Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Compass High School, Inc.
School Name: Compass High School
Site Visit Date: December 9, 2014

Required for: Failing School
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome

[C.1]
• **Quality Curriculum Evaluation Rubric (Template, Geometry, US History)**
• **Scope and Sequence (US History, Geometry)**
• **Canvas Quiz Analysis Example**
• **Accelerated Math alignment**
• **Quality Curriculum and Assessment Evaluation Rubric**
• **Quality Curriculum and Assessment Evaluation Rubric-Geometry**
• **Quality Curriculum and Assessment Evaluation Rubric-US History**
• **Scope and Sequence_Geometry**
• **Scope and Sequence_US History**
	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 –
	  ○ Quality Curriculum Evaluation Rubric includes 6 components used to evaluate curriculum. Within each component several criteria are present that are rated (Does Not Meet, Partially Meets, Meets) and an area for notes is provided. Form is used by the director to evaluate scope and sequence documents created by teachers.
	• How the Charter Holder evaluates how effectively the curriculum enables students to meet the standards –
	  ○ Quality Curriculum Evaluation Rubric includes Assessments in the criteria are used to evaluation curriculum including formative and summative assessments. Canvas Quiz Analysis reports are used to identify areas of effective curriculum.

[C.2] • **Quality Curriculum Evaluation Rubric (Template, Geometry, US History)** • **Scope and Sequence (US History, Geometry)** • **ALS Canvas Standards Alignment documents (Social Sciences, Science, Math, Language Arts** • **Accelerated Math Alignment** • **Scope and Sequence (US History, Geometry)**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder identifies gaps in the curriculum. **The documents provided do not demonstrate evidence of the following:** • A process for identifying gaps in the curriculum **The documents provided do not demonstrate evidence of the described processes because:** • Scope and Sequence Geometry documents do not identify all of the Geometry standards; document did not identify other resources to be used to address standards not included. • Geometry Evaluation Rubric provided identifies that standards are clear. However a review of the Scope and Sequence Geometry document revealed that not all standards are addressed. The Evaluation Rubric did not accurately evaluate the Geometry curriculum to ensure all standards are addressed. • Accelerated Math alignment identifies standards that are not addressed by Accelerated Math resources/lessons, but rather that the standard is to be addressed by teacher-led

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	discussion and classroom activities. Standards not addressed by Accelerated Math, are not consistently addressed in the Scope and Sequence Geometry documents.
[C.3] • **Evaluating New Curriculum and Assessment Rubric – Digital – Complete** • **Evaluating New Curriculum and Assessment Rubric – Digital** • **Accelerated Math alignment**	**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 process for adopting or revising curriculum ○ The evaluation process uses the Evaluating New Curriculum and Assessment Rubric. Forms document evaluation of six different curricular resources. Rubric includes criteria for initial decision, and an area for evaluation to verify during a trial period. Form for SRA Flex Literacy identifies that resource is scheduled to being implementation Spring 2015.
[C.4] • **Read 180 Emails** • **Star Math Emails** • **Evaluating New Curriculum and Assessment Rubric - Digital – Complete** • **Evaluating New Curriculum and Assessment Rubric – Digital** • **PMP**	**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 do not demonstrate evidence of the following:** • Documents to identify who is involved in the process for adopting or revising curriculum. **The documents provided do not demonstrate evidence of the described processes because:** • Emails document communication regarding purchasing of curriculum resources. • Completed evaluation forms do not identify who was involved in the evaluation of the curriculum resources.
[C.5] • **Evaluating New Curriculum and Assessment Rubric – Digital – Complete** • **Evaluating New Curriculum and Assessment Rubric – Digital** • **PMP**	**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:** • Completed Evaluating New Curriculum and Assessment Rubric include results of evaluation of Accelerated Math and Star Math curriculum using the list of CHS Curriculum Features. • The process for adopting or revising curriculum based on the evaluation process uses the Evaluating New Curriculum and Assessment Rubric. Forms document evaluation of six different curricular resources including Accelerated Math and Star Math curriculum. Rubric includes criteria for initial decision, and an area for evaluation to verify during a trial period.

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[C.6] • **Teacher Evaluation** • **Teacher Evaluation Example** • **Canvas Student Progress example** • **Canvas Student Activity Report Example** • **Teacher/Instructor Observation Evaluation Form** • **STAR Math Planning Report** • **Accelerated Math alignment** • **Accelerated Math_Class Standards Mastery Report_PMGroup3.pdf** • **Accelerated Math_Objectives Emphasis Report_PMGroup3.pdf** • **Accelerated Math_Objectives Student Record Report_PMGroup3** • **Director Evaluation** • **Director Evaluation_Sample** • **Scope and Sequence_Geometry** • **Scope and Sequence_US History** • **Star Math_ACCRS Report_Student Sample** • **Teacher Observation Evaluation_sample**	**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:** • Monitoring student "self-paced" progress to ensure timely completion of courses • Canvas reports provide documentation to demonstrate monitoring of student pace for timely course completion • Canvas Student Activity Reports monitor student progress through courses **The documents provided do not demonstrate evidence of the described processes because:** • Teacher/Instructor Observation Evaluation form identifies "Class Content" and "Preparation" as areas monitored during classroom observations. These areas do not explicitly identify monitoring implementation of curriculum. • Reviewing scope and sequence, using the teacher evaluation form to ensure that instruction aligns with the scope and sequence. Evaluation form Standard III: Instructional Skill identifies state standards as evaluation criteria. Notes indicate "curriculum map" as evidence examples.
[C.7] • **Scope and Sequence Geometry** • **Scope and Sequence US History** • **Canvas Student Progress example** • **Canvas Student Activity Report Example** • **Accelerated Math allignment** • **Accelerated Math_Class Standards Mastery Report_PMGroup3.pdf**	**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:** • Canvas reports provide documentation to demonstrate monitoring of student pace for timely course completion • Canvas Student Activity Reports monitor student progress through courses • Assigning sufficient courses to ensure all grade level standards are covered within the academic year.

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• **Accelerated Math_Objectives Emphasis Report_PMGroup3.pdf** • **Accelerated Math_Objectives Student Record Report_PMGroup3** • **Canvas_Student Activity Report_Example** • **Canvas_Student Progress_Example** • **Director Evaluation** • **Director Evaluation_Sample** • **Scope and Sequence_Geometry** • **Scope and Sequence_US History** • **Star Math_ACCRS Report_Student Sample** • **Teacher Evaluation** • **Teacher Evaluation_Example** • **Teacher Observation Evaluation_sample**	**The documents provided do not demonstrate evidence of the described processes because:** • Documents do not identify a process for monitoring instruction to ensure alignment of Scope and Sequence documents for courses. • Review of Scope and Sequence Geometry documents identified standards not addressed. Evidence did not demonstrate a process to ensure that all grade-level standards are covered within the academic year.
[C.8] • **Canvas_PD Overview_Example** • **Canvas_PD Philosophy_Example** • **Canvas_PD Resources_Example** • **Canvas_Student Email_Example** • **Canvas_Teacher Email_Example** • **Teacher Evaluation** • **Teacher Evaluation_Example** • **PD Plan**	**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:** • PD Plan identifies expectations for teacher use of curriculum maps/scope sequence, and lesson plans and other instructional tools. • Canvas PD documents demonstrate teacher access to documents that identify expectations for the use of curricular tools.
[C.9] • **Canvas Student Progress example** • **Canvas Student Activity Report Example** • **Accelerated Math allignment** • **Accelerated Math_Class Standards**	**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:** • Canvas reports provide documentation to demonstrate monitoring of student pace for timely course completion • Canvas Student Activity Reports monitor student progress through courses

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Mastery Report_PMGroup3.pdf • **Accelerated Math_Objectives Emphasis Report_PMGroup3.pdf** • **Accelerated Math_Objectives Student Record Report_PMGroup3** • **Canvas_Student Activity Report_Example** • **Canvas_Student Progress_Example** • **Director Evaluation** • **Director Evaluation_Sample** • **Scope and Sequence_Geometry** • **Scope and Sequence_US History** • **Star Math_ACCRS Report_Student Sample** • **Teacher Evaluation** • **Teacher Evaluation_Example** • **Teacher Observation Evaluation_sample**	• Assigning sufficient courses to ensure all grade level standards are covered within the academic year. **The documents provided do not demonstrate evidence of the described processes because:** • Documents do not identify a process for monitoring instruction to ensure alignment of Scope and Sequence documents for courses. • Review of Scope and Sequence Geometry documents identified standards not addressed. Evidence did not demonstrate a process to ensure that all grade-level standards are covered within the academic year.
[C.10] • **ALS Canvas ACCRS Alignment** • **Quality Curriculum Evaluation Rubric (Template, Geometry, US History)** • **Scope and Sequence (US History, Geometry)** • **ALS Canvas Standards Alignment documents (Social Sciences, Science, Math, Language Arts** • **Accelerate Math Alignment**	**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 do not demonstrate evidence of the following:** • How it is confirmed that the curriculum is aligned to standards **The documents provided do not demonstrate evidence of the described processes because:** • Scope and Sequence Geometry documents do not identify all of the Geometry standards; document did not identify other resources to be used to address standards not included. • Geometry Evaluation Rubric provided identifies that standards are clear. However a review of the Scope and Sequence Geometry document revealed that not all standards are addressed. The Evaluation Rubric did not accurately evaluate the Geometry curriculum to ensure all standards are addressed. • Accelerated Math alignment identifies standards that are not addressed by Accelerated Math resources/lessons, but rather that the standard is to be addressed by teacher-led discussion and classroom activities. Standards not addressed by Accelerated Math, are not consistently addressed in the Scope and Sequence Geometry documents.

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[C.11] • **Student Intervention Progress Report** • **Star Math Planning Report** • **Accelerated Math_Objectives Emphasis Report_PMGroup3.pdf** • **Star Math_Summary Report_Student Sample** • **StarMath_LibraryReport**	**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:** • How the curriculum has been adapted to meet the needs of students with proficiency in the bottom 25%/non-proficient students • Student intervention progress report and Star Math Summary Report used over time to monitor student progress for identifying students. • Star Math Instructional Planning Report identifies specific skills for individual students. • Scope and Sequence identify Suggested Instructional practices that teachers use for differentiation and making accommodations.
[C.12]	**Not Applicable**
[C.13]	**Not Applicable**
[C.14] • **e-IEP Pro MET Recommendation Bank Report** • **IEP Information Sheet** • **Star Math_Summary Report_Student Sample** • **StarMath_LibraryReport** • **starmath-accrstandardsreport-iep** • **starmath-planningreport-iep** • **Student Intervention Progress Report**	**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:** • Student intervention progress report and Star Math Summary Report used over time to monitor student progress for identifying students. • Star Math Instructional Planning Report identifies specific skills for individual students. • Scope and Sequence identify Suggested Instructional practices that teachers use for differentiation and making accommodations. • How the curriculum is adapted to meet the needs of students with disabilities • IEP Pro MET Module Recommendations report lists accommodations that can be incorporated for students.

I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on December 9, 2014.

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I, Kerk Ferguson, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on December 9, 2014.

Kerk Ferguson

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