Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Vechij Himdag Alternative School, Inc.
School Name: Vechij Himdag MashchamakuD
Site Visit Date: June 25, 2014

Required for: Renewal
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
[C.1] Acellus Grade 9-10 and 11-12 English Alignment to Common Core State Standards	Charter holder indicated the intended purpose of the document was to demonstrate: how the teachers implement the curriculum consistently across the school that is aligned to ACCRS. ASBCS staff: Both sets of alignment documents identify the Common Core State Standards and which lessons align with the lessons in the English 9-10 or 11-12 course. The standards include categories from Reading for Literature, Reading for Informational Text, and Writing. The principal indicated that this tool was compared against the ACCRS document. No additional documentation was provided to demonstrate evidence of alignment to ACCRS. A copy of this document was taken.
[C.2] Acellus High School Math	Charter holder indicated the intended purpose of the document was to demonstrate: how the teachers implement the curriculum consistently across the school that is aligned to ACCRS. ASBCS staff: This document identifies the Common Core State Standards and which lessons align with the lessons in the high school math course. The standards include categories from Number and Quantity, Algebra, Functions, Geometry, and Statistics & Probability. The principal indicated that this tool was compared against the ACCRS document. No additional documentation was provided to demonstrate evidence of alignment to ACCRS. A copy of this document was taken.
[C.3] Acellus "Gradebook" and "Student Listing" screenshots	Charter holder indicated the intended purpose of the document was to demonstrate: how the teachers implement the curriculum and how students are monitored and paced in the Acellus courses. ASBCS staff: The "Gradebook" document identifies a class list for the American Literature course. The document contains lessons watched, lesson problem summary, unit exam summary, mid-term exam, final exam, progress summary, online lessons, and student grades for each student. This document identifies that only 4 of 7 students received a final grade for completing the course. The "Student Listing" document provides student information on grades, current position, and progress. This document also indicates that 4 of 7 students completed the course and is in alignment with the first document. The principal indicated that the teacher reviews these documents on every student to monitor their progress. No additional documentation was provided to demonstrate how often the teacher monitors the student and the follow-up provided when a student is not on pace. A copy of this document was taken.
[C.4] Academic Vocabulary Toolkit 1	Charter holder indicated the intended purpose of the document was to demonstrate: how the teachers implement the Reading curriculum and how students are monitored and paced.

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	ASBCS staff: This workbook document includes a list of vocabulary words and activity pages related to every vocabulary word. For example, the activity for the word "analyze" identifies a section on academic vocabulary toolkit, verbal practice, and writing practice. The principal indicated that this document is the lesson plan the teacher utilizes to teach the course and that all students take this course. No additional documentation was provided to demonstrate how the students are monitored and paced in this course. A sample copy of this document was taken.
[C.5] Algebra I Syllabus Geometry Syllabus Multiplying and Dividing Fractions lesson plan and related worksheets Fractions Flip Chart	Charter holder indicated the intended purpose of the document was to demonstrate: how the teachers implement the Math curriculum and the pacing of the curriculum. ASBCS staff: Both syllabi identify the course objective, pre-requirements, materials needed, grading scale, which lessons will be taught on a given week. The syllabi cover weeks 1-18 and includes lessons from Acellus and some lessons are teacher-created. An example provided is the Fractions lesson plan which includes instructional strategies and student activities which includes guided practice through worksheets instructing on the concept and how to develop the final project of a Fractions Flip Chart. This lesson is documented in the Algebra 1 syllabus as Flip Chart Activity conducted during Week 2. The lesson plan does not include which ACCRS is being addressed and no additional documentation was provided to demonstrate what criteria was used to determine which standard would be addressed and how the lesson was chosen. A copy of this document was taken.
[C.6] ELA Reading for College Syllabus AZ1004: English for College Syllabus Acellus reports: Student Listing and Gradebook for ELA-English IV-English for College	Charter holder indicated the intended purpose of the document was to demonstrate: how the teachers implement the English curriculum and the pacing of the curriculum. ASBCS staff: Both syllabi identify the course description and objective, pre-requirements, materials needed, grading scale, which lessons will be taught on a given week. The syllabi cover weeks 1-18 and includes lessons from Acellus and Academic Vocabulary lessons from the toolkit identified in [C.4]. The English for College syllabus includes strikeouts by the lessons indicating that the lesson was conducted for the Academic Vocabulary lessons. The Acellus reports identify which students took the course, their final grade, and their current position in the course. The report indicates that the average grade is 74.8%. A copy of this document was taken.
[C.7] Credit Recovery documents: Student Expectations for the Course, Student Agreement Form, and Projection Charts	Charter holder indicated the intended purpose of the document was to demonstrate: how the curriculum is adapted to meet the needs of students in subgroups. ASBCS staff: The charter holder provided two documents. The first one identifies the student expectations for attending the Credit Recovery course which is taught through the Acellus web-based program. For example, in item 3., students will be given a projection chart to be used and will be expected to have the following lessons done in that amount of time. The second document is the student agreement form for the listed expectations. The projection charts identify for the months of January-April and which lessons the student is expected to complete. The average expectation is to complete approximately 230 lessons within a two month period.

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	A copy of this document was **taken.**
[C.8] Weekly calendars for: September 22-28, 2013, December 9-13, 2013 and February 16-22, 2014	**Charter holder indicated the intended purpose of the document was to demonstrate: how the curriculum is adapted to meet the needs of the students with disabilities.** **ASBCS staff: All three weekly calendars identify that a meeting was scheduled to address the needs of SPED students to include: Life Skills, Child Family Team and IEP meetings. No additional documentation was provided to demonstrate what occurred at these meetings.** **A copy of this document** was **taken.**

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Charter Holder Initials VAW

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Vechij Himdag Alternative School, Inc.
School Name: Vechij Himdag MashchamakuD
Site Visit Date: June 25, 2014

Required for: Renewal
Evaluation Criteria Area: Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
[I.1] Teacher Self-Evaluation July 2013 for the language teacher Employee Self-Evaluation	Charter holder indicated the intended purpose of the document was to demonstrate: how the instructional leader evaluates the instructional practices using the formal teacher evaluation process. ASBCS staff: The Teacher Self- Evaluation document identifies the goals, a list of PD topics received in SY12, and the score ratings that evaluates the following areas: professional teacher requirements, Standard 1: Content Pedagogy, Standard 3: Diverse Learners, Standard 4: Multiple Instructional Strategies, Standard 5: Motivation and Management, Standard 6: Communication and Technology, Standard 7: Planning, Standard 8: Assessment, Standard 9: Reflective Practice, Standard 10: and School and Community Involvement. All scores provided in this document were determined by the teacher. The Employee Self-Evaluation is a blank form for teachers to use to list their weaknesses and strengths and what they met or exceeded during the performance review period. These documents are completed by the teacher and later discussed with the instructional leader to identify the teacher's goals for the 13-14 school year. No additional documentation was provided to demonstrate evidence of the meeting that took place during the pre-evaluation meeting with the instructional leader and the teacher. A copy of this document was taken.
[I.2] Walkthrough Observation Form for: Class: Math/Science	Charter holder indicated the intended purpose of the document was to demonstrate: how the instructional leader evaluates the instructional practices using the walkthrough observations. ASBCS staff: This form has a section to identify which instructor was observed, when, which class, if a lesson plan was available, what the objective was and what time the observation was conducted. This completed form had the instructor and date redacted but the instructional leader indicated she conducted this observation in the Fall 2013. The objective for this lesson was "Math across curriculum". The form is formatted to include: running notes, biggest strength, and key levers. The instructional leader indicated that walkthroughs are conducted 4 times per school year. No additional documentation was provided to demonstrate evidence how the results of the observation were communicated to the teacher. The form is formatted to include: running notes, biggest strength, and key levers. A copy of this document was taken.
[I.3] ADE Education Evaluation Model Outreach and Awareness templates SY14 Parent Survey results ADE 2103-2014 Teacher	Charter holder indicated the intended purpose of the document was to demonstrate: how the instructional leader evaluates the instructional practices using the formal teacher evaluation process. ASBCS staff: The template document identifies 8 questions to be included in the Parent Survey Questions and a hand-written question that states, "Please rate the school A, B, C, D". This document also includes additional templates for other components of the teacher evaluation process. No additional documentation was provided to indicate the other templates are being used. The results from the SY14 Parent Survey address climate and culture of the school,

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Evaluation Process: An Arizona Model for Measuring Educator Effectiveness	**communication between the parent and teacher regarding a student's progress, and whether the school prepares the student to be on track for college or a career. The Teacher Evaluation Process materials, specifically pages 74-75 and 78-79, include the materials used to communicate to parents regarding the Parent Survey and the suggested weighting options for the Survey Data. 17% is suggested to evaluate the teachers using the survey documents that include: student, parent, teacher self-review, and peer review. No additional information was provided to demonstrate evidence how this component of the teacher evaluation process evaluates the instructional practices by the instructional leader.** **The specific pages from the Teacher Evaluation Process materials** was **taken but the remaining documents were not because of the volume of the materials.**
[I.4] Teacher Evaluation for Social Studies teacher, June 12, 2013	**Charter holder indicated the intended purpose of the document was to demonstrate: how the instructional leader evaluates the instructional practices using the formal teacher evaluation process.** **ASBCS staff: The Teacher document identifies the goals, a list of PD topics received in SY12 and identified PD needs for SY14, and the score ratings that evaluates the following areas: professional teacher requirements, Standard 1: Content Pedagogy, Standard 3: Diverse Learners, Standard 4: Multiple Instructional Strategies, Standard 5: Motivation and Management, Standard 6: Communication and Technology, Standard 7: Planning, Standard 8: Assessment, Standard 9: Reflective Practice, Standard 10: and School and Community Involvement. No additional documentation was provided to demonstrate evidence of the meeting that took place during the evaluation meeting with the instructional leader and the teacher.** **A copy of this document** was **taken.**
[I.5] Acellus Student Listing report for Math-College Math Preparation	**Charter holder indicated the intended purpose of the document was to demonstrate: how the instructional leader monitors the integration of standards into classroom instruction to ensure teachers monitor student pacing and implement the curriculum with fidelity as identified in the syllabi.** **ASBCS staff: The Student Listing document is the report the instructional leader views to monitor the teachers and their students on their lesson progress. No additional documentation was provided to demonstrate evidence of how often the instructional leader views these reports and what feedback is provided to the teachers based on the instructional leader's review.** **A copy of this document** was not **taken because it contains student identifiable information.**

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[I.6] Teacher Performance Based Summative Evaluation Form SY14	**Charter holder indicated the intended purpose of the document was to demonstrate: how the instructional leader evaluates the instructional practices using the formal teacher evaluation process.** **ASBCS staff: This document was provided by the instructional leader to indicate what changes have been made to the teacher evaluation document used in the 13-14 school year. This document identifies a scoring from 1-4 to evaluate topics in Domain 1: Planning and Preparation, Domain 2: Classroom Environment, Domain 3: Instruction, and Domain 4: Professional Responsibilities. Page 4 -6 has areas to include student academic progress data, survey data results, teachers strengths/improvements and the final total points earned. According to the instructional leader this form will be used in the 14-15 school year. No additional documentation was provided to demonstrate what data was reviewed to make revisions to the teacher evaluation form.** **A copy of this document** was **taken.**
[I.7] Teacher Evaluation for Social Studies teacher, June 12, 2013 **Walkthrough Observation Form for: Class: Math/Science**	**Charter holder indicated the intended purpose of the document was to demonstrate: how the teacher evaluation process identifies teachers' strengths, weaknesses, and learning needs.** **ASBCS staff: The Teacher document identifies the goals, a list of PD topics received in SY12 and identified PD needs for SY14 as described in [I.4]. The walkthrough form is formatted to include: running notes, biggest strength, and key levers. The key levers identifies the improvements observed during the walkthrough by the instructional leader. No additional documentation was provided to demonstrate evidence of how the observations were communicated to the teachers and whether a follow up was conducted to address any issues/concerns.** **A copy of this document** was **taken.**

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Charter Holder Initials VAWms.

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Vechij Himdag Alternative School, Inc.
School Name: Vechij Himdag MashchamakuD
Site Visit Date: June 25, 2014

Required for: Renewal
Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
[PD.1] **Certificates of Participation for the teachers in the areas of Board training, Administration capacity, Math, English, and SPED binder**	**Charter holder indicated the intended purpose of the document was to demonstrate: the school's professional development plan.** **ASBCS staff: The binder includes certificates of participations for teachers between 2011-2013. The school tagged in the binder the PD sessions. The green tag addresses topics related to administration capacity and they include: 2010 AZ Learns/NCLB Accountability Workshop (5-3-10), Coaching with the TAP Rubric (Fall 2012), 33 Minutes Data Dialogue Training (5-30-12), Common Core @ TED (8-8-13), Fall 2013 AIMS HS Pre-Test Workshop (9-2013), 2012 Annual Conference (11-1-12), 2013 MEGA Conference (11-12-12), Charter Renewal Workshop (1-15-13), EQuIP Rubric (2-13), ACCRS for Students with Disabilities (10-28-13), 2014 Leading Change (6-17 to 19). The gold and blue tags address topics related to math and English and they include: Common Core Math Workshop (2-2013), K-12 Academic Standards (2-26-13), ACCRS for Students with Disabilities (10-28-13). The remaining documents in the binder do not represent certificates of participation but invoices for the external PD sessions and email communications providing information about the PD sessions. No PD calendar was provided to align the dates with the PD topics. No additional information was provided to demonstrate how these topics were selected to meet the teacher learning needs or how the school supports high quality implementation of the strategies addressed in the PD topics described above.** **A copy of this document** was **taken because: due to the volume of the materials.**

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Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Vechij Himdag Alternative School, Inc.
School Name: Vechij Himdag MashchamakuD
Site Visit Date: June 25, 2014

Required for: Renewal
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
[A.1] Data Wall Chart for AIMS scores in Reading, Writing and Math	**Charter holder indicated the intended purpose of the document was to demonstrate: the school's comprehensive assessment system.** **ASBCS staff: These documents identify student AIMS results for Spring 2014. The data wall identifies FAY students and FRL students. Separate data charts are created for Reading, Math, and Writing. Students are identified by cohort. The data walls demonstrate that individual student performance on AIMS is monitored during the school year.** **A copy of this document** was not **taken because: of the volume of the materials and their placement on the school's wall.**
[A.2] Acellus Student Details for a student taking ELA-English IV-English for College report	**Charter holder indicated the intended purpose of the document was to demonstrate: how data from Acellus assessments and the Acellus system informs and adapts instruction to a curriculum aligned to ACCRS.** **ASBCS staff: These documents identify that on May 19, the student did not pass the mid-term exam noted by a red flag. As a result of the exam score the student was directed to address topics she did not pass. The student detail report identifies that the student was required to re-do" 20. Thank-you Notes" lesson on 6/2.** **A copy of this document** was **taken.**
[A.3] ATI Galileo Student Growth and Achievement Reports for Pre-test, Benchmarks 1-3, and Post-test assessments for Reading and Math	**Charter holder indicated the intended purpose of the document was to demonstrate: the school's comprehensive assessment system and how the data is analyzed to inform and adapt instruction.** **ASBCS staff: These reports provide at a point in time when the assessment was given, a graph that plots which students are in the following categories: higher growth and higher achievement, higher growth and lower achievement, lower growth and higher achievement, and lower growth and lower achievement. No analysis of these reports was provided to demonstrate how the data informs and adapts instruction. The leadership team indicated that the results from the reading benchmarks indicated they will have to provide intervention in reading for the future. No additional information was provided to demonstrate evidence of the discussions around data.** **A copy of this document** was **taken.**

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[A.4] NWEA District Summary Report for Math and Reading	**Charter holder indicated the intended purpose of the document was to demonstrate: how the school aggregates data to monitor FRL students and students with disabilities.** **ASBCS staff: The reports identify grade, student count, Mean RIT, Std Dev, and Median. The reports are generated to include only FRL students and students with disabilities in math and reading. No additional documentation was provided to demonstrate evidence of how this data is analyzed to monitor students or inform and adapt instruction.** **A copy of this document** was **taken.**

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Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Vechij Himdag Alternative School, Inc.
School Name: Vechij Himdag MashchamakuD
Site Visit Date: June 25, 2014

Required for: Renewal
Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome
[D.1] No documentation was provided in this area.	**Charter holder indicated the intended purpose of the document was to demonstrate:** **ASBCS staff:** **A copy of this document** Choose an item. **taken because:**

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