Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name:
School Name:
Site Visit Date:

Required for: Choose an item.
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome

[C.1]	**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:
	• Prior to 2012-2013 neither school had consistent instructional materials. As a result of the PMP process both schools began to review and evaluate instructional materials that would align to ACCR standards and Edkey, Inc. Curriculum Guides. Instructional resources were purchased and implemented at both sites for Math and ELA, yet no formal curriculum evaluation process was being used. As a result of the DSP process the Edkey Instructional Support Team identified this gap and created an evaluation criteria tool known as the Instructional Resource Evaluation Rubric (IRER). The IRER will analyze the degree of alignment of each school's textbooks or textbook series while highlighting specific flaws in alignment. The IRER will evaluate the following components:
	  ○ Content - Alignment to ACCR Standards; Rigor of curricular materials; Sufficient content and supplemental materials
	  ○ Differentiation for student populations - ELL students; FRL students; students with disabilities; non-proficient students
	  ○ Assessment
	  ○ Design
	  ○ Format
	• Each element within the evaluation form will be evaluated using the following categories:
	  ○ Meets
	  ○ Partially Meets
	  ○ Does Not Meet
	
	• This process has been utilized at both campuses to identify strengths and need for supplemental materials. It is also important to note that due to the unique population that these schools serve the selection of instructional materials also focused on the specific needs of individual students who are at-risk and below the poverty line.
	• This process has been completed with the following instructional resources:
	  ○ Children First Academy Phoenix (CFAP)
	  ○ K-2 ELA: Superkids by Rowland Reading
	  ○ 3-6 ELA: Reading Streets by Scott Foresman
	  ○ 7-11 ELA: Sequoia Choice Online Courses which have undergone internal evaluation
	  ○ K-6 Math: enVision by Pearson
	  ○ 7-11 Math: Sequoia Choice Online Courses which have undergone internal evaluation

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	○ Children First Academy Tempe (CFAT) ○ K-4 ELA: Journeys by Houghton Mifflin ○ 6-8 ELA: Prentice Hall Literature by Pearson ○ K-5 Math: GoMath by Houghton Mifflin ○ 6-8 Math: Big Ideas by Houghton Mifflin • This evaluation process will be conducted with each new instructional resource acquisition.
[C.2]	**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:** • The process to identify gaps in the instructional resources and curriculum has evolved into the following: ○ Step 1: Teacher review of instructional resources using the IRER. ○ Step 2: Creation of a Curriculum Review Committee (CRC) at each site to review IRER analysis. ○ Step 3: Ongoing comparison of ACCR standards and Edkey Curriculum Guides (Math and ELA) to instructional resource scope and sequence. ○ Step 4: Teacher feedback on identified gaps through the implementation of instructional resources. • Edkey will develop an ELA scope and sequence based on best practices to provide additional assistance with this project. • The role of the CRC is to provide assistance and guidance to teachers on an ongoing basis with regard to the implementation of instructional resources. This group will meet quarterly to review continuous feedback provided by the teachers on the implementation of the instructional resources.
[C.3]	**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:** • Adopting Instructional Resources ○ An initial assessment based on the needs of the student population is conducted. ○ A review of current instructional resources to determine state alignment to ACCR standards is conducted to develop a list of potential instructional resources. ○ Presentations by publishing companies. ○ Review and assessment of presentations and materials by CRC and site administration. The Edkey's Instructional Support Team (IST) is also consulted. This team is a group of teacher specialists and coaches that support all teaching and administration staff throughout the organization. ○ Selection of an instructional resource that meets the identified needs. • Revising/Providing Supplemental Instruction Resources to Fill Gaps

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	• Gaps are identified as previously outlined in Question #2 • Once gaps have been identified a similar process is implemented to review and adopt

[C.4]	**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 following individuals/groups play an active role in adopting or revising instructional resource selection:
	  o CRC
	  o Site Administration
	  o Edkey – Instructional Support Team
	  o Teachers/Staff/Academic Coaches

[C.5]	**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:
	• This process has been outlined above. Additionally, CFA P administration determined this year that the current instructional approach was not meeting the needs in upper grades based on discipline logs, academic performance, benchmark assessment and standardized assessment results. The review of this data indicated the need to modify the curricular options for students in grades 7 and up.
	• Students in grades 7 and up now participate in online instruction through Sequoia Choice, AZDL. Students have a qualified lab advisor to support them with their coursework and certified teachers who provide academic instruction through online learning modules.
	• All instructional courses are aligned to ACCR standards. AzDL has illustrated increased student performance in Math and ELA as a result of the courses.
	• Adopting Instructional Resources
	  o An initial assessment based on the needs of the student population is conducted.
	  o A review of current instructional resources to determine state alignment to ACCR standards is conducted to develop a list of potential instructional resources.
	  o Presentations by publishing companies.
	  o Review and assessment of presentations and materials by CRC and site administration. The Edkey's Instructional Support Team (IST) is also consulted. This team is a group of teacher specialists and coaches that support all teaching and administration staff throughout the organization.
	  o Selection of an instructional resource that meets the identified needs.
	• Revising/Providing Supplemental Instruction Resources to Fill Gaps
	• Gaps are identified as previously outlined in Question #2
	• Once gaps have been identified a similar process is implemented to review and adopt

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[C.6]	**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:
	• Both schools implement Edkey's processes to ensure consistent implementation of the instructional resources including:
	  • Quarterly Meetings guided by the IRER.
	  • Principal's review submitted lesson plans.
	  • Walk-throughs and observations by principal, peer, self (video), and other administrators looking for the implementation of instructional resources.
	  • Based on walk-throughs and observations mentioned above, convene follow-up meetings with teachers to assess and address inconsistencies discovered.
	• Additionally, as a result of continued lack of performance a complete change in leadership and teaching staff took place during the summer of 2014. A highly effective principal from one of our other schools was moved to CFA Phoenix to address the need for purposeful leadership to help the school increase student achievement and performance. A new teaching staff was hired as well. Only 3 teachers from the prior year remain at CFA Phoenix. These changes have already illustrated a decrease in disciplinary issues and an increase is student achievement.

[C.7]	**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:** • Edkey provides curriculum guides and scope and sequence for all mathematic standards at each grade level. Teachers are provided this during teacher orientation each summer and are available on the Edkey website. • In the area of ELA teachers have been provided curriculum guides. Currently the IST team is working on creating a scope and sequence for each grade level. • CFAT ensures that all grade-level standards are covered during the pre-observation meetings that are held twice a year, Fall and Spring. Teachers are required to bring their curriculum guides that show that which has been delivered to students through instruction. • CFAP did not have a process in place during the 2013-2014 school year. Beginning this year teachers will also use the same standard as CFAT during evaluation meetings and provide their administrator with the check off from their curriculum guides. • Additionally, standards 1 – 4 in the walk-through form address planning and preparation and administrators utilize these four standards to ensure lessons being delivered on a weekly basis area aligned to the ACCR standards.

Charter Holder Initials MC

[C.8]	**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:** • How expectations for consistent use of these tools are communicated
[C.9]	**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:** • Administrators hold teachers accountable for implementing standards through the alignment process, in this systematic order: 1. Curriculum guide 2. Lesson plan 3. Instruction 4. Evaluation • All of the above are included in the walk-through form and in the supervision and evaluation process.
[C.10]	**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:** • As a result of the DSP process, a gap in our procedural response to alignment was highlighted. In response to this, Edkey has begun to formalize a procedure to ensure curricular alignment. This procedure incorporates the completion of the IRER and requires staff to conduct a thorough analysis between the instructional resources scope and sequence and Edkey curriculum guides for all content areas.
[C.11]	**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:** • As part of this new procedure, teachers/curriculum committee members who completed the IRER also analyzed tools, activities, content and assessments which addressed the bottom 25%. In addition, the team made sure that the curriculum resource had differentiated activities that embedded re-teaching and remediation that would offer sufficient help for the bottom 25%.

Charter Holder Initials CJC

[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). **The documents provided demonstrate evidence of the following:** • In order for ELL students to learn at a sufficient rate, certain elements not only in the instruction, but also curriculum, must be present. Since these schools serve a large ELL population, it is vital that the instructional resources are adopted to meet the needs of our ELL students. Instructional resources must include: engaging pictures, large text, engaging activities, and remediation components that would help our students learn at a progressive rate. • As part of the alignment process outlined above, the IRER was utilized to evaluate current instructional resources to ensure they met the criteria outlined above.
[C.13]	**Not applicable.**
[C.14]	**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:** • Students with special needs receive individualized instruction based on their identified areas of deficiency. While in the regular education classroom, students are expected to have access to general education resources with modifications and support from the special education teacher to meet grade level standards. Students who require more specialized instruction may be pulled out of the general education classroom during non-core academic times to receive remediation and intervention. The instructional resources utilized in the special education classroom are also reviewed using the IRER tool to ensure alignment to the standards and effective instructional gains as outlined in each student's IEP.

I, Kelly Gleischman, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on December 10, 2014. Kelly Glen

I, _____, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on December 10, 2014. _____

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