Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Academy of Excellence, Inc.
School Name: Academy of Excellence
Site Visit Date: February 20, 2015

Required for: Annual Report
Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
[M.1] **2. Smartalk 14-15** **Staff Development Training Nov. 26, 2014**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for monitoring the integration of standards into classroom instruction and how the Charter Holder monitors whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity. **The documents provided do not demonstrate evidence of the following:** • the Charter Holder's process for monitoring the integration of standards into classroom instruction and how the Charter Holder monitors whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity. **The documents provided do not demonstrate evidence of the described processes because:** The documents showed that teachers self-evaluate lesson plans for objectives, and that the staff and leaders review lesson plans at staff development meetings. The Charter Holder stated that at these meetings, they review the lesson plans for standards alignment. However, the Smartalk documents do not indicate that the objectives are aligned to the standards, or that they check for implementation with fidelity. The meeting sign-in sheet does not document the topics covered at the meeting or that the discussion involved standards alignment or implementation with fidelity.
[M.2] **2Teacher Evaluations** **9.reading and math student samples**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year. **The documents provided do not demonstrate evidence of the following:** • Student progress to determine if teachers are using the numerous formative and summative diagnostic processes available to assist in planning meaningful instruction. • Teachers analyze the correctness and completeness of the responses from students and determine if it is necessary to reteach certain segments of the lesson before they proceed. Once this is completed teachers can continue to the next concept to be taught, re-teaching if necessary, and providing the necessary practice. **The documents provided do not demonstrate evidence of the described processes because:** The Charter Holder stated that school leadership monitors the effectiveness of instruction through observations and monitoring the progress of students on DIBELS and math assessments, and that they take action when ineffective instruction is identified. However, there is currently no documentation to provide evidence of this process.
[M.3] **1.Teacher Evaluations**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for evaluating instructional practices and how this process evaluates the quality of instruction. **The documents provided demonstrate evidence of the following:**

	• the Charter Holder's process for evaluating instructional practices and how this process evaluates the quality of instruction, because the evaluation instructment follows the Daniaelson framework and provides the criteria for the evaluation rubric.
[M.4] **1.Teacher Evaluations**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how this process identifies individual strengths, weaknesses, and needs. **The documents provided demonstrate evidence of the following:** • how this process identifies individual strengths, weaknesses, and needs because the form identifies areas of strength and weakness and provides spaces for the entry of areas to strengthen, which have been completed. The Observation form also shows evidence of suggestions to teacher for improvements.
[M.5] **1.Teacher Evaluations**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder provides feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices. **The documents provided demonstrate evidence of the following:** • Following the conference the administrator prepares a summative evaluation in the form of a written document, which will be delivered to the teacher, and is evidenced by the teacher's signature on the bottom.
[M.6] **Invoices for professional development sessions presented by ADE** **Certificate of completion for external PD**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder analyzes this information, what the data about quality of instruction tells the Charter Holder, and what the Charter Holder has done in response. **The documents provided do not demonstrate evidence of the following:** • What the Charter Holder has done in response, because the documents identify professional development addressing instruction for teachers. **The documents provided do not demonstrate evidence of the described processes because:** The Charter Holder stated that she has sent teachers to external trainings based on the evaluations and observations, but has not documented the process used to determine the need for those trainings.

[M.7] **9.reading and math student samples** **7.0SchoolPreTest-Reading Spring 2015** **7.SchoolPreTest-Spring 2015** **1.Teacher Evaluations** **Academy of MATH Student Gains Reports, Class Snapshot Report**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%/non-proficient students. **The documents provided demonstrate evidence of the following:** • The monitoring of academic performance of students in the bottom 25% through the use of online resources (Academy of Reading, Academy of Math), because the documents indicate student performance levels and monitor how much progress the student has made in the program.. • Each student receives an Individual Curriculum Adaptation Plan which documents strengths and weaknesses, and instructional adaptations, because the documents show for 5 students adaptations to address specific issues. • The evaluation instrument identifies whether the teacher is adapting instructional opportunities for diverse learners. **The documents provided do not demonstrate evidence of the described processes because:** The charter holder stated that the instructional needs of the bottom 25% are monitored in the classroom, but that this is not documented. The documents also do not track the monitoring of the implementation of the Individual Curriculum Adaptation Plan. The evaluation instrument does not have a criteria specifically addressing adapting instructional practices to diverse learners. The observation forms provided do not show evidence that the adaptation of instruction to meet subgroup needs is monitored.
[M.8] **1.Teacher Evaluations**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors instruction to ensure it is meeting the needs of English Language Learners (ELLs). **The documents provided demonstrate evidence of the following:** • The evaluation instrument identifies whether the teacher is adapting instructional opportunities for diverse learners. **The documents provided do not demonstrate evidence of the described processes because:** The evaluation instrument does not have a criteria specifically addressing adapting instructional practices to diverse learners. The observation forms provided do not show evidence that the adaptation of instruction to meet subgroup needs is monitored.
[M.9] N/A	**Not Applicable**

[M.10] **1.Teacher Evaluations**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors instruction to ensure it is meeting the needs of students with disabilities. **The documents provided demonstrate evidence of the following:** • The evaluation instrument identifies whether the teacher is adapting instructional opportunities for diverse learners. **The documents provided do not demonstrate evidence of the described processes because:** The evaluation instrument does not have a criterion specifically addressing adapting instructional practices to diverse learners. The observation forms provided do not show evidence that the adaptation of instruction to meet subgroup needs is monitored.

I, STEVE SALMENTO, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on February 20, 2015. _____

I, Eula Saxon Dean, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on February 20, 2015. _____