Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Deer Valley Charter School, Inc.
School Name: Deer Valley Academy
Site Visit Date: April 21, 2015

Required for: Renewal
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome

[C.1]
• Curriculum timeline
• English Language Arts Curriculum (includes pacing guides)
• English Language Arts Common Assessments
  ○ Levels 1-2, 3-4, 5-6, 7-8
• Math Common Assessments
  ○ Levels Alg. 1-2, Alg. 3-4, Geometry. Alg. Applications, College Math, Financial Math
• Math Curriculum
• Math Pacing Guides
• Professional Development (from question 8 to identify curriculum meetings)
• Curriculum Meetings (from Assessment question 2 include agendas for curriculum meetings and evaluation of assessment results)
	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:
	• Deer Valley Academy reviews and evaluates the curriculum, lesson design, pacing guides, assessments and instructional materials on an annual basis. Every five years, or as guided by changes to the AZ state standards, materials are reviewed and adopted.
	• Curriculum Committee agendas identify committee meetings where assessment results are reviewed and curriculum revision and development is discussed
	• teachers complete review documents identifying strengths and areas of concern in their content area
	• Department leaders meet with members of the content area staff to discuss the curriculum, suggestions and modifications. In addition, curriculum pacing guides, lesson design and daily lesson plans are revised as needed.
	• Curriculum review forms include the following:
	  ○ Accuracy of curriculum pacing
	  ○ Alignment to CCRS and district curriculum
	  ○ Effectiveness of lesson design
	  ○ Alignment of assessments
	  ○ Areas for improvement
	  ○ Comments
	• Evaluations of alignment were conducted by experts in the field and the curriculum director. Curriculum mapping was included in the evaluation process to align standards and to strengthen instructional content.
	• Teachers complete an evaluation of student assessment performance by identifying concepts and standards that need enhancement and those students have mastered. Teachers complete an action plan stating the instructional methods, strategies and techniques that will be utilized to promote improvement.

	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.2] a. Comprehensive Assessment – Language Arts/Reading and Mathematics b. English Language Arts Pacing Guides c. English Language Arts Curriculum d. Math Curriculum e. Math Pacing Guides f. Pre – Post Assessments 1. Rationale 2. Assessment Review 3. Pre Assessment Analysis 4. Post Assessment Analysis 5. Sample: grade distributions, percent passing, pre/post assessment and student growth 6. Comprehensive Assessment Comparison with AIMS 7. Sample: Pass/fail data 8. Sample: Pre/post Results 9. Sample: Grade comparison – 2014 10. AIMS trends – 2014 11. Pre/Post completed forms	**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:** • Administrators review the data to draw conclusions related to instruction, performance and the possible need to make adjustments to curriculum • In content area groups, performance results are reviewed and discussion takes place related to strengths and areas of concern. Curriculum standards, instructional methods and academic rigor are the topics discussed prior to revisions or modification to curriculum and instruction. • Common district assessments for Reading and Math are used to identify strengths and weaknesses of students for each course. • Monitoring of teacher pacing with the course pacing guide is also used to monitor curriculum for gaps. • Comparison of post assessment results are compared against student AIMS results to identify gaps through correlations between passing course assessment and passing AIMS test. **Final Evaluation:** ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.3] a. Curriculum Process b. Curriculum Timeline c. English Language Arts Curriculum d. Math Curriculum	**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:** • Teachers complete the curriculum review form (A) at the end of session 1 • The Curriculum committee consisting of one teacher from math, language arts, science, social studies, one administrator, and the curriculum specialist. The completed curriculum review forms

	(both A and B) along with pre/post assessment results, AIMS results and additional relevant data from the previous year are evaluated • The curriculum committee makes recommendations for modifications to the curriculum, lesson designs, pacing guides, assessments and as recommended by teachers and approved by the committee. Final approval is determined by the administrator and curriculum specialist. • Instructional materials are evaluated by the curriculum committee. Recommendations for changes and additions to educational and technical materials are made to the administration. The final approval and appropriation of funding is completed by the administration with Board approval. • Teachers complete the curriculum review form (B) at the end of the session. • The curriculum committee convenes to evaluate the curriculum forms and assessment data from the previous fall sessions. Recommendations for modifications are submitted to the administration. • Assessment data, curriculum recommendations and standards are presented in the professional development sessions. • Curriculum committee meets and begins the revision process.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.4] a. English Language Arts Pacing Guides b. Focus Groups 1. Stakeholder Involvement Plan 2. Staff Focus Group 3. Parent Night Agenda 4. DVA Survey 5. Parent (focus group) Meeting 6. Parent Night Celebration	**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:** • the curriculum is presented to the parent group at the annual meeting in December • Surveys are given to all stakeholders. • focus groups are held twice a year with staff, students and parents • The writing committee meets numerous times to review all documents, performance data, state standards, lesson design and pacing guides. • Relevant documents: Focus group plan, focus group responses, surveys, curriculum pacing guides

7. DVA Student List 8. Completed Surveys c. Math Pacing Guides d. Session Survey Results e. Stakeholder Involvement 1. Student Evaluation of Teachers 2. Student Survey (by session) 3. Survey Results	**Final Evaluation:** ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.5] a. Student Performance Data (grouped by year) b. English Language Arts Pacing Guides c. English Language Arts Curriculum d. Math Curriculum e. Math Pacing Guides f. Pre – Post Assessments 1. Rationale 2. Assessment Review 3. Pre Assessment Analysis 4. Post Assessment Analysis 5. Sample: grade distributions, percent passing, pre/post assessment and student growth 6. Comprehensive Assessment Comparison with AIMS 7. Sample: Pass/fail data 8. Sample: Pre/post Results 9. Sample: Grade comparison – 2014 10. AIMS trends – 2014 11. Pre/Post completed forms	**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 do not demonstrate evidence of the following:** a formal process for evaluating curriculum options to determine which curriculum to adopt. Curriculum team agendas identify discussions of curriculum and review of curriculum. However the documents do not identify how options are evaluated to make decisions regarding curriculum. **The documents provided do not demonstrate evidence of the described processes because:** no documents were provided to document curriculum team discussion and decisions regarding the selection of specific curriculum materials. **Final Evaluation:** ☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.6] a. English Language Arts Pacing Guides b. Lesson Plans 2014-2015 1. Blank forms 2. Completed forms c. Math Pacing Guides d. Teacher Evaluation Forms 1. Blank forms 2. Completed forms	**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:** • Teachers are evaluated during each session, including the summer session. • Observations are unannounced and frequent to monitor implementation of curriculum and instructional delivery. Observation forms record the objective for the lesson being taught. • Lesson plan are submitted by teachers. Lesson plan templates identify the standard and objectives for the lessons to be taught.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.7] a. English Language Arts Pacing Guides b. English Language Arts Curriculum c. Lesson Plans 2014-2015 1. Blank forms 2. Completed forms d. Math Curriculum e. Math Pacing Guides f. Syllabus 1. Math 2. English Language Arts	**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:** • DVA has a detailed set of curriculum documents and pacing guides that provide the format for daily lesson plans in each core content area • Curriculum documents, pacing guides and lesson plans are available for all courses and provided to teachers. • Following the curriculum and lesson plans ensure that the standards are taught and students are assessed for progress. • Monitoring by observation, evaluation, assessment and conferencing provides evidence of implementation of standards and meeting the timeline of the course. • Pacing guides and curriculum maps identify the standards to be taught within each course. The pacing guide includes all of the standards addressed during a semester course.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.8] a. Professional Development 1. Agendas b. Teacher Evaluations 1. Blank forms 2. Completed forms	**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:** • DVA conducts staff meetings, professional development sessions and informal gatherings that focus on school goals and expectations. The purpose of the mandatory meetings is to ensure that all staff are aware of pertinent information regarding expectations and any changes in policies as a part of the Continuous Improvement Plan at DVA. Expectations related to curriculum and instructions are clearly presented at meetings and professional development sessions. • Teacher evaluations and observations record teacher usage of pacing guides and assessment tools as identified in the curricular tools provided to all teachers. During each session a teacher receives at least one observation and one formal evaluation.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.9] a. English Language Arts Curriculum b. Lesson Plans 1. Blank forms 2. Completed forms c. Math Curriculum d. Teacher Evaluations 1. Blank forms 2. Completed forms	**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:** • Instructional lesson plans are submitted and must include standards and objectives that align with the curriculum. Teachers may utilize both the curriculum documents and the lesson design to assist them in daily planning. • Instructional observations include looking for clearly defined objectives that relate to the standards, relevant activities and academic rigor. • Conferencing that follows observations offers the opportunity to review the implementation of curriculum, academic standards and student progress.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.10] a. Curriculum Process 1. Curriculum meeting agendas b. English Language Arts Curriculum c. Math Curriculum	**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:** • Part of the curriculum review process includes assessing the alignment of core curriculum with the state standards. The analysis involves the core academic lead teachers and administrators who are tasked with "breaking down" the standards to decode the performance requirements embedded therein. Along with curriculum mapping and lesson design, the committee is able to ensure alignment of district curriculum with state standards. The final part of internal alignment takes place when instructional strategies and assessments demonstrate meeting the instructional standards. • Pacing guides identify the specific standards to be taught each day during the six week session. The curriculum is driven by the standards identified in the pacing guides.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.11] a. DVA Student Performance Data (grouped by year) b. Tutoring Program 1. Description 2. Growth charts 3. Tutoring schedules	**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%. **The documents provided demonstrate evidence of the following:** • The tutoring program provides additional support in reading, writing and math. Students who have not met the standards on the AIMS Assessment are automatically placed in the tutoring program. The tutoring is a standards-based program with specific, individualized instruction. Tutoring is provided as a pull-out program during instructional time due to the scheduling restraints of the school day. • Students are identified for tutoring based on past performance of AIMS testing. • Lesson plans require teachers to describe how instruction is designed to include access for all students, and how the lesson includes accommodations and modifications to address specific needs of students enrolled in the course.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.12]	**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). N/A
	N/A
[C.13]	**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. N/A
	N/A
[C.14] a. Student Performance Data (grouped by year) b. IEP (samples) c. Tutoring Program 1. Description 2. Growth charts 3. Tutoring schedules	**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:** • Each student's IEP is implemented in class and monitored during the course session. Teachers are accountable for the implementation of the IEP. • Students that are solely enrolled at DVA receive services from DVA. • Students that are dual enrolled at DVA received accommodations described in the IEP, but services are provided by the student's home school. • The tutoring program provides additional support in reading, writing and math. Students who have not met the standards on the AIMS Assessment are automatically placed in the tutoring program. The tutoring is a standards-based program with specific, individualized instruction. Tutoring is provided as a pull-out program during instructional time due to the scheduling restraints of the school day. • Students are identified for tutoring based on past performance of AIMS testing.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.