Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: **Hillcrest Academy, Inc.**
School Name: **Hillcrest Academy**
Site Visit Date: **August 22, 2014**

Required for: **Expansion - New School Site**
Evaluation Criteria Area: **Curriculum**

Document Name/Identification	Intended Purpose and Discussion Outcome
[C.1] Beyond Textbooks Evaluation Material: Certificate of Achievement for attendance Beyond Textbooks Gaining The Vision Training; Gaining the Vision Agenda	Charter holder indicated the intended purpose of the document was to demonstrate: system to adopt curriculum ASBCS staff: Professional development document of training, agenda provides overview of the BT program and samples of curricular documents (curriculum calendar, sample lesson plan) A copy of this document was taken because: demonstrate process used to evaluate BT curriculum
[C.2] Email documents regarding BT demo account	Charter holder indicated the intended purpose of the document was to demonstrate: system to adopt curriuclum ASBCS staff: emails identify teachers provided demo log-in for teachers to try out BT curriculum resources. E-mail identifies team members that participated in review of curriculum resources. Emails from team members document feedback including strengths of the program, questions for further investigation A copy of this document was taken because: demonstrate process used to evaluate BT curriculum
[C.4] BT website	Charter holder indicated the intended purpose of the document was to demonstrate: system to implement curriculum consistently ASBCS staff: BT website contains calendar to identify standards to be taught, the amount of time allocated to provide instruction for that standard. For each standard the BT site contains the resources available for the teacher to use for instruction. Resources also identified adaptation for subgroups (accommodations and interventions section of lesson resources) address needs of bottom 25%. BT does not currently have ELP standards within its framework, however teachers use BT resources to align ELP standards to ACCR standards within BT provide instruction. A copy of this document was not taken because: documents are within password protected BT site. Resources were reviewed during the site visit.
[C.5] Hillcrest BT Overview and	Charter holder indicated the intended purpose of the document was to demonstrate: system to adopt curriculum ASBCS staff: Documents were provided to parents to describes the features and benefits of the BT curriculum. Document identifies the reasons the BT curriculum was selected, and how it will be used by teachers. A copy of this document was taken because: demonstrates process used to evaluate BT curriculum

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[C.6]BT Non-negotiables	Charter holder indicated the intended purpose of the document was to demonstrate: system to implement curriculum consistently ASBCS staff: documents describe the expectations for teacher use of BT curricular resources. Identifies expectations for use of specific resources (calendars, essential standards, and unwrapped documents), expectation for planning one month in advance A copy of this document was taken because: demonstrate process to implement curriculum consistently
[C.7] Principal Meeting 6/25	Charter holder indicated the intended purpose of the document was to demonstrate: system to adopt curriculum ASBCS staff: principal meeting documents the criteria used for selecting BT curriculum A copy of this document was taken because: demonstrate process for adopting curriculum
[C.9] New Curriculum Adoption Methods and Criteria	Charter holder indicated the intended purpose of the document was to demonstrate: system to adopt curriculum ASBCS staff: outline of new curriculum adoption methods and criteria includes list of who was involved in curriculum adoption process, criteria used to review curriculum, dates for BT training, list of reasons for selecting BT curriculum A copy of this document was taken because: document process used to adopt curriculum
[C.10] teacher handbook pages regarding curriculum map and lesson plans	Charter holder indicated the intended purpose of the document was to demonstrate: system to implement curriculum consistently ASBCS staff: document describes expectation for use of curriculum maps and lesson plans, includes expectation for submission of lesson plans one week in advance, A copy of this document was taken because: demonstrate process for implementing curriculum consistently
[C.11] Welcome Hillcrest Faculty presentation	Charter holder indicated the intended purpose of the document was to demonstrate: system to implement curriculum consistently ASBCS staff: documents identify expectation for assessments, lesson planning. Indicates expectation for identifying standard in each lesson, creation of lessons by Sunday for following week. A copy of this document was taken because: demonstrate process for implementing curriculum consistently
[C.12] What Curriculum Materials Are High Performing Charter Schools Using? (Michigan Dept. of Ed.); Pearson Reading Street Efficacy Study (Gatti Evaluation Inc.); Correlation of Reading Street to ELA Grade 4; What Works Clearinghouse	Charter holder indicated the intended purpose of the document was to demonstrate: process for creating/adopting curriculum ASBCS staff: Document identifies both Reading Street and Saxon Math as being used by high performing charter schools; review of Pearson Reading Street; alignment of Pearson Reading Street from an outside evaluation company; to Common Core State Standards shows pages number correlation to common core state standards for Reading. WWCH contains an evaluation consisting of a meta-analysis of the efficacy of Saxon Math. Saxon Math alignment document demonstrates alignment of Saxon Math 2 (7th grade) to common core state standards.

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evaluation of Saxon Math Saxon Math 2 alignment	A copy of this document was not taken because: demonstrates schools findings about the curriculum being used, but not taken due to volume of materials and that documents are readily available online
[C.13] Saxon Math 2 alignment, Saxon Math pacing guides, Reading Street Fourth Grade Grammar & Writing Schedule, 4th grade grammar and writing aligned to standards document	Charter holder indicated the intended purpose of the document was to demonstrate: system to implement curriculum consistently across the school ASBCS staff: alignment documents identify the instructional sequence of lessons, alignment to common core state standards, Saxon math document also identifies lesson numbers aligned to common core state standards. A copy of this document was taken because: demonstrate process for implementing curriculum consistently across the school, and demonstrate alignment to standards

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Required for: **Expansion - New School Site**
Evaluation Criteria Area: **Instruction**

Document Name/Identification	Intended Purpose and Discussion Outcome
[I.1] Lesson Plan Spring 2014	**Charter holder indicated the intended purpose of the document was to demonstrate: system to monitor the integration of standards into classroom instruction** **ASBCS staff: checklist for recording the submission of weekly lesson plans, by grade level.** **A copy of this document** was **taken because: demonstrates process for documenting teacher created lesson plans**
[I.2] Reading Street Alignment	**Charter holder indicated the intended purpose of the document was to demonstrate: system to ensure all grade-level standards are taught within the school year** **ASBCS staff: alignment is organized by standard to document that all standards are addressed by Reading Street resources during the school year.** **A copy of this document** was not **taken because: of the volume of the materials, and the document being available online**
[I.3] Saxon Math Kindergarten	**Charter holder indicated the intended purpose of the document was to demonstrate: system to ensure all grade-level standards are taught within the school year** **ASBCS staff: Saxon document identifies the grade level standards for Math and identifies Saxon lessons for each standards. Demonstrates that implementing curriculum with fidelity will provide instruction for all grade-level standards** **A copy of this document** was **taken because: demonstrate a process to ensure all grade-level standards are taught within the school year**

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[I.4] Formal Teacher Evaluations Instructional Development Scale **7th/8th Science December Evaluation** **6th Math December Evaluation** **4th December Evaluation**	**Charter holder indicated the intended purpose of the document was to demonstrate: system to evaluate instructional practices, identify teacher strengths, weaknesses, and learning needs** **ASBCS staff: 4 page evaluation of teachers in the areas of Designs and Plans Instruction, Creates and Maintains a Learning Climate, Implements and Manages Instruction and Assessment. Within each category teachers are rated on a scale. Evaluation documents use a rating scale to identify skills that need improvement.** **A copy of this document was taken because: documents a process to evaluate teacher instructional practices, identify teacher strengths, weaknesses, and learning needs,**
[I.5] 5 Minute Observation **9 samples from** **December 2013**	**Charter holder indicated the intended purpose of the document was to demonstrate: system to evaluate instructional practices, monitor integration o f standards into instruction** **ASBCS staff: five minute observations completed by teachers and school leadership. Each teacher completed an observation of every teacher. Records what lesson was being taught, where teacher was standing, evidence of student work, expectations of behavior posted, evidence of objective and learning goals, students on task, climate** **A copy of this document was taken because: documents a process to evaluate teacher instructional practices, and monitor integration of standards into instructions**

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Charter Holder Name: **Hillcrest Academy, Inc.**
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Site Visit Date: **August 22, 2014**

Required for: **Expansion - New School Site**
Evaluation Criteria Area: **Professional Development**

Document Name/Identification	Intended Purpose and Discussion Outcome
[P.1] Special Education Start-Up In-Service Training 2013-2014 School Year	**Charter holder indicated the intended purpose of the document was to demonstrate: professional development to meet the needs of students with disabilities** **ASBCS staff: presentation agenda, hand-out, and teacher notes for training. Includes special education process and support documents to be used for implementing the process.** **A copy of this document was taken because: professional development to meet the needs of students with disabilities**
[P.2] What Is a "Professional Learning Community"	**Charter holder indicated the intended purpose of the document was to demonstrate: document to support high quality implementation** **ASBCS staff: document describes the process for implementing PLC at the school, document was provided to teachers to guide implementation of PLC at the school site. Agendas for PLC meetings were provided to demonstrate implementation of PLC meetings.** **A copy of this document was taken because: demonstrates documents that support high quality implementation**
[P.3] Data Training December 11, 2013 **Agenda, Data analysis results, instructional analysis tool**	**Charter holder indicated the intended purpose of the document was to demonstrate: professional development to address areas of high importance** **ASBCS staff: Data analysis provided summary of findings from analysis of data by grade level, content area, and the instructional analysis tool used to conduct the analysis.** **Agenda also identifies SST/Inclusion strategies as part of training.** **A copy of this document was taken because: professional development to address areas of high importance, and documents that support high quality implementation**

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[P.4] Galileo Teacher Help documents: A Guide for Galileo K-12 Online Test Monitoring; A Guide for Galileo K-12 Online Checking your Class Roster and Student Password; Teacher Instructions for Online Assessments; A Guide for Galileo K-12 Online Test Administration using Give Test Option	Charter holder indicated the intended purpose of the document was to demonstrate: to support high quality implementation of strategies learned in PD sessions. ASBCS staff: documents provided to teachers supporting use of Galileo for creating and administering assessments using Galileo. A copy of this document was not taken because: documents are publicly available on Galileo website.
[P.5] AZ Common Core Standards training materials	Charter holder indicated the intended purpose of the document was to demonstrate: professional development to address areas of high importance, and to support high quality implementation ASBCS staff: presentation slides for training on AZ Common Core Standards, provides overview of essential components of AZ Common Core Standards A copy of this document was taken because: professional development to address areas of high importance, and to support high quality implementation
[P.6] ACSA Quality Schools Assessment Worksheet	Charter holder indicated the intended purpose of the document was to demonstrate: follow-up and monitoring of professional development ASBCS staff: Documents monitoring of teacher administration of Galileo pre-test and benchmark assessments after teachers were trained to assign Galileo assessments to students. A copy of this document was taken because: demonstrate follow-up and monitoring of professional development
[P.7] Hillcrest Academy Professional Development Needs	Charter holder indicated the intended purpose of the document was to demonstrate: documents professional development plan ASBCS staff: documents is a narrative describing professional development needs, A copy of this document was taken because: identifies needs to be addressed by professional development plan

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Required for: **Expansion - New School Site**
Evaluation Criteria Area: **Assessment**

Document Name/Identification	Intended Purpose and Discussion Outcome
[A.1] Grade book pages 7th Grade Math Q1 4th Grade ELA February	**Charter holder indicated the intended purpose of the document was to demonstrate: assessment aligned to the curriculum** **ASBCS staff: grade book entries identify curriculum based test scores identified for 7th grade Math, 4th grade formative assessments for grade level reading selection.** **A copy of this document was taken because:**
[A.2] Galileo Intervention Alert for 4th grade math, Instruction Performance Tracker Report for 3rd grade math,	**Charter holder indicated the intended purpose of the document was to demonstrate: analysis of student data** **ASBCS staff: provide breakdown of Galileo assessment results to identify standards that students have mastered and standards where students are at high risk, moderate risk, and low risk to identify areas for remediation/additional instruction. Data is disaggregated by standards, not ACCR standards, but AZ archived standards for reading and math. No evidence of action taken based on results of assessments was provided.** **A copy of this document was taken because: disaggregated data provided from benchmark assessments,**
[A.3] Student Assessment History Report	**Charter holder indicated the intended purpose of the document was to demonstrate: assessment aligned to curriculum** **ASBCS staff: report identifies teacher created formative assessments using Galileo assessment tools. Report identifies test name and date of formative assessments. Formative assessments created based on November benchmark data.** **A copy of this document was taken because: demonstrate process for assessments aligned to curriculum**

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Required for: **Expansion - New School Site**
Evaluation Criteria Area: **Data**

Document Name/Identification	Intended Purpose and Discussion Outcome
[D.1] Galileo Student Growth and Achievement Report	**Charter holder indicated the intended purpose of the document was to demonstrate: proficiency and growth for Math and Reading** **ASBCS staff: results are provided by grade level for Reading and Math. Results are not compared to last year to demonstrate improved growth and proficiency.** **A copy of this document was taken because: demonstrate results from pre- and post-test**

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