Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Legacy Education Group
School Name: East Valley High School
Site Visit Date: March 2, 2015

Required for: Annual Report
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
[C.1] **Algebra 1 Curriculum** **Algebra 2 Curriculum** **Biology year curriculum** **Chemistry year curriculum** **D. Anderson Curriculum Overview** **Earth Science year curriculum** **econ;gov-02272015143121** **English 9 and 10 Curriculum Overview (2)** **soc_-02272015135222** **instruct meeting-02272015135033** **ELA_9_interventionreport_1** **ELA_9_interventionreport_2** **ELA_9_interventionreport_3** **ELA_10_interventionreport_1** **ELA_10_interventionreport_2** **ELA_10_interventionreport_3** **ELA_11_interventionreport_1** **ELA_11_interventionreport_2**	**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:** • Syllabus type documents that identify, in some cases, lessons by standard • Team meetings held in August at which teachers discussed issues, exchanged ideas, agreed to norms about contacting parents, etc. In the areas in which they noted discussing curriculum the following notes were made: examined standards and collaborated on a curriculum map-pacing; exchanged ideas on curriculum mapping; discussed curriculum and created pacing guide; covered curriculum maps and game plan for Q1; and enhance lessons to meet new standards, stress collaboration, incorporate technology, increase opportunities, critical analysis of texts, Socratic seminars for public speaking. • Assessment data reports from Galileo are available • The charter holder complete a "CIP summary" in which it answered the question "Should the program be comtinued/institutionalized?" In that template to answer that big question it answered serveral other questions including: to what extent was this the right program to address your need?" "Are adjustments needed? If so, which ones?" "What is needed to maintain momentum and sustain achievement gains?" "Are the benefits of the program sufficient to justify the resources it requires?" "How might these results impact the LEA Continuous Improvement Plan/school plan?" **The documents provided do not demonstrate evidence of the following:** • a 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 described processes because:** • the documents provided did not demonstrate any process of evaluation, but rather team meetings at which different teacher groups discussed different ideas about curriculum, but no clear expectations were demonstrated for these meetings, no evaluative discussions were demonstrated in these documents. • The documents provided did not demonstrate how the charter holder uses the data from Galileo to evaluate effectiveness of the curriculum, but rather only demonstrated that they have data from Galileo.

	• The CIP Summary identifies that they have planned adjustment for FY15 including a return to strand/concept teaching vs. general topic teaching" and discuses RTI, but does not demonstrate the process that was used to come to this conculsion.
[C.2] **Algebra 1 Curriculum** **Algebra 2 Curriculum** **Biology year curriculum** **Chemistry year curriculum** **D. Anderson Curriculum Overview** **Earth Science year curriculum** **econ;gov-02272015143121** **English 9 and 10 Curriculum Overview (2)** **soc_-02272015135222** **instruct meeting-02272015135033** **Algebra - Ch. 1 Test** **Algebra - Ch. 3 Test** **Algebra - Ch. 4 Test** **Algebra - Ch. 5 Test** **Algebra - Ch. 8 (Part 1) Test** **Algebra - Ch. 9 Test** **Algebra 2 - Ch. 1 Test** **Algebra 2 - Ch. 3 Test** **Algebra 2 - Ch. 4 Test** **Algebra 2 - Ch. 5 Test** **am lit quarter3 quiz** **am lit romantic and revolutionary quiz** **am lit semester 1 final 2014.doc** **AM Lit Semester 1 Post-Test** **American Lit--Quiz 1 Native Americans, Exploration, and Colonial Period.doc** **Beowulf Anglo Saxons Quiz.doc** **Brit lit quarter 3 quiz.doc**	**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:** • There are assessments created that are to be administered during classes. • Assessment data reports from Galileo are available **The documents provided do not demonstrate evidence of the following:** • how the Charter Holder identifies gaps in the curriculum **The documents provided do not demonstrate evidence of the described processes because:** • the documents provided demonstrate that there are assessments that have been created for administration in class and that Galileo assessments are being administered, however no documentation provided demonstrated how the charter holder uses information from these assessments to identify gaps in the curriculum. • No evidence was provided to document any process used or any outcomes that identified gaps in the curriculum.

Brit Lit Semester 1 Post-Test Brit Lit Semester 1 Pre-Test British Lit Final cell division & mutation test.doc Complex Genetics test.doc Copy of 2013_2014_aims_comparisons.xlsx Copy of Grad Rate Percent.xlsx DNA & Protein Synthesis Test.doc ELA EXAM-02252015171033.pdf EVHS Literature with standards and vocab galileo_data_binder.xlsx galileo_data_binder11.xlsx galileo_data_binder12.xlsx glass castle --quiz 1 glass castle quiz 2 Legacy Schools Evaluation System.pdf macbeth act 1 quiz.doc macbeth quiz 2 macbeth quiz 3 mathaims_tutor_forms.pdf mendelian genetics quiz.doc OverviewFrom13Standards Pacing guide - BIO Q1.doc Pacing guide - science 2014.doc Project Rubric.doc RTI Lesson Plan RAD Rubric 2525.doc S1Test1 S1Test2 S1Test3 S1Test4 S1Test5	

S2Test1 **S2Test2** **S3Test3** **Scarlet Letter Literary Terms + Novel Quiz #2.doc** **StudentGrowthAndAchievement_Geo.pdf** **StudentGrowthAndAchievementELA_9.pdf** **StudentGrowthAndAchievementELA_10.pdf** **StudentGrowthAndAchievementSummaryELA_12.pdf** **test scientific method.doc** **Week 3.doc**	
[C.3] **Algebra 1 Curriculum** **Algebra 2 Curriculum** **Biology year curriculum** **Chemistry year curriculum** **D. Anderson Curriculum Overview** **Earth Science year curriculum** **econ;gov-02272015143121** **English 9 and 10 Curriculum Overview (2)** **soc_-02272015135222** **instruct meeting-02272015135033** **Planning and Preparation Rubric**	**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 has a "planning and preparation" rubric used as part of the teacher evaluation process. The rubric includes areas identified as "knowledge of content and pedagogy", "demonstrating knowledge of students", "setting instructional outcomes", "demonstrating knowledge of resources", "designing coherent instruction" "designing student assessments". • The charter holder has curriculum maps that were created by external consultants, these documents were approved by the Governing Board in 2005 and include archived POs, not college and career ready standards. **The documents provided do not demonstrate evidence of the following:** • a process for adopting or revising curriculum based on its evaluation processes. **The documents provided do not demonstrate evidence of the described processes because:** • no evaluation processes were identified to be used for the purposes of adopting or revising curriculum. • The charter holder provided teacher team notes that did not demonstrate any process of evaluation, adoption or revisions, but rather team meetings at which different teacher groups discussed different ideas about curriculum, but no clear expectations were demonstrated for these meetings, no evaluative discussions were demonstrated in these documents. • The rubric provided by the charter holder is a teacher evaluation tool, and does not demonstrate processes related to the revision of curriculum, rather the rubric touches on unit/lesson planning and the implementation of

	curriculum.
[C.4] **Algebra 1 Curriculum** **Algebra 2 Curriculum** **Biology year curriculum** **Chemistry year curriculum** **D. Anderson Curriculum Overview** **Earth Science year curriculum** **econ;gov-02272015143121** **English 9 and 10 Curriculum Overview (2)** **soc_-02272015135222** **instruct meeting-02272015135033** **Planning and Preparation Rubric**	**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:** • who is involved in the process for adopting or revising curriculum. **The documents provided do not demonstrate evidence of the described processes because:** • No process for adopting or revising curriculum was demonstrated, thus the parties involved is also not documented.
[C.5] **Algebra 1 Curriculum** **Algebra 2 Curriculum** **Biology year curriculum** **Chemistry year curriculum** **D. Anderson Curriculum Overview** **Earth Science year curriculum** **econ;gov-02272015143121** **English 9 and 10 Curriculum Overview (2)** **soc_-02272015135222** **instruct meeting-02272015135033** **Planning and Preparation Rubric**	**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:** • Curriculum options are evaluated by the staff and by the members of the school board based on the state standards. • The charter holder provided a "Book Adoption protocol and procedures." **The documents provided do not demonstrate evidence of the described processes because:** • None of the documents demonstrate that decisions are made about what curriculum or curriculum resources to use or how any such decisions are made. • The Charter Representative stated that the "curriculum" is identified in the charter and does not change. • No evidence was provided to demonstrate the implementation of these "protocol and procedures." This document was provided at the end of the site visit, many hours after the curriculum area had been addressed without any context.
[C.6] **Algebra 1 Curriculum** **Algebra 2 Curriculum** **Biology year curriculum** **Chemistry year curriculum**	**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:** • The charter holder conducts classroom walkthroughs which look to see if teachers introduce critical questions, use

D. Anderson Curriculum Overview **Earth Science year curriculum** **econ;gov-02272015143121** **English 9 and 10 Curriculum Overview (2)** **soc_-02272015135222** **Legacy Schools Evaluation System**	anticipatory sets, post vocabulary, make associations between words, use mindmaps for students, use cooperative learning, etc. • The charter holder has curriculum maps and pacing guides that are created by teachers. • The charter holder has curriculum maps that were created by external consultants, these documents were approved by the Governing Board in 2005 and include archived POs, not college and career ready standards **The documents provided do not demonstrate evidence of the following:** • A process for ensuring consistent implementation of the curriculum across the school operated by the Charter Holder. **The documents provided do not demonstrate evidence of the described processes because:** • The walkthrough documents do not demonstrate any monitoring of the curriculum implementation, but rather look to see if the administrator completing the walkthrough can identify the presence of pedagogical methods. • There is no evidence of how the curriculum maps from the external consultants are used or how the implementation of the curriculum maps created by teachers are implemented or monitored.
[C.7] **Algebra 1 Curriculum** **Algebra 2 Curriculum** **Biology year curriculum** **Chemistry year curriculum** **D. Anderson Curriculum Overview** **Earth Science year curriculum** **econ;gov-02272015143121** **English 9 and 10 Curriculum Overview (2)** **soc_-02272015135222** **American Literature Standards List** **British Literature Standards List**	**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 and pacing guides developed when the school was completing its Turn Around Model because of the School Improvement Grant, these documents state that they were approved by the Governing Board in March 2005 and contain the old POs. • Quarterly "checklists" identify which lessons are to be taught by quarter in some cases, by week/chapter in others. Some of these documents identify the standards, while other do not. Some of these documents identify assessments and activities, while others do not. **The documents provided do not demonstrate evidence of the following:** • 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 do not demonstrate evidence of the described processes because:** • there are no consistent expectations for what the "checklist"/map/pacing guide documents contain. Some of these documents do identify the information to be taught by chapter/week/standard but the ELA specifically do not. • The documents provided that do appear to provide this information for ELA are aligned to the archived POs. • The other ELA documents identify texts in matrices, but no clear dates (other than quarters) are identified,

	standards are not identified, expectations are unclear. For at least one class, an additional document was provided that identified standards by the text, but these did not clearly align with the "map." • No documentation was identified to demonstrate how these documents ensure that all grade-level standards are covered within the academic year.
[C.8] **Algebra 1 Curriculum** **Algebra 2 Curriculum** **Biology year curriculum** **Chemistry year curriculum** **D. Anderson Curriculum Overview** **Earth Science year curriculum** **econ;gov-02272015143121** **English 9 and 10 Curriculum Overview (2)** **soc_-02272015135222** **American Literature Standards List** **British Literature Standards List** **Legacy Schools Evaluation System**	**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 do not demonstrate evidence of the following:** • expectations for consistent use of curriculum tools • communication of expectations regarding the consistent use of curriculum tools. • expectation is that the maps and guides are used on 100% basis with revisiting them often to ensure that differentiation is made when needed • expectations are communicated with teachers verbally and through meetings and the occasional email. **The documents provided do not demonstrate evidence of the described processes because:** • as described above the curriculum "maps"/pacing guides/ "checklists" contain inconsistent information, there is no clarity on what the expectations for teachers are regarding the creation or the implementation of these documents • no evidence was available to demonstrate that expectations have been set or communicated to teachers.
[C.9] **Algebra 1 Curriculum** **Algebra 2 Curriculum** **Biology year curriculum** **Chemistry year curriculum** **D. Anderson Curriculum Overview** **Earth Science year curriculum** **econ;gov-02272015143121** **English 9 and 10 Curriculum Overview (2)** **soc_-02272015135222** **American Literature Standards List** **British Literature Standards List** **Legacy Schools Evaluation**	**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 charter holder conducts classroom walkthroughs which look to see if teachers introduce critical questions, use anticipatory sets, post vocabulary, make associations between words, use mindmaps for students, use cooperative learning, etc. • The charter holder has curriculum maps and pacing guides that are created by teachers. • The charter holder has curriculum maps that were created by external consultants, these documents were approved by the Governing Board in 2005 and include archived POs, not college and career ready standards **The documents provided do not demonstrate evidence of the following:** • frequent trips to the classroom demonstrate teachers are aligning instruction to a larger plan as created in the curriculum maps • Informal meetings following observations and data talks also demonstrate teachers are working to align content to

System	standards • evidence to demonstrate usage of these tools in the classroom and alignment with instruction **The documents provided do not demonstrate evidence of the described processes because:** • The walkthrough documents do not demonstrate any monitoring of the curriculum implementation, but rather look to see if the administrator completing the walkthrough can identify the presence of pedagogical methods. • There is no evidence of how the curriculum maps are implemented within the classrooms.
[C.10] **Algebra 1 Curriculum** **Algebra 2 Curriculum** **Biology year curriculum** **Chemistry year curriculum** **D. Anderson Curriculum Overview** **Earth Science year curriculum** **econ;gov-02272015143121** **English 9 and 10 Curriculum Overview (2)** **soc_-02272015135222** **American Literature Standards List** **British Literature Standards List** **Legacy Schools Evaluation System**	**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 curriculum maps and pacing guides that are created by teachers, in some cases these documents identify the standards. For ELA there is a curriculum overview that does not document the standards and a separate document that lists the standards by text. In my review identified that some of those text were not clearly evident in the curriculum overview. • The charter holder has curriculum maps that were created by external consultants, these documents were approved by the Governing Board in 2005 and include archived POs, not college and career ready standards **The documents provided do not demonstrate evidence of the following:** • how the Charter Holder knows the curriculum is aligned to standards. **The documents provided do not demonstrate evidence of the described processes because:** • no process was demonstrated to show that the charter holder has a process it uses to ensure that curriculum is aligned to standards • Some of the materials provided indicate that the curriculum is aligned to the archived state standards • As identified above in a review of some of the materials provided it was unclear whether all the standards were covered due to texts that could not be identified in the curriculum overview.
[C.11] **RTI Quarter 1 Narratives** **RTI Lesson Plan Template_math** **RTI Lessons for Sophomore Rotation**	**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:** • The charter holder provides RTI curriculum and instruction for students in the bottom 25%, teachers provide these on a weekly basis. The documents identify the amount of time that will be used, the activity, and the resources. These documents also require teachers to self-evaluate the effectiveness of the activities.

[C.12]	**N/A**
[C.13] **RTI Quarter 1 Narratives** **RTI Lesson Plan Template_math** **RTI Lessons for Sophomore Rotation**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students. **The documents provided demonstrate evidence of the following:** • The charter holder provides RTI curriculum and instruction for FRL-eligible students who qualify for these services, teachers provide these on a weekly basis. The documents identify the amount of time that will be used, the activity, and the resources. These documents also require teachers to self-evaluate the effectiveness of the activities
[C.14] **RTI Quarter 1 Narratives** **RTI Lesson Plan Template_math** **RTI Lessons for Sophomore Rotation**	**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:** • The charter holder has completed IEPs for students that identify curricular adjustments as necessary. • The special education director provides pullout services.

I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on March 2, 2015. [signature]

I, Kathy Tolman, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on March 2, 2015. [signature]