Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: The Odyssey Preparatory Academy, Inc. (TOPA)
School Name: Odyssey Institute for Advanced and International Studies (OIAIS)

Site Visit Date: January 20, 2015
Required for: Expansion - Grade Level, Enrollment Cap
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
[C.1] **Managebac System** **MYP 2014-2015 Principals into Practice** **Curriculum maps** **Standards Checklist (Math) C7f for 8th grade** **6th grade Math lesson template** **8th grade Math lesson plan – week of 12/8/14** **MYP Weekly Overview** **PSSS Results 2012 (C2e)** **EngageNY Adoption Memo, August 14, 2014 (C4a); Math enrichment email**	**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:** • Curriculum maps – 6th Grade Language and Literature, shows timeframe (# of weeks), unit topic/objective, ACCR Standards, writing instruction, statement of inquiry/inquiry question, global context, key concepts, assessment MYP criterion, activities/text/resources. Provides artifact of outcome of meetings. • MYP unit planners – identified key concepts, related concepts, statement of inquiry, standards (checked by teachers from list of all ACCR Standards), Knowledge and Skills (related to archived arizona standards), ATL skills (approaches to learning), learning experiences (student activities), reflection and evaluation, allowing teachers to reflect on success of lesson and opportunities for feedback. Provided for 6th English, HS Math (Functions, Statistics, and Trigonometry). Available for current and prior years. Shows the last time teacher used system. • Weekly lesson plans – Math 8th Grade week of 12.8.14 – shows that EngageNY curriculum is used for topic where analysis showed that UCSMP curriculum did not cover ACCR Standards. Also show list of standards not covered. • MYP weekly overview – Documents weekly meetings by grade level, provides opportunity weekly for teachers to discuss whether the lessons are meeting needs of students in mastering standards, but does not document the outcomes of that discussion. Lists standards, which are cross referenced with lesson plans and unit plans. • Teacher professional growth form – Documents classroom walkthroughs. Check to see if teacher is implementing curriculum. Feedback provided on how well teacher implementing curriculum. • Assessment results – Spreadsheet that includes all standardized test results by cohort, including AIMS, PSSS for high school. Shows general weakness in math. • PSSSS (C2e) – Results of the PSSS aggregated by school, 2012. Shows school results, state average, and national average. Identified areas of weakness. Will provide 2013 as well. • Results of the benchmark assessments are analyzed by administration and curriculum coordinators to determine if curriculum gaps are contributing to lower than expected results in certain tested areas.

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	• EngageNY AdoptionMemo, August 14, 2014 (C4a) shows results of summer curriculum process. • Math enrichment email (C4a) – shows the results of curriculum evaluation work identifying need for math labs. • MYP 2014-2015 Principals Into Practice (PD 4b) – page 42 identifies the components of a coherent curriculum which is used in the curriculum evaluation process. New concepts introduced by IB for the current year needed to be added to the existing unit planners. • 8th Grade Math Curriculum Map – shows units and topics of the UCSMP curriculum and the ACCR Standard and PARCC practice question being addressed. Identifies that many lessons do not address ACCR standards, which will be skipped.
[C.2]OIAIS Vertical Alignment Maps **PSSS assessment results, 2012 for 8th grade.** **AIMSweb data analysis** **Standards checklist (Math) (C7f)** **Algebra Calendar** **EngageNY Curriculum Map for**	**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:** • Vertical alignment maps – Shows for 6th – 10th Humanities (Social Studies), exit outcomes for Reading, Writing, Study Tools, Cornell Notes. Result of meeting in November and April. Used to compare with curriculum maps to ensure outcomes are reached. Requested examples from Reading and Math. • Curriculum maps – Shows where gaps filled, including FST Math curriculum map, shows unit that addresses gap in Algebra and Functions and Data, Statistics, and Probability identified in 2013 PSSS results. • Unit planners – To show where gaps in student knowledge filled. • Lesson plans – To show where gaps in student knowledge filled. • Assessment results – 2012 PSSS results for 8th grade students, used to identify weaknesses. Requested results from 2013, most current. • AIMSweb data analysis, showing gap areas. Shown on screen - Will be provided. • Standards Checklist (Math) (C7f) – identified areas not covered by UCSMP curriculum, including many in Geometry. Will provide for grade 6-7. • Algebra Calendar – 8th grade math. Shows that EngageNY Geometry Module 3 lessons 1-10 to be taught in February and March. (Will be provided) • EngageNY 6-8 grade curriculum map page 27 shows coverage of 8th grade Math Common Core Standards identified as gaps in Standards Checklist. • Fidelity to the curriculum map is monitored to ensure that there are no gaps at the conclusion of the academic year – Teacher observation tracker (C6b)

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[C.3] **Meeting notes 9/9/14** **Lesson Plan Tracker HS** **Curriculum adaptation** Linear Functions Unit, Geometry/Algebra A: McNutt Edmodo Edmodo evidence Request for new curriculum, memo 11/10/14 Lesson Plans, 7th grade Math, week of Dec. 1 teacher professional growth form	**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:** • Administrative Meeting notes – Meeting notes 9/9/14 lists a discussion of implementing Saxon, assigns the review of online program aligned with curriculum. (C3f) Will be provided. • Curriculum committee meeting notes – Curriculum maps and calendar, but no meeting notes. Changes to IB involved revision of prior documents. • Managebac unit planner reflections – no evidence that they are used in the revision process. Will be implemented next summer. • Lesson plans are checked by MYP coordinator, principals and the curriculum coordinator. Lesson plan tracker HS (C3e) Shows that unit and lesson plans have been tracked by curriculum coordinator. • If teachers see a particular need, they can propose to the administration the inclusion of supplemental supports or materials to the existing curriculum. Curriculum adaptation (C3f) shows teacher suggestion regarding changes to curriculum map/pacing calendar for Geometry. Linear Functions Unit, Geometry/Algebra A: McNett, shows implementation of teacher request (C3f). Edmodo, shows a teacher asking to use Edmodo to send pre/post quizzes to students, and Edmodo evidence, showing implementation of Edmodo quiz. Request for new curriculum, memo 11/10/14, requesting Saxon Math reteaching masters; Lesson Plans, 7th grade Math, week of Dec. 1, showing use of reteaching masters. • Following review and analysis of state assessment results, content area and grade level teachers are required to submit a revised curriculum map. Grade level curriculum maps, by vertical subject level team. • Every four – six weeks, content and grade level teachers submit revised IB MYP unit planners via Managebac. • The MYP coordinator for the school and Curriculum Coordinators evaluate unit planners and provide feedback via conferences which are documented in the teacher professional growth form. Shows evidence of unit plan review. • Each week teachers submit daily lesson plans in Managebac. Managebac shows weekly lesson plans from each teacher. • EngageNY 6-8 grade curriculum map page 27 shows coverage of 8th grade Math Common Core Standards identified as gaps in Standards Checklist. Will be provided (C7f)

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[C.4] 7th and 8th Novel Discussion Junior High Language and Literature revised curriculum maps EngageNY Adoption Memo Meeting notes 9/9/14 Math Enrichment email 7th and 8th Novel Discussion	**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:** • Curriculum minutes - EngageNY Adoption Memo, August 14, 2014 (C4a) shows results of summer curriculum process; Meeting notes 9/9/14 lists a discussion of implementing Saxon, assigns the review of online program aligned with curriculum. (C3f) Will be provided; Math Enrichment email, documents a conversation between administrators and Scott Knight who will be providing math enrichment. These documents identify the participants. • Curriculum committee intranet (work in progress) – Not currently implemented. • Curriculum documents - EngageNY Adoption Memo, August 14, 2014 (C4a) shows results of summer curriculum process; Meeting notes 9/9/14 lists a discussion of implementing Saxon, assigns the review of online program aligned with curriculum. (C3f) Will be provided; Math Enrichment email, documents a conversation between administrators and Scott Knight who will be providing math enrichment. These documents identify the participants. • Junior High Language and Literature revised curriculum maps – each teacher has a file for the course they teach. List does not identify teacher's names. Curriculum maps do not identify teachers' names. • 7th and 8th Novel Discussion – identifies by email address personnel involved in curricular discussion re novel studies.

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[C.5] EngageNY Adoption Memo Meeting notes 9/9/14 **Admin meeting 4/1/14** **Admin meeting 4/28/14** **Admin meeting 11/15/14** **Math enrichment email**	**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:** • Notes from grade level meetings - EngageNY Adoption Memo, August 14, 2014 (C4a) shows results of summer curriculum process; Meeting notes 9/9/14 lists a discussion of implementing Saxon, assigns the review of online program aligned with curriculum. (C3f) Will be provided • Notes from admin meetings – Admin meeting 4/1/14, shows Reading Horizons used for reading program 2nd, 3rd. Identified by Charter Holder as also used in 6th grade; Admin meeting 4/28/14 shows Jr. High Langauge A revolves around Reading Horizons. Admin meeting 11/15/14 identifies providing Math enrichment instead of Spanish. • Comparisons between math curricula options – Math Enrichment email, documents a conversation between administrators and Scott Knight who will be providing math enrichment. These documents identify the participants. • Supplemental curriculum adoption process documentation - Admin meeting 4/1/14, shows Reading Horizons used for reading program 2nd, 3rd. Identified by Charter Holder as also used in 6th grade; Admin meeting 4/28/14 shows Jr. High Langauge A revolves around Reading Horizons. • Data analysis from SY2013-2014 assessment results demonstrated this attempt was unsuccessful. – EngageNY Adoption Memo, August 14, 2014 (C4a) shows results of summer curriculum process
[C.6] MYP weekly overview Teacher observation tracker	**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:** • MYP weekly overview – Shows for each grade level and subject, details of the discussion of the grade-level subject teachers. • Teacher observation tracker – Identifies teacher name, date of observation, focus, skill observed, alignment to map, standards-based, goods, betters. Conducted quarterly. • What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school? – MYP weekly overview and Teacher observation tracker.

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[C.7] Curriculum maps A Story of Ratios MYP unit planners Teacher Observation Tracker Lesson Plan and Unit Teacher Tracker Common Core standards checklist	**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:** • Content area yearly curriculum maps – Curriculum maps show timeframe (weeks), unit objective, ACCR Standards, IB concepts, and assessment. • MYP unit planners – Unit Planners identify objectives, ACCR standards, timeframe, and description of instructional strategies. • Engage NY pacing guides - A Story of Ratios curriculum map for grades 6-8, EngageNY, show pacing calendar and Common Core standards taught in grades 6-8 Math. • Teacher Observation Tracker – identifies that administrators check alignment to lesson plans and curriculum maps. • Lesson Plan and Unit Teacher Tracker – shows that administrators track teacher use of lesson plans and unit planners. • The Language and Literature, Individuals and Societies, and Math curriculums have an AZCCRS check list that ensures all standards are being met over the course of the year. Common Core standards checklist shows, for ELA Writing, Language, S & L, what course a particular standard is addressed in. 8th grade Math curriculum map shows all standards covered in curriculum, gaps. No documents available for Reading for Informational Text, Reading for Literature, or high school math. The Charter Holder stated that the curriculum maps were prepared using a list of ACCR Standards to ensure that all standards are covered.

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[C.8] Professional development calendar Odyssey Institute Visit Report MYP Weekly overview Managebac System PD 9-12 (P1b)	**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:** • Professional development calendar – shows times when teachers educated on use of tools, and which tools are addressed. • Feedback from IB – Odyssey Institute Visit Report – shows on p. 11 that IB evaluator has checked the implementation of IB curriculum. • MYP Weekly overview – shows that teachers are using the IB curriculum, standards. • Managebac – Screenshot showing last use of Managebac system by teachers. • How are these expectations communicated? PD9-12 final slide provides example of teachers expected to update unit planners on Managebac.
[C.9] Teacher observation tracker Teacher goal sheet Teacher professional growth plan Formal evaluation instrument Managebac	**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:** • Teacher observation tracker – shows teacher use of lesson plan, alignment to curriculum map at scheduled walkthroughs. • Teacher professional growth plan – Documents the use of engagement strategy. • Formal evaluation documents – Blank evaluation document and example of completed evaluation, including evaluation of instruction. • Managebac – shows teacher use of lesson plans, unit planners. • What evidence is there to demonstrate alignment of these tools with instruction? Managebac, Teacher observation tracker, and formal evaluation documents. • Teacher goal sheet (9b) – shows teacher growth goals based on Teach Like a Champion based on engagement strategy.

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[C.10] Lesson plans Curriculum maps Unit planners HS Unit Plan and Lesson Tracker MYP LP and unit teacher tracker Teacher observation tracker	**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:** • Lesson plans – aligned to ACCR Standards • Curriculum maps – indicate ACCR Standards • Unit planners – indicate alignment to ACCR Standards • The principal and MYP coordinators maintain a lesson plan and unit tracker for each teacher to ensure that lesson plans are aligned to the curriculum maps and standards are being addressed. HS Unit Plan and Lesson Tracker; MYP lesson plan and unit tracker (will be provided). • The tracker also tracks whether units are on pace to implement the curriculum for the year – Teacher observation tracker identifies alignment to curriculum map.
[C.11] Math MYP Year 1 Lesson Plans; Intermediate Algebra lesson plans grade ELA lesson plan on the Iliad, for lower level and regular level classes	**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:** • Lists of scholars grouped by AIMS web and yearly AIMS results – list by grade showing initials of students in bottom 25% • Leveled class lists – shows initials of students by grade in High, High Middle, Middle, Middle Low, and Low classes. • Meeting notes for curriculum modification with individual teachers of the bottom 25% • Lesson plans from teachers of the bottom 25% - Math MYP Year 1 Lesson Plans; Intermediate Algebra lesson plans showing IXL; 6th grade ELA lesson plan on the Iliad, for lower level and regular level classes (regular to be provided), show adaptation of courses to meet needs of bottom 25% including additional scaffolding. • Pacing guides are adjusted to ensure the success of scholars in the bottom 25% of math and reading.

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[C.12] Reading Horizons Student Summary Report ILLP Progress Report Native language novels list	**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:** • Reading Horizons subscriptions – Reading Horizons Student Summary Report for sole ELL student at OIAIS, shows progress being made in the supplemental curriculum system. • ILLP plans – ILLP Progress Report for sole ELL student. • Native language novels – list of novels in Spanish and Mandarin for use by ELL students. • Translation apps on scholar computers – Charter Holder stated that Google Chrome has Translate app on student notebook computers. • How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)? Reading Horizons, native language novels.

I, Hugh Thompson, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on January 20, 2015. _____

I, Holly Johnson, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on January 20, 2015. _____

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