Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Tucson Preparatory School
School Name: Tucson Preparatory School
Site Visit Date: March 16, 2015

Required for: Annual Report
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
[C.1] Explanation of Documents Lesson plans Observation notes Meeting sign-in sheets Walk through notes Evaluations	**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:** Lesson plans: This lesson provided is identified as an Algebra lesson plan. The lesson plan identifies a social studies standard and a math standard that is not a current ACCR standard, but from the 2010 Arizona Mathematics Standards. The lesson plan identifies a specific objective for the lesson and the instructional activities that compose the lesson. Observation notes: This document demonstrates that teachers are evaluated and during said evaluation the principal/lead teacher ensures that students are being provided the opportunity to learn. Meeting sign-in sheets: This document shows that TPS staff has discussed the implementation of ACCR. Walk through notes: This document demonstrates that the principal/lead teacher corrects teachers and provides direction on how to better ensure students are learning the curriculum to meet the standards. Evaluations: This document demonstrates that evaluations are done on teachers by the principal/lead teacher. The combination of these documents demonstrates that teachers are aware they need to cover ACCR content in the classroom so that students can meet the standards as set down by the State of Arizona. In the event teachers fail to cover all the ACCR content, the lead teacher/principal provides direction to ensure students are afforded the opportunity to meet standards. **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
[C.2] Explanation of Documents Lesson plans Observation notes Meeting sign-in sheets	**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 charter holder failed to demonstrate any process for evaluating curriculum as identified in the question above. Without any process for evaluating curriculum there is no process for identifying gaps.

Assessment scores FuelEd Anywhere Learning System	• Lesson plans: This lesson provided is identified as an Algebra lesson plan. The lesson plan identifies a social studies standard and a math standard that is not a current ACCR standard, but from the 2010 Arizona Mathematics Standards. The lesson plan identifies a specific objective for the lesson and the instructional activities that compose the lesson. • Observation notes: This document demonstrates that administration identifies where teachers have left gaps in the curriculum and provides an opportunity to work on developing content to bridge said gaps. • Meeting sign-in sheets: The document describes school operational issues regarding the administration of AIMS tests, identifying the teachers for AIMS prep program, discussion of Common Core standards and what other states are doing, and PARCC pilot testing. • Assessment scores: This document demonstrates that students have skills at or below sixth grade level and identify students that did not take the exam. • FuelEd Anywhere Learning System: This document includes handwritten notes from September 2010. The notes appear to document the process for utilizing an online system, but the system is not identified in the notes. **The documents provided do not demonstrate evidence of the following:** how the Charter Holder identifies gaps in the curriculum.
[C.3] Explanation of Documents Curriculum Evaluation Notes Meeting sign-in sheets, minutes	**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 failed to demonstrate any process for evaluating curriculum as identified in the question. Meeting sign-in sheets: the notes indicate that a general review of all students was planned before the winter break and that teachers discussed changes to classroom management. The notes indicate that English teacher worked on new strategies. Curriculum Evaluation Notes: This document demonstrates that the principal/lead teacher provides feedback on instructional practices through classroom observations and reviews. **The documents provided do not demonstrate evidence of the following:** a process for adopting or revising curriculum based on its evaluation processes.

[C.4] Explanation of Documents Meeting sign-in sheets, minutes Principal job description	**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:** Meeting sign-in sheets, minutes: This document identifies teacher assignments for two courses IA and IB and that another teacher will begin an AIMS prep class. Principal job description: This document identifies that the principal/lead teacher is responsible for evaluating curricula, teaching methods, and programs to determine their effectiveness, efficiency, and utilization, and to ensure that school activities comply with federal, state, and local regulations. **The documents provided do not demonstrate evidence of the following:** that the principal evaluates curricula and programs to determine their effectiveness, efficiency, and utilization, and to ensure that school activities comply with federal, state, and local regulations.
[C.5] Explanation of Documents Board minutes Team Sign-in sheets Tabe Alignment Common Core Tabe Flow Chart	**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:** Board Minutes on web site: This document demonstrates that Board annually agree to complete the "Declaration of Curricular and Instructional Alignment" that is required by the Arizona Department of Education. Team Sign-in sheets: include the Board meeting minutes. Tabe Alignment Common Core: informational document from the publisher that created the TABE assessment. The document includes tables that identify where Common Core anchor standards appear in different levels of the TABE assessment. There are standards listed that are not assessed by any level of the TABE assessment Tabe Flow Chart: This document identifies a generic process which incorporates the TABE assessment as part of an instructional cycle. **The documents provided do not demonstrate evidence of the following:** a process for evaluating curriculum options to determine which curriculum to adopt.

[C.6] Explanation of Documents Meeting sign-in sheets ACCR Standards Lesson Plans Observations Schedules Course curricula	**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:** • Observation indicates that teachers are evaluated on whether the teacher "plans instruction using content knowledge, curriculum, cross disciplinary skills, and pedagogy". However the description provided at the site visit did not demonstrate that during observations are used to ensure implementation of the curriculum. • Meeting sign-in sheets: This document demonstrates that Board annually agree to complete the "Declaration of Curricular and Instructional Alignment" that is required by the Arizona Department of Education. • Board Minutes on web site: This document demonstrates that Board annually agree to complete the "Declaration of Curricular and Instructional Alignment" that is required by the Arizona Department of Education. **The documents provided do not demonstrate evidence of the following: the Charter Holder's process for** ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder.
[C.7] Explanation of Documents Meeting sign-in sheets Lesson plans Schedules Course syllabi Principal observation Pacing/sequence guides	**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:** • **Pacing/sequence guides:** This document serves to provide an example of how the teacher identifies the work packets that are to be completed and lessons that are to be taught by week. • Course syllabi documents for Geometry and Algebra II identify the topics to be addressed within the course and identify standards to be addressed by lessons for each topic within a course. A probability and statistics course description was provided that identified standards for each packet that identifies standards. **The documents provided do not demonstrate evidence of the following:** tools that identify what must be taught and when it must be taught for Reading courses, and tool that ensure that all grade-level standards are covered within the academic year.
[C.8] Explanation of Documents Meeting sign-in sheets Board Minutes on web site Principal Job description Teacher Job description ACCR Standards-English	**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:** Meeting sign-in sheets: This document demonstrates that Board annually agree to complete the "Declaration of Curricular and Instructional Alignment" that is required by the Arizona Department of Education. Board Minutes on web site: This document demonstrates that Board annually agree to complete the "Declaration of Curricular and Instructional Alignment" that is required by the Arizona Department of Education.

ACCR Standards-Math Course Syllabi/Overviews for – Shakespeare Survey Course, Algebra, Probability and Statistics, English Language Proficiency, Math Proficiency	Principal Job description: This document demonstrates the principal responsibilities include: • Enforce discipline and attendance rules. • Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems. • Observe teaching methods and examine learning materials to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed. • Collaborate with teachers to develop and maintain curriculum standards (Arizona adopted Common Core), develop mission statements, and set performance goals and objectives. • Recruit, hire, train, and evaluate primary and supplemental staff. • Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency, and utilization, and to ensure that school activities comply with federal, state, and local regulations. • Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues. • Establish, coordinate, and oversee particular programs across school districts, such as programs to evaluate student academic achievement. • Set educational standards and goals, and help establish policies and procedures to carry them out. • Plan and lead professional development activities for teachers, administrators, and support staff. Teacher Job description: This document demonstrates the teacher responsibilities include: • Establish and enforce rules for behavior and procedures for maintaining order among students. • Instruct through lectures, discussions, and demonstrations in one or more subjects, such as English, mathematics, or social studies. • Adapt teaching methods and instructional materials to meet students' varying needs and interests. • Maintain accurate and complete student records as required by laws, policies, and administrative regulations. • Enforce all administration policies and rules governing students. • Assign and grade class work. • Prepare materials and classrooms for class activities. • Observe and evaluate students' performance, behavior, and social development. • Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate. • Prepare, administer, and grade tests and assignments to evaluate students' progress. Insure assignments adhere to Common Core standards that Arizona has adopted. ACCR Standards-English: This document demonstrates English class assignments, how to earn credits, and the ACCR standards that are included in the course. ACCR Standards-Math: This document demonstrates Math class assignments, how to earn credits, and the ACCR standards that are included in the course.

	English Language Proficiency and Math Proficiency course syllabi describe the outcomes of the remedial courses. **The documents provided do not demonstrate evidence of the following:** the expectation for consistent use of these tools and how these expectations are communicated.
[C.9] Explanation of Documents Lesson plans Observations Pacing guides ACCR Standards-English ACCR Standards-Math Assessment Data Brigance Assessment Data WRAT-4 Principal job description	**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:** ACCR Standards-English: This document demonstrates English class assignments, how to earn credits, and the ACCR standards that are included in the course. ACCR Standards-Math: This document demonstrates Math class assignments, how to earn credits, and the ACCR standards that are included in the course. Assessment Data Brigance: The charter holder provided assessment data. No evaluation was provided. Nothing was provided to demonstrate this data was used or how. Assessment Date WRAT-4: The charter holder provided assessment data. No evaluation was provided. Nothing was provided to demonstrate this data was used or how. Principal job description: This document demonstrates the principal responsibilities include: •Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems. •Observe teaching methods and examine learning materials to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed. •Collaborate with teachers to develop and maintain curriculum standards (Arizona adopted Common Core), develop mission statements, and set performance goals and objectives. •Recruit, hire, train, and evaluate primary and supplemental staff. •Evaluate curricula, teaching methods, and programs to determine their effectiveness, efficiency, and utilization, and to ensure that school activities comply with federal, state, and local regulations. •Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues. •Establish, coordinate, and oversee particular programs across school districts, such as programs to evaluate student academic achievement. •Set educational standards and goals, and help establish policies and procedures to carry them out. •Plan and lead professional development activities for teachers, administrators, and support staff. Principal job description: This document identifies that the principal/lead teacher is responsible for evaluating curricula, teaching methods, and programs to determine their effectiveness, efficiency, and utilization, and to ensure that school activities comply with federal, state, and local regulations. **The documents provided do not demonstrate evidence of the following:** evidence to demonstrate usage of these tools in the classroom and alignment with instruction.

[C.10] Explanation of Documents Lesson plans Meetings sign-ins Principal job description	**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:** Meetings sign-ins: This document demonstrates discussion amongst teachers regarding: • Preparation for last day and celebration for December bdays • Near graduates have been spoken with about class changes • Class planning continues • Class changes • SPED recommendations for class changes received in full. Accommodations /class requests will be compared with new credits progress • Credit entry progressing will be complete by end of week • Liz and Brian will discuss English IB. Principal job description: This document identifies that the principal/lead teacher is responsible for evaluating curricula, teaching methods, and programs to determine their effectiveness, efficiency, and utilization, and to ensure that school activities comply with federal, state, and local regulations. **The documents provided do not demonstrate evidence of the following: how the Charter Holder knows the curriculum is aligned to standards.**

[C.11] Explanation of Documents Reading syllabi Math syllabi Brigance data WRAT-4 data AIMS/Stanford data Student grades Reading Endorsement Documentation English Language Proficiency, Math Proficiency Sample of math proficiency course materials Sample of English Language proficiency materials	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of non-proficient students. **The documents provided demonstrate evidence of the following:** Reading syllabi: the charter holder provided syllabi for remedial classes in reading. The document identifies goals and requirements for articles, short stories, and poetry. Math syllabi: the charter holder provided syllabi for remedial classes in math. The document identifies the names of "academic standards" areas to be met, course objectives, and the standards that are aligned to the archived academic standards . Brigance data: the charter holder provided a quick evaluation of Brigance data to show the percentage of students at 6th grade level or below. WRAT-4 data: the charter holder provided one student's assessment data it did not have a score for the assessment that was highlighted. AIMS/Stanford data: the charter holder provided one student's assessment data. Student grades: the charter holder provided a grade book for the reading remediation class. The grade book had student names, but did not identify that any assignments had been given or graded. Reading Endorsement Documentation: This document shows that two staff are working to obtain certification in reading. Math Proficiency Development and English Language Proficiency documents describe the expected goals and outcomes of courses designed for non-proficient students. Sample course materials for Math Proficiency and English Language proficiency identify specific assignments to be completed by students as part of courses created for non-proficient students. Course materials for both courses were provided as examples of student work to be completed for each course.
[C.12] Explanation of Documents Dashboard PHLOTE documents AZELLA results Math syllabi Brigance data WRAT-4 data AIMS data	**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). **N/A**

[C.13] Explanation of Documents Reading syllabi Math syllabi Brigance data WRAT-4 data AIMS data Student grades Reading Endorsement Documentation	**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. **N/A**
[C.14] Explanation of Documents IEP Reading syllabi Math syllabi Brigance data WRAT-4 data AIMS/Stanford data Student grades Reading Endorsement Documentation	**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:** IEP: This document demonstrates that TPS issues, monitors, updates, and follows IEPs as mandated by the Department of Education. IEP sample was provided that identifies specific math and reading goals for a student as well as classroom instruction adaptations. Reading syllabi: the charter holder provided syllabi for remedial classes in reading. The document identifies goals and requirements for articles, short stories, and poetry. Math syllabi: the charter holder provided syllabi for remedial classes in math. The document identifies the names of “academic standards” areas to be met, course objectives, and the standards that are aligned to the archived academic standards . Brigance data: the charter holder provided one student’s assessment data it did not have a score for the assessment that was highlighted. WRAT-4 data: the charter holder provided one student’s assessment data it did not have a score for the assessment that was highlighted. AIMS data: the charter holder provided one student’s assessment data. Student grades: the charter holder provided a grade book for the reading remediation class. The grade book had student names, but did not identify that any assignments had been given or graded. Reading Endorsement Documentation: T This document shows that two staff are working to obtain certification in reading.