Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: International Commerce Secondary Schools, Inc.
School Name: International Commerce High School – Phoenix;
Humanities and Sciences High School – Phoenix

Site Visit Date: December 12, 2014
Required for: Failing School
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:
	• The charter holder collects completed course surveys from students, which asks students to evaluate the effectiveness of the course and teaching methods and how their outlook on learning has been affected by the course.
	• The charter holder analyzes assessment results and course completing data, solicits recommendations from faculty through weekly staff development meetings, and evaluates changes in state policy and law to evaluate curriculum.
	• The charter holder has established policies and criteria that curriculum must adhere to and are evaluated against, including the following:
	  o Curriculum and instruction shall be a unified process; i.e., unnecessary duplication, fragmentation, and redundancy shall be eliminated.
	  o Curriculum and instruction in the Charter shall be a consistent process; i.e., every student in every school will be guaranteed a common, well-defined education that prepares them academically for occupational education, postsecondary education, social responsibility, employability, and life-long learning. Instructional delivery systems may not vary by school and basic curricular and proficiency expectations shall apply across the Charter.
	  o Curriculum and instruction shall ensure that the course of study for every student is established and maintained in accordance with a selected career path.
	  o Curriculum and instruction in the Charter shall be so designed as to guarantee that important skills, knowledge, and attitudes are not omitted.
	  o During the analysis and revision process, special attention shall be given to the determination of what must be required of each student and what elective options should be afforded.
	  o Curriculum and instruction in the Charter shall provide each student with opportunities to learn life skills and to prepare students to graduate from high school.

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[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:** • All course study guides are updated in December and in May, June and July upon receipt of the AIMS results and continue to be aligned to the college and career ready standards. • The teacher and staff create, select, and evaluate instructional programs and materials based on alignment with the College and Career Ready Standards. Revision is completed on a consistent basis. • Effective instructional strategies and curriculum are discussed, practiced and perfected at the Friday Professional Development meetings. • Competency exams, one-to-one discussions with the student, and evaluations at the end of each course identifies gaps in the curriculum
[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:** • The charter holder analyzes assessment results and course completing data, solicits recommendations from faculty through weekly staff development meetings, and evaluates changes in state policy and law to evaluate curriculum. • The charter holder has established policies and criteria that curriculum must adhere to and are evaluated against. • In order to adopt any revisions to curriculum, professional staff make curricular proposals to the principal and the principal makes recommendations to the charter holder.
[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:** • Professional staff, the principal, and the charter holder (board) are involved in the process for adopting or revising curriculum.
[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:** • The charter holder has established policies and criteria that curriculum must adhere to and are evaluated against, including the following: o Curriculum and instruction shall be a unified process; i.e., unnecessary duplication, fragmentation, and

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	redundancy shall be eliminated. o Curriculum and instruction in the Charter shall be a consistent process; i.e., every student in every school will be guaranteed a common, well-defined education that prepares them academically for occupational education, postsecondary education, social responsibility, employability, and life-long learning. Instructional delivery systems may not vary by school and basic curricular and proficiency expectations shall apply across the Charter. o Curriculum and instruction shall ensure that the course of study for every student is established and maintained in accordance with a selected career path. o Curriculum and instruction in the Charter shall be so designed as to guarantee that important skills, knowledge, and attitudes are not omitted. o During the analysis and revision process, special attention shall be given to the determination of what must be required of each student and what elective options should be afforded. o Curriculum and instruction in the Charter shall provide each student with opportunities to learn life skills and to prepare students to graduate from high school. • Textbooks and study guides recommended by faculty and staff will be considered by the Charter Holder for their adoption. • The Charter Holder will strive for continuity of textbooks throughout the different grades and use the same book series course sequence within a subject area and recommend use of the same book for each section offered of a given course in all classes of the same grade. However, individual student needs and goals will be considered when considering course sequence. • It is the responsibility of the school textbook committees to: o Recommend resources that will support and enrich the curriculum, taking into consideration the varied interests, abilities, learning styles, and maturity levels of students served. o Recommend resources that will stimulate growth in factual knowledge, critical analysis of differing sides of issues, literary appreciation, aesthetic values, and recognition of various societal values. o Place principle above personal opinion and reason above prejudice in the recommendation of resources of the highest quality in order to assure a comprehensive collection of resources appropriate for the complete education of all students. o The Charter Holder will establish procedures for the purchase and distribution of all necessary textbooks, supplemental books, and other related instructional materials from the adopted list free of cost to students.
[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:** • All courses are divided into 6 units. Each assignment and unit must be signed off by the instructor with

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	date and time when it is completed by a student as well as the total time for completion.
	• Each unit must be signed off on by a different teacher, this acts as a check to ensure the student's skills are double checked by two instructors.
	• Every student is required to complete the first 5 courses, other courses are assigned based on the need for credits based on a transcript analysis and/or the need for competency for particular assessments including state assessments, GED, and college admissions assessments. These first 5 courses are all building block classes that develop remedial skills that students need, but do not have when they enroll in the school.
	• These first courses are digitized and completed on the ecollege online course platform. This platform and data demonstrates that the charter holder is monitoring student progress through the courses, the schools data indicates that the school is moving students through the courses more quickly.
	• Ongoing staff development ensures that curriculum implementation and instructional consistency is maintained through the following:
	  o a. Friday Professional Development meetings.
	  o b. Participation in Great Books Leader Training II and Great Books events.
	  o c. Observing teachers by charter holder and principals who work along side teachers daily.

[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:
	• Course study guides, divided into 6 units, are available for each course. These student guides identify all materials that must be used, and the activities and assignments that must be completed.
	• All courses are divided into 6 units. Each assignment and unit must be signed off by the instructor with date and time when it is completed by a student as well as the total time for completion.
	• Each unit must be signed off on by a different teacher, this acts as a check to ensure the student's skills are double checked by two instructors.
	• Every student is required to complete the first 5 courses, other courses are assigned based on the need for credits based on a transcript analysis and/or the need for competency for particular assessments including state assessments, GED, and college admissions assessments. These first 5 courses are all building block classes that develop remedial skills that students need, but do not have when they enroll in the school.
	• Upon enrollment, new students complete New Student Orientation that is facilitated by faculty members. The orientation includes:
	  o Day 1 - 3- hour online skills assessment (language arts, mathematics, science and social studies)
	  o Day 2 – overview of school rules, policies, student contract, expectations introduction to Shared Inquiry and school's instructional approach completion of two writing assignments and research assignment

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	○ Day 3 – introduction to mathematics curriculum and calculator training • During new student intake, the Principal will evaluate student transcripts and test scores (online assessment, AIMS results, ACT/SAT) to determine an individualized course of study for each student. • During new student intake, the Principal will meet individually with each student to discuss required courses and assessments needed to meet state graduation requirements. The Principal shall evaluate transcripts using the Student Graduation Requirement Checklist which is designed using the current Arizona high school graduation requirements. (SEE APPENDIX 7.1. Student Course of Study Checklist) • The charter holder tracks the completion of each unit and lesson through excel tracking.
[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:** • Curriculum implementation is achieved through extensive staff training and in-service. The Charter Holder and Principals ensure all teachers are prepared to implement curriculum in a consistent and effective manner. • New hire teacher complete 45 days of training, prior to working with students, to include the following: ○ Great Books Leader Training I. ○ Completion of the entire same curriculum that students complete. ○ Completion of placement assessments that students complete. ○ Shadow experienced teachers. ○ Standard Operating Procedures of ICSS ○ Working with Adults with Learning Disabilities and Teach an Adult to Read. ○ Ongoing staff development ensures that curriculum implementation and instructional consistency is maintained through the following: ▪ a. Friday Professional Development meetings. ▪ b. Participation in Great Books Leader Training II and Great Books events. ▪ c. Observing teachers by charter holder and principals who work along side teachers daily.
[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:** • Course study guides, divided into 6 units, are available for each course. These student guides identify

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	all materials that must be used, and the activities and assignments that must be completed.
	• All courses are divided into 6 units. Each assignment and unit must be signed off by the instructor with date and time when it is completed by a student as well as the total time for completion.
	• Each unit must be signed off on by a different teacher, this acts as a check to ensure the student's skills are double checked by two instructors.
	• Every student is required to complete the first 5 courses, other courses are assigned based on the need for credits based on a transcript analysis and/or the need for competency for particular assessments including state assessments, GED, and college admissions assessments. These first 5 courses are all building block classes that develop remedial skills that students need, but do not have when they enroll in the school.
	• Upon enrollment, new students complete New Student Orientation that is facilitated by faculty members. The orientation includes:
	  o Day 1 - 3- hour online skills assessment (language arts, mathematics, science and social studies)
	  o Day 2 – overview of school rules, policies, student contract, expectations introduction to Shared Inquiry and school's instructional approach completion of two writing assignments and research assignment
	  o Day 3 – introduction to mathematics curriculum and calculator training
	• During new student intake, the Principal will evaluate student transcripts and test scores (online assessment, AIMS results, ACT/SAT) to determine an individualized course of study for each student.
	• During new student intake, the Principal will meet individually with each student to discuss required courses and assessments needed to meet state graduation requirements. The Principal shall evaluate transcripts using the Student Graduation Requirement Checklist which is designed using the current Arizona high school graduation requirements. (SEE APPENDIX 7.1. Student Course of Study Checklist)
	• The charter holder tracks the completion of each unit and lesson through excel tracking.

[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:** • The charter holder has reviewed course alignments from each of the textbook publishers. • Additionally, the charter holder has sought review of alignment by the accreditation organization the charter holder works with.
[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:** • Every student is required to complete the first 5 courses, other courses are assigned based on the need for credits based on a transcript analysis and/or the need for competency for particular assessments including state assessments, GED, and college admissions assessments.

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	• These first 5 courses are all building block classes that develop remedial skills that students need, but do not have when they enroll in the school. • All of the foundation courses are focused on developing vocabulary through repetitive exposure prior to enrollment in courses in which students must apply and utilize the vocabulary. • These courses are additionally intended to expose students to all material on the GED assessment. • The charter holder also provides a "workplace essentials skills" curriculum to meet the needs of students with disabilities.

[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:
	• Non-native English learners and those who test in the range of Pre-Emergent to Basic are provided English language instruction through the Rosetta Stone English (U.S.) Levels 1-5 as supplemental support to the curriculum.
	  ○ Step 1:All teachers have completed courses in Teach an Adult to Read and Working with Adults with Learning Disabilities.
	  ○ Step 2:Teachers have also completed a minimum of 15 hours in Structured English Immersion training.
	  ○ Step 3:All teachers holding a Secondary Teaching Certificate must have proper SEI certification noted on the certificate.

[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:** • Every student is required to complete the first 5 courses, other courses are assigned based on the need for credits based on a transcript analysis and/or the need for competency for particular assessments including state assessments, GED, and college admissions assessments. • These first 5 courses are all building block classes that develop remedial skills that students need, but do not have when they enroll in the school. • All of the foundation courses are focused on developing vocabulary through repetitive exposure prior to enrollment in courses in which students must apply and utilize the vocabulary. • These courses are additionally intended to expose students to all material on the GED assessment. • The charter holder also provides a "workplace essentials skills" curriculum to meet the needs of students with

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	disabilities.

I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on December 12, 2014. _____

I, DAVID CURD, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on December 12, 2014. _____

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