Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Arizona Autism Charter School, Inc.
School Name: Arizona Autism Charter School
Site Visit Date: May 27, 2015

Required for: Expansion - Grade Level
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome	
[C.E.1] • Curriculum Purchase Invoices ReThink Autism and SRA • Curriculum Maps • Sample IEPs	**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 DO NOT demonstrate evidence of the following:** • The initial research that the administrative team used to choose ReThink showed that it was an acceptable and reliable instrument for presenting developmentally appropriate lessons for students in their target population. • Administration can use progress monitoring to ensure that instructors are using the online curriculum program to meet the needs of the students, and parents can login at home in order to check what their student is mastering based on the information in the database of the ReThink system. • On a weekly basis, administrators use the AdminDashboard component of the ReThink system to monitor if the data points being collected are increasing and if the targets, objectives and goals are being mastered. • Bi-weekly data is taken regularly, by reviewing student progress binders, to determine student progress in reading and math goals. Effectiveness of curriculum is evaluated by analyzing student progress notes and aggregate data. • Effectiveness of curriculum programs in helping students access state standards to the best of their abilities will be reviewed each summer prior to the beginning of the school year by the Executive Director, Director of Curriculum, Special Education Director and designated teachers. **The documents provided DO NOT demonstrate evidence of the described processes because:** While the Charter Holder shows that the online system is being used, the Charter Holder stated that there is an informal process for evaluating the curriculum, and there is no documentation to support the various data point checks that occur on other levels. Additionally, the plan for the summer review has not taken place. **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.E.2] • Curriculum Maps • Sample IEPs • Sample Lesson Plans • ReThink Developmentally Ranked List Reading and Math • Sample Student Data Binders	**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:** • Gaps in the curriculum are identified by analysis of the data. As the curriculum is used with on grade level students, the data drives what gaps are present in the current curriculum and adjustments are made instantly. • The Charter Holder uses ReThink testing to determine if supplemental curriculum, such as SRA or EdMark would be needed to address gaps in the students learning using the core curriculum choice. • **Relevant Documents:** Informal data from lesson plans as compared to curriculum maps and IEP's; ReThink Autism programs/lessons and developmental order list in reading and math skills; Student data binders; Curriculum maps and student IEPs **The documents provided DO NOT demonstrate evidence of the described processes because:** The Charter Holder stated that while the use of SRA and/or EdMark to address curricular gaps is present in student binders, there is no documentation of the process taking place to choose supplemental curriculum. **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.A.3] • Sample IEPs • Sample Student Data Binders • Progress Reports • Program of Instruction	**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:** • Currently, the Charter Holder utilizes student data to determine if the curriculum is meeting the needs of the students and if revisions are needed. • The charter application process and documents include evidence for choosing SRA as a recommended curriculum resource for students with autism, and the charter holder presented the program of instruction model which describes the rationale for the adoption of the curriculum systems currently being implemented. • **Relevant Documents:** Program of Instruction, Sample Student Data **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.A.4] • Notes and Dates from Curriculum Meetings	**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:** • At the end of the first year, the teachers as well as the Executive Director, the Director of Curriculum and ABA Programs and the Special Education Director will be the personnel involved in the process of adopting and revising curriculum. **The documents provided DO NOT demonstrate evidence of the described processes because:** The process described above is not a system that has been implemented. There is evidence that curriculum maps were discussed with a staff member that has since been let go, however, the documentation for those conversations is not related to the adoption or revision of the curriculum, rather the use of tools to implement the curriculum. **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.A.5] • Curriculum Purchase Invoices ReThink Autism and SRA • Sample IEPs • ReThink Program/Lesson Samples Reading and Math	**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:** • After careful consideration of several curriculum programs geared toward students with autism and other developmental disabilities, the team determined that the most appropriate curriculum, based on the advantages of using a software based program, would be the ABA-based ReThink and the McGraw-Hill SRA Reading Mastery and SRA Connecting with Math Concepts for students working at or near grade level. • **Relevant Documents:** Purchase invoices for ReThink Autism and SRA **The documents provided DO NOT demonstrate evidence of the described processes because:** While there is evidence that the school is using the curriculum, there is no documentation of choosing the curriculum or completing an evaluation of other options. **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.I.6] • Sample IEPs • Sample Lesson Plans • Teacher Evaluation Instrument • Classroom Observation Checklists	**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 DO NOT demonstrate evidence of the following:** • The alignment that shows implementation of the curriculum is between the daily lessons to the curriculum maps in reading and math as well as the IEP reading and math skills goals and objectives. **The documents provided DO NOT demonstrate evidence of the described processes because:** While there are curriculum maps and IEPs present, there is no evidence that these align with each other or that they are implemented consistently. The Charter Holder stated that the maps will not align to the lesson week by week due to student individualized instruction. **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.I.7] • Curriculum Maps • Sample IEPs • ReThink Developmentally Ranked List Reading and Math • Sample Data Binder 2 • May lesson plan	**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:** • Curriculum maps, IEP's and the ReThink Autism developmentally ranked lists are used to determine what should be taught and in what order. The ReThink Autism list includes a sequence of lesson in the order they should be taught in order to support the development of skills for each student and meet the IEP objectives. • The student binders include data that correlate IEP goals and assessments to lesson plan dates. • **Relevant Documents:** curriculum maps, IEP's and the ReThink Autism lists **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.I.8] • Sample Lesson Plans • Sample Student Data Binders • Progress Reports • ReThink Autism Administrative Dashboard • *Data Binder Checklist • Data Binder Review on training calendar	**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:** • The expectation for use of ReThink Autism is that teachers create and implement the ABA lesson plans with stated performance objectives bi-weekly and place them in an individual student binder that is reviewed by the Director of Curriculum. **The documents provided DO NOT demonstrate evidence of the following:** • Data Binder Checklists include a checklist of expectations for what should be included in the Data Binders, including a check for ReThink lesson plans • Classroom Observation Checklist documents tracks the submission of lesson plans. • **Relevant Documents:** Lesson Plans; Progress towards meeting IEP goals and the modifications and accommodations identified on the lesson plans; Binders **The documents provided DO NOT demonstrate evidence of the described processes because:** While the Binder Checklists demonstrate a process for consistent use of curriculum tools, evidence shows only one incidence of use of the checklist. **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.I.9] • Sample Student Data Binders • Classroom Observation Checklists •	**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:** • The use of curriculum maps and lesson plans as well as curriculum software is demonstrated in the noted lessons in binders and lesson plans along with classroom observation. • **Relevant Documents:** Data charts; Classroom observations **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.E.10] • Curriculum Purchase Invoices ReThink Autism and SRA • Narrative Explanation Backward by Design • ReThink lesson library • Sample Lesson Instructions with Standard Alignment • SRA Alignment Tool	**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:** • ReThink provides alignment to the standards in their lesson library • Sample Lesson Instructions with Standard Alignment provide lesson plans with AZCCRS aligned standards and objectives • SRA provides an online Alignment Tool for math and reading standards • Curriculum maps provide alignment with curriculum resources to the AZCCRS standards • **Relevant Documents: ReThink lesson library, Sample Lesson Instructions with Standard Alignment** **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.S.11] • Sample IEPs Bottom 25% Students • Sample Progress Reports Bottom 25% Students • ReThink software	**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 those students are identified, the data generated by IEP monitoring determines whether a new IEP meeting needs to be conveyed. If new strategies or accommodations need to be written, the IEP team can make and act on those decisions, and ReThink is used to accommodate these needs. • **Relevant Documents:** Data generated from assessments; IEP goals and objectives, ReThink software **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.S.12]	ELLs - **N/A**	
[C.S.13]	**F**RL students - **N/A**	
[C.S.14]	Students with disabilities - **N/A**	