teacher A copy of this document was taken because: it provides evidence of an approach to providing follow up and feedback after evaluations
Assessment Logs	Charter holder indicated the intended purpose of the document was to demonstrate: monitoring and use of data to track student progress ASBCS staff: this log documents student assessment results, this is then used in teacher evaluations and during the school year by teachers to complete retention logs, and lowest 25% list A copy of this document was taken because: data collection based on student assessment results, used as part of teacher evaluations and to adapt instruction

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School Name: Career Success High School - Robert L. Duffy
Site Visit Date: April 30, 2014

Required for: Renewal
Evaluation Criteria Area: Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
Arizona College and Career Ready Standards (adapted by the school to act as curriculum map) and Power Standards with Subject Standards 2013-2014 Worksheet	**Charter holder indicated the intended purpose of the document was to demonstrate: monitoring integration of the standards** **ASBCS staff: the school has taken the standards and identified the dates on which the standards are taught, to track these against the district curriculum map; when reviewed with the lesson plans and the "pacing guide" which was identified as the curriculum map. Our findings was that this document did not match to lesson plans, pacing guides, curriculum maps, etc. Additionally, at the end of the year many of the standards have not been taught , which indicates that integration of the standards is not being monitored** **A copy of this document was taken because: it demonstrates a system of tracking of the standards as they are taught, this did not match to lesson plans. This system did not successfully monitor integration of the standards as many standards had not been taught prior to the end of the year.**
Lesson Plan Log Sheet	**Charter holder indicated the intended purpose of the document was to demonstrate: monitoring integration of the standards** **ASBCS staff: the log sheet indicates that the instructional leader received the lesson plans from each teacher. The instructional leader stated that the lesson plans are reviewed for a variety of instructional strategies, to ensure that an objective is identified, that CFUs are being used in a variety of ways, all elements present (prior knowledge activated, closure, etc).** **A copy of this document was taken because: it identifies that the lesson plans are turned in to the instructional leader**
RLD Staff Observation 2013-2014	**Charter holder indicated the intended purpose of the document was to demonstrate: monitoring integration of the standards, evaluation of instructional practices, evaluation of effectiveness of instruction** **ASBCS staff: a checklist to identify the number of times the instructional leader is in each teacher's classroom** **A copy of this document was taken because: it demonstrates that the instructional leader is conducting walk throughs.**

1 Completed RLD Classroom Observation Form	**Charter holder indicated the intended purpose of the document was to demonstrate: monitoring integration of the standards, evaluation of instructional practices, evaluation of effectiveness of instruction** **ASBCS staff: this document demonstrates that in the walkthroughs are designed to observe and evaluate the instructional practices and the integration of the standards including instructional strategies, use of materials, assessment practices, differentiation to the needs of subgroup students** **A copy of this document was taken because: it demonstrates the focus of walkthroughs is to evaluate the instructional practices of teachers**
Career Success School District Teacher Evaluation Instrument	**Charter holder indicated the intended purpose of the document was to demonstrate: evaluation of instructional practices, evaluation of effectiveness of instruction** **ASBCS staff: the document demonstrates that the school has a system designed to evaluate the instructional quality, the design of lessons according to standards, the effectiveness of instruction, differentiation to the needs of subgroup students** **A copy of this document was taken because: it demonstrates the school's process to evaluate the quality of instruction**

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Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Career Success Schools
School Name: Career Success High School - Main Campus
Site Visit Date: May 7, 2014

Required for: Renewal
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
Career Success Schools Systematic Curriculuar, Instructional, and Assessment Alignment Protocol	**Charter holder indicated the intended purpose of the document was to demonstrate: systems around curriculum, instruction, assessment and professional development** **ASBCS staff: the document is intended to reflect the charter-wide systems for curriculum, instruction, assessment and professional development; however there is little evidence to demonstrate that these processes are effectively implemented.** **A copy of this document was taken because: it describes the processes of which we should have been able to see evidence of their effective implementation; we were unable to see evidence of effective implementation**
Assessment Logs	**Charter holder indicated the intended purpose of the document was to demonstrate: monitoring and use of data to track student progress** **ASBCS staff: this log documents student assessment results, this is then used in teacher evaluations and during the school year by teachers to complete retention logs, and lowest 25% list; includes assessment log of Friday academy which is intended to progress monitor students who have not passed AIMS, SPED and ELL students** **A copy of this document was taken because: data collection based on student assessment results, used as part of teacher evaluations and to adapt instruction and address the needs of subgroup students; demonstrates adaptation of the assessment system for students in the bottom 25%, ELL and SPED students**
Career Success High Schools Calendar	**Charter holder indicated the intended purpose of the document was to demonstrate: assessment plan** **ASBCS staff: this document contains the assessment dates** **A copy of this document was taken because: it demonstrates calendar for benchmarking assessment**

Copies of Math and ELA benchmark assessments	**Charter holder indicated the intended purpose of the document was to demonstrate: assessment plan aligned to the standards** **ASBCS staff: the document is the school's benchmark assessment, it contains an alignment to the state standards** **A copy of this document was taken because: it provides evidence of an assessment system aligned to the standards**
PLC Agenda 8/23/13	**Charter holder indicated the intended purpose of the document was to demonstrate: alignment of the assessment system to the standards** **ASBCS staff: this document identifies the meeting at which the benchmark redesign process was begun to align the benchmark to the current standards** **A copy of this document was taken because: it provides evidence of an assessment system aligned to the standards**
RTI for Underperforming Students – Lowest 25%	**Charter holder indicated the intended purpose of the document was to demonstrate: data analysis** **ASBCS staff: this documents the teacher's review and evaluation of the benchmark data, this is completed at a PLC meeting** **A copy of this document was taken because: it demonstrates the analysis of data completed by teachers**
Career Success Schools District Benchmark Data Analysis	**Charter holder indicated the intended purpose of the document was to demonstrate: data analysis** **ASBCS staff: this documents the analysis the school conducts of the data and provides to teachers, teachers are expected to use this data to adjust instruction in the classroom and in Friday academy** **A copy of this document was taken because: it demonstrates the analysis of data conducted by the school**

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Document Name/Identification	Intended Purpose and Discussion Outcome
Data Excel sheets	**Charter holder indicated the intended purpose of the document was to demonstrate: assessment plan** **ASBCS staff: these are lists of all students taking the assessment, their scores on each question are identified** **A copy of this document** was not **taken because: these documents show that the school has assessment data, but does not show anything else; the content does not provide any information**
Data table and test questions	**Charter holder indicated the intended purpose of the document was to demonstrate: assessment plan and use of assessment data** **ASBCS staff: this is the document that they created based out of the information from the assessment results; these materials are provided during quarterly discussion meeting** **A copy of this document** was **taken because: demonstrates the materials that are provided at the data discussion meetings**
Assessment correlation to standards (Math and ELA)	**Charter holder indicated the intended purpose of the document was to demonstrate: standards based assessments aligned to the common core** **ASBCS staff: this documents that the benchmark assessment has been aligned to the common core standards** **A copy of this document** was **taken because: demonstrates standards based benchmark assessment**
Career Success High Schools Assessment Calendar	**Charter holder indicated the intended purpose of the document was to demonstrate: assessment system** **ASBCS staff: demonstrates benchmarking for quarter 1 and quarter 2** **A copy of this document** was **taken because: demonstrates assessment dates**

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Required for: Renewal
Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
Career Success Schools Systematic Curriculuar, Instructional, and Assessment Alignment Protocol	**Charter holder indicated the intended purpose of the document was to demonstrate: systems around curriculum, instruction, assessment and professional development** **ASBCS staff: the document is intended to reflect the charter-wide systems for curriculum, instruction, assessment and professional development; however there is little evidence to demonstrate that these processes are effectively implemented.** **A copy of this document was taken because: it describes the processes of which we should have been able to see evidence of their effective implementation; we were unable to see evidence of effective implementation**
Spreadsheet of Rubric Scores for Professional Development	**Charter holder indicated the intended purpose of the document was to demonstrate: follow up and feedback after monitoring of instructional practices** **ASBCS staff: this document, if used, would demonstrate a method for providing feedback and follow up after evaluating instructional practices. The instructional leader stated that this was completed for the past fall, but is a new approach that beginning to be implemented.** **A copy of this document was taken because: it demonstrates an approach to following up and providing feedback on teacher evaluations, however there is no evidence of consistent use of this approach. This is a new approach that is in the beginning stages of implementation.**
District PLC Calendar	**Charter holder indicated the intended purpose of the document was to demonstrate: a comprehensive professional development plan** **ASBCS staff: this plan identifies professional development that was provided for the district throughout the 2013-2014 school year. This plan was created during the ADE: Leading Change meeting. The areas addressed during that meeting were "best practices that deliver results." Areas addressed in the PD calendar include classroom behavior management, common core math and ELA shifts, and using data for inform instruction.** **A copy of this document was taken because: it demonstrates the charter PD plan**

PLC District Wide "Say Yes to Success" Jan 31, 2014 Agenda and Materials; December 20, 2013 PLC Meeting Log; 2012 Onsite Professional Development	Charter holder indicated the intended purpose of the document was to demonstrate: professional development plan ASBCS staff: this documents professional development that was provided on ELA/Common Core Shifts this provided materials to help support high quality implementation of the PD; PD provided regarding Subgroup Students A copy of this document was taken because: provides documentation of professional development provided
Individual Professional Growth Plan	Charter holder indicated the intended purpose of the document was to demonstrate: follow up and feedback from monitoring instruction; PD aligned to areas of high importance ASBCS staff: based on evaluation and observations areas of improvement are identified and documented with the teacher; these identify and connect to one area of PD provided during the school year – behavior management A copy of this document was taken because: it provides evidence of an approach to providing follow up and feedback after evaluations and relates some of the PD to areas of high importance and need
Teacher Evaluation Tool	Charter holder indicated the intended purpose of the document was to demonstrate: monitoring of instructional practices; PD aligned to areas of high importance, and monitoring of PD ASBCS staff: this document identifies behavior management as an area of evaluation/observation; this is tied to the professional development A copy of this document was taken because: it demonstrates an approach the instructional leader uses to evaluate instructional practices of teachers that is adapted to the needs of subgroup students; and provides some monitoring of implementation of some of the professional development provided

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Charter Holder Name: Career Success Schools
School Name: Career Success High School - Robert L. Duffy
Site Visit Date: April 30, 2014

Required for: Renewal
Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
RLD Staff Meeting Sign-Ins	**Charter holder indicated the intended purpose of the document was to demonstrate: Professional Development plan aligned to teacher learning needs** **ASBCS staff: this document had PD date and sign-in but does not indicate what PD was provided** **A copy of this document** was not **taken because: it does not provide any information about the PD provided**
PD Agendas and support materials	**Charter holder indicated the intended purpose of the document was to demonstrate: Professional Development plan aligned to teacher learning needs** **ASBCS staff: Agendas include the topics to be covered and the times for the breakdown of the sessions. Topics include classroom management, common core, close reading, use of data.** **A copy of this document** was not **taken because: the volume of materials provided, selections were taken that demonstrate the school's PD plan as well as a selection of support materials that support high quality implementation of the strategies**
Career Success High School District PLC Calendar	**Charter holder indicated the intended purpose of the document was to demonstrate:** **ASBCS staff: the plan includes all professional development through the year, including the date, the source, and the overview** **A copy of this document** was **taken because: demonstrates the PD plan**
1 Completed RLD Classroom Observation Form	**Charter holder indicated the intended purpose of the document was to demonstrate: monitoring implementation of the PD strategies provided** **ASBCS staff: this document demonstrates that in the walkthroughs are designed to observe strategies** **A copy of this document** was **taken because: it demonstrates the focus of walkthroughs align to areas addressed in professional development**

SPED in-service binder	**Charter holder indicated the intended purpose of the document was to demonstrate: professional development for SPED students** **ASBCS staff: identifies all accommodations for all students** **A copy of this document** was not **taken because: the volume of the material and student identifying information, the materials demonstrated PD to address the needs of SPED students including instructional strategies**
Advanced Ed Self-Assessment , Stakeholder feedback diagnostic, Satisfaction Survey Results	**Charter holder indicated the intended purpose of the document was to demonstrate: PD aligned to teacher learning needs in arrears of high importance** **ASBCS staff: this is an advanced ed assessment of the school, that supports the need for PD on use of assessment data** **A copy of this document** was **taken because: connects the PD to a need for PD on assessment**

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Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Career Success Schools
School Name: Career Success High School - Main Campus
Site Visit Date: May 7, 2014

Required for: Renewal
Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome
AIMS 2012-2013 Data broken out by Spring/Fall	**Charter holder indicated the intended purpose of the document was to demonstrate: improved student performance** **ASBCS staff: this document contains the AIMS data already captured in the board's dashboard** **A copy of this document** was **taken because: it is data they provided to us, but it does not demonstrate improved academic performance in this school year**
Report Card	**Charter holder indicated the intended purpose of the document was to demonstrate: improved student performance** **ASBCS staff: this contains the data already available in the board's dashboard** **A copy of this document** was not **taken because: it is a publicly available document**
AIMS Reading Data for '13 and '14 Spring	**Charter holder indicated the intended purpose of the document was to demonstrate: improved student performance** **ASBCS staff: demonstrates an increase of 10% in the meets category, but an increase in the FFB category of 5%. Does not clearly demonstrate improved academic performance** **A copy of this document** was **taken because: it is data they provided to us, while it demonstrates some improvement, it also demonstrates some decline**

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Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Career Success Schools
School Name: Career Success High School - Robert L. Duffy
Site Visit Date: April 30, 2014

Required for: Renewal
Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome
Data as presented in DSP	**Charter holder indicated the intended purpose of the document was to demonstrate: improved student performance** **ASBCS staff: in some cases the data was sufficient to provide evidence of improved performance, but not for proficiency in both subject and not for growth. Further the data was not sufficient for subgroups.** **A copy of this document was taken because: documents discussion explaining data**
Career Success District Benchmark A	**Charter holder indicated the intended purpose of the document was to demonstrate: improved student performance** **ASBCS staff: data contained information for Main campus only** **A copy of this document was not taken because: did not provide any data wrt RLD campus**

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Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Career Success Schools
School Name: Career Success High School - Robert L. Duffy
Site Visit Date: April 30, 2014

Required for: Renewal
Evaluation Criteria Area: Grade Rate

Document Name/Identification	Intended Purpose and Discussion Outcome
Career Success High School Play Center Parent Handbook	**Charter holder indicated the intended purpose of the document was to demonstrate: strategies to ensure students graduate on time** **ASBCS staff: the handbook demonstrates the services provided by the play center to help parents graduate on time by providing child care** **A copy of this document** was **taken because: strategies to ensure students graduate on time**
ECAP Plan/4 year plan	**Charter holder indicated the intended purpose of the document was to demonstrate: strategies to ensure students graduate on time** **ASBCS staff: the document shows that students plan for career/college, track credits during the advisory class** **A copy of this document** was **taken because: it demonstrates strategies to ensure students graduate on time**
Creative Scheduling Term 4	**Charter holder indicated the intended purpose of the document was to demonstrate: strategies to ensure students graduate on time** **ASBCS staff: this indicates students are using A+ for credit recovery and for acceleration** **A copy of this document** was **taken because: it demonstrates strategies to ensure students graduate on time**
RLD Student Schedule	**Charter holder indicated the intended purpose of the document was to demonstrate: strategies to ensure students graduate on time** **ASBCS staff: this is the school master schedule, the school leader indicates that the schedule is adjusted to add classes to ensure that students who may not graduate have the opportunity to graduate on time** **A copy of this document** was **taken because: it documents the school's master schedule**

RLD March Agenda	**Charter holder indicated the intended purpose of the document was to demonstrate: strategies to ensure students graduate on time** **ASBCS staff: the agenda identifies that the school leader discussed each student who is a potential grad in order to ensure graduation** **A copy of this document** was **taken because: it demonstrates strategies to ensure students graduate on time**
Clubs List	**Charter holder indicated the intended purpose of the document was to demonstrate: strategies to ensure students graduate on time** **ASBCS staff: list of clubs offered** **A copy of this document** was not **taken because: it does not demonstrate strategies to ensure students graduate on time**
Graduation Data Cohort	**Charter holder indicated the intended purpose of the document was to demonstrate: effectiveness of strategies to ensure students graduate on time** **ASBCS staff: shows current graduation information (12/19 students on target to graduate)** **A copy of this document** was **taken because: it contains the data about graduation rate**

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