Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Phoenix Advantage Charter School, Inc.
School Name: Phoenix Advantage Charter School
Site Visit Date: February 19, 2015

Required for: Annual Report
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome

[C.1]
Leadership Agenda
Team Log
Monthly Assessment Analysis
Quarterly Performances
Mosaica Education
Curriculum Adoption and Evaluation
	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:
	• Onsite administration, leadership team, and teachers meet to discuss student assessment data and approaches to address student needs, including curriculum that will be used on a weekly basis in grade level/data meetings and leadership meetings.
	• **Topics During Meetings:**
	  ○ Review of Quarterly Plans
	  ○ Review of Scantron monthly focus tests
	  ○ Interventions are scheduled to intervene with students if there are gaps in the curriculum
	
	The documents provided do not demonstrate evidence of the following:
	• Mosaica Education, Inc. (MEI), along with the onsite administration, leadership team, and teachers meet to discuss and evaluate curriculum on a weekly basis in grade level/data meetings and leadership meetings.
	• **Topics During Meetings:**
	  ○ Analysis of patterns of low test scores in relationship to the common core curriculum checklist
	  ○ Correlations of monthly student assessment data and the quarterly plans.
	• Gaps in curriculum are then reported to the regional curriculum specialist who works with MEI to address for the coming year
	• A thorough review of the curriculum resources is conducted to ensure that there is alignment to the state approved curriculum standards and research shows evidence of alignment to the Mosaica Model. The curriculum resource review is conducted by a curriculum advisory committee which is comprised of the Mosaica Education Chief Academic Officer and representatives to include Heads of Schools, Curriculum Implementation Specialists, teachers, parents, and Board members.
	• The curriculum advisory committee implements an evaluation plan to determine the effectiveness of the

	adopted curriculum standards and materials. • Recommendations are solicited from teachers, Heads of Schools and Curriculum Implementation Specialists in regards to additions and/or deletions to the curriculum standards and materials. • The Chief Academic Officer and Director of Curriculum Implementation reviews curriculum evaluations and work with the curriculum advisory committee to develop a plan for improvement when necessary. • If needed, modifications to the curriculum standards and materials are approved by the curriculum advisory committee. **The documents provided do not demonstrate evidence of the described processes because:** the documents provided demonstrate evidence that teachers and leaders are discussing student assessment data and interventions, but none of the evidence demonstrates an evaluation of the curriculum or the effectiveness of the curriculum in enabling students to meet the standards. No evidence was provided to demonstrate that gaps in the curriculum are identified or reported to the regional curriculum specialist who works with MEI to address for the coming year. While the charter holder provided a policy statement that identified the evaluation process outlined above, no evidence was provided to demonstrate the implementation of this process. The Charter Holder's representatives stated that newly created forms will be implemented in the upcoming year to demonstrate the implementation of this process.
[C.2] **Math reverse correlations** **OCR correlations** **Standards Checklists**	**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:** • The publishers of Saxon Math, OCR and Imagine It! curriculum provided our school with reverse correlations that show the lesson number and the specific content learned that correlates to the ACCRS. • CCSS checklists are completed by teachers to identify when standards are taught. **The documents provided do not demonstrate evidence of the following:** • A thorough review of the curriculum resources is conducted to ensure that there is alignment to the state approved curriculum standards and research shows evidence of alignment to the Mosaica Model. The curriculum resource review is conducted by a curriculum advisory committee which is comprised of the Mosaica Education Chief Academic Officer and representatives to include Heads of Schools, Curriculum Implementation Specialists, teachers, parents, and Board members. **The documents provided do not demonstrate evidence of the described processes because:** while the charter holder provided the publisher's correlation to the CCR standards, no evidence was provided to demonstrate a process to review of the curriculum resources to ensure alignment to state approved curriculum standards.
[C.3] **Mosaica Education**	**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.

Curriculum Adoption and Evaluation	**The documents provided demonstrate evidence of the following:**
	• Onsite administration, leadership team, and teachers meet to discuss student assessment data and approaches to address student needs, including curriculum that will be used on a weekly basis in grade level/data meetings and leadership meetings.
	• **Topics During Meetings:**
	  ○ Review of Quarterly Plans
	  ○ Review of Scantron monthly focus tests
	  ○ Interventions are scheduled to intervene with students if there are gaps in the curriculum
	The documents provided do not demonstrate evidence of the following:
	• Mosaica Education, Inc. (MEI), along with the onsite administration, leadership team, and teachers meet to discuss and evaluate curriculum on a weekly basis in grade level/data meetings and leadership meetings.
	• **Topics During Meetings:**
	  ○ Analysis of patterns of low test scores in relationship to the common core curriculum checklist
	  ○ Correlations of monthly student assessment data and the quarterly plans.
	• Gaps in curriculum are then reported to the regional curriculum specialist who works with MEI to address for the coming year
	• A thorough review of the curriculum resources is conducted to ensure that there is alignment to the state approved curriculum standards and research shows evidence of alignment to the Mosaica Model. The curriculum resource review is conducted by a curriculum advisory committee which is comprised of the Mosaica Education Chief Academic Officer and representatives to include Heads of Schools, Curriculum Implementation Specialists, teachers, parents, and Board members.
	• The curriculum advisory committee implements an evaluation plan to determine the effectiveness of the adopted curriculum standards and materials.
	• Recommendations are solicited from teachers, Heads of Schools and Curriculum Implementation Specialists in regards to additions and/or deletions to the curriculum standards and materials.
	• The Chief Academic Officer and Director of Curriculum Implementation reviews curriculum evaluations and work with the curriculum advisory committee to develop a plan for improvement when necessary.
	• If needed, modifications to the curriculum standards and materials are approved by the curriculum advisory

	committee. **The documents provided do not demonstrate evidence of the described processes because:** the documents provided demonstrate evidence that teachers and leaders are discussing student assessment data and interventions, but none of the evidence demonstrates an evaluation of the curriculum or the effectiveness of the curriculum in enabling students to meet the standards. No evidence was provided to demonstrate that gaps in the curriculum are identified or reported to the regional curriculum specialist who works with MEI to address for the coming year. While the charter holder provided a policy statement that identified the evaluation process outlined above, no evidence was provided to demonstrate the implementation of this process. The Charter Holder's representatives stated that newly created forms will be implemented in the upcoming year to demonstrate the implementation of this process.
[C.4] **Leadership sign in agenda and notes** **Mosaica Education Curriculum Adoption and Evaluation**	**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:** • Mosaica's policies indicate that Mosaica's corporate staff of experienced educators and the onsite leadership team are to be involved in the process for adopting or revising curriculum. **The documents provided do not demonstrate evidence of the following:** • Recommendations are solicited from teachers, Heads of Schools and Curriculum Implementation Specialists in regards to additions and/or deletions to the curriculum standards and materials. • The Chief Academic Officer and Director of Curriculum Implementation reviews curriculum evaluations and work with the curriculum advisory committee to develop a plan for improvement when necessary. • If needed, modifications to the curriculum standards and materials are approved by the curriculum advisory committee. **The documents provided do not demonstrate evidence of the described processes because:** while the charter holder provided a policy statement that identified the evaluation process outlined above and who is involved in the process, no evidence was provided to demonstrate the implementation of this process. The Charter Holder's representatives stated that newly created forms will be implemented in the upcoming year to demonstrate the implementation of this process.
[C.5] **Mosaica Education Curriculum Adoption and Evaluation**	**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 corporate policy, "Mosaica Education Curriculum Adoption and Evaluation" provides the following policy for adoption: ○ Materials will be obtained (i.e. sample texts, videos, supplemental materials, etc.) for review by the teachers expected to teach the curriculum standards adopted in phase I. Teachers will review the proposed materials to determine whether they will be effective in order to meet the approved district

	curriculum standards. ○ Teachers may pilot (with approval of the Head of School) some or all of the sample materials throughout the review period. ○ Teachers expected to teach to the curriculum standards will meet and discuss the merits of each of the sample textbooks and supplemental materials. After review, a recommendation will be made to the curriculum advisory committee as to which materials will best support the adopted curriculum standards. ○ The curriculum advisory committee will make available the materials to the public for further input. ○ After reviewing input from teachers, the curriculum advisory committee will make a final decision regarding the approval of the curriculum resource under review. If approved, the process of purchasing the adopted curriculum resources and supplemental materials will be completed. Phase III may now begin. **The documents provided do not demonstrate evidence of the following:** • Implementation of the corporate policy, "Mosaica Education Curriculum Adoption and Evaluation". **The documents provided do not demonstrate evidence of the described processes because:** • The charter holder stated that no curriculum adoption has occurred in Arizona recently.
[C.6] **Grade Level Meetings** **Lesson Plans** **Preservice**	**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:** • During pre-service the charter holder provides training that enables staff to explore the components of the curriculum and curriculum resources, how to effectively implement the curriculum, etc. • During weekly grade level meetings teachers meet with the administration. Through the course of these meetings, recent assessment results and instructional solutions grounded in the curriculum implementation are reviewed and discussed.
[C.7] **Leadership Notes** **Lesson Plans** **Preservice Agenda** **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:** • Phoenix Advantage provides a mandatory 3 week pre-service session. This professional development session allows Phoenix Advantage to provide training on the implementation of the curriculum. • During the first week the leadership team provides training to all teachers who are new to Phoenix Advantage.

	The training includes a very thorough, hands-on introduction of the curriculum. • Teachers are given standard checklists that they must use throughout their lessons to ensure they meet each standard.
[C.8] **Lesson Plan Samples** **Preservice** **Standards Checklists**	**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:** • Teachers are required to teach Saxon Math with fidelity; teachers are required to teach Open Court with fidelity. Teaching with fidelity includes teaching lessons in order, pacing with need to intervene in mind. • The expectations are communicated during initial pre-service training as well as during weekly grade level meetings. • In addition to lesson plans, teachers are required to bring their standard checklist binders to each grade level meeting for review.
[C.9] **Checklist** **Grade Level Meetings** **Observation Check**	**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:** • In the classroom observations, the charter holder looks for evidence that "lesson plans based on standards" in this evaluation the reviewer looks to see that there is a standard identified that aligns appropriately with the curriculum being implemented appropriately. • Standards checklists are completed by teachers to identify that standards are taught and these are aligned with the curriculum.
[C.10] **Math Reverse Correlation** **OCR Standard Correlation**	**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:** • Phoenix Advantage knows that the curriculum is aligned to the standards. The publishers of the curriculum provided each grade level with a reverse correlation which lists the lesson number, concept and the standard with which it relates.
[C.11] **Intervention Schedules** **PSAPs**	**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 needs of the bottom 25% are being met with the weekly interventions and training of the reading

	and math curriculum as well as the use of its intervention and reteach guides during small group interventions. • Teachers complete "Monthly Common Assessment Analysis Sheets" after a monthly common assessment that identifies students in the bottom 25%. The sheet also requires teachers to complete a curriculum plan for those students. • Teachers complete personalized student achievement plans during parent teacher conferences. These sheets require teachers to track student performance, set individualized goals, and create a personalized plan.
[C.12] **ILLPs** **Lesson Plans**	**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:** • Phoenix Advantage has adopted the mandatory technique of Structured English Immersion (SEI). All Phoenix Advantage teachers are SEI certified. Due to the large number of ELL students, Phoenix Advantage currently operates 6 SEI classrooms. • Many students in 1st grade as well as grades 5-8 are taught using Individual Language Learner Plans (ILLP) which fulfills the state requirement for smaller ELL populations. To meet the SEI requirements teachers provide ELL students with 4 hours of English Language development. • SEI lesson plans identify the curriculum resource that is used. ILLPs identify the standards that are to be taught by teacher.
[C.13] **Agenda** **Curriculum Paragon** **PSAPs**	**N/A**
[C.14] **45 Day Screener** **504 Sample** **IEP**	**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:** • Students with disabilities not only have Personalized Student Achievement Plans, they also have 504 or Individual Education Plans (IEPs). • Special Education students receive instruction in core classes, along with IEP modifications, and students are pulled for intervention by the SPED Instructor for supplemental education as written in

	their Individual Education Plan. • Teachers complete personalized student achievement plans during parent teacher conferences. These sheets require teachers to track student performance, set individualized goals, and create a personalized plan.

I, Katherine Paulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on February 19, 2015.

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I, Leanne Bowley, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on February 19, 2015.

Leanne Bowley