Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Compass High School, Inc.
School Name: Compass High School
Site Visit Date: December 9, 2014

Required for: Failing School
Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome

[P.1]
PD Plan
	Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder's professional development plan
	
	The documents provided demonstrate evidence of the following:
	• There are three areas of emphasis to guide our Professional Development :
	  ○ In 2014-15 our new Math assessment tool and curriculum is implemented, as planned.
	  ○ Use of Canvas as the main tool for continued development of teacher knowledge and skill in curricular alignment with ACCR, mapping and backward design as we move away from ALS.
	• CHS starts each year with a week of in house professional development and training for new staff. Presentations and workshops are provided from outside professionals in areas of need or interest each year.
	
	The documents provided do not demonstrate evidence of the following:
	• CHS has staff meetings twice weekly and have formed teacher Triad groups that meet to address school issues of interest or need. These Triads may be formed to deal with a specific problem or for the purpose of study or discussion to offer ideas or strategies for improvements at CHS. Again the Triad may bring recommendations back to the staff meetings or present their research or opinions on particular issues of interest. These Triad meetings take place during the school day as all professional staff have scheduled free periods for lesson preparation, meeting and discussions with students and collaborative activities with other staff including the Triads.
	
	The documents provided do not demonstrate evidence of the described processes because:
	• Staff meeting notes demonstrate housekeeping topics, but not professional development topics.

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	• No evidence of weekly PD meetings or Triad meetings was provided.
[P.2] **Arizona State Standards (all grades all subjects)** **Accelerated Math_Diagnostic Report_PMGroup3.pdf** **Accelerated Math_Objectives Student Record Report_PMGroup3** **Canvas_Box and Whiskers_Example** **Canvas_Class Grades_Example** **Canvas_Student Grades_Example** **Learning Unlimited Grade Report** **PMP** **Quality Curriculum and Assessment Evaluation Rubric** **Quality Curriculum and Assessment Evaluation Rubric-Geometry** **Quality Curriculum and Assessment Evaluation Rubric-US History** **Scope and Sequence_Geometry** **Scope and Sequence_US History** **starmath-growthreport** **Teacher Effectiveness_Parent Survey** **Teacher Effectiveness_Peer Review** **Teacher Effectiveness_Student Survey** **Teacher Evaluation** **Teacher Evaluation_Example** **Teacher Observation Evaluation_sample**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional development plan was developed **The documents provided demonstrate evidence of the following:** • In 2012 our development plan revolved around the chronic problems of low skills and performance in literacy and Math and the need to introduce new curriculum to deal with these chronic problems. **The documents provided do not demonstrate evidence of the following:** • We continue to align the Professional Development Plan with identified areas of need including those of the lowest performers in both the regular population and our special education students. **The documents provided do not demonstrate evidence of the described processes because:** • PD needs assessments will be conducted going forward, but have not been completed. • The charter holder's PD plan does not demonstrate a connection between the PD provided and identified areas of need including those of the lowest performers in both the regular population and our special education students.
[P.3] **PMP** **SIP-Compass High School**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional development plan is aligned with instructional staff learning needs **The documents provided do not demonstrate evidence of the following:** • Professional development is provided that includes topics and subjects that pertain to identified learning needs of instructional staff **The documents provided do not demonstrate evidence of the described processes because:** • PD needs assessments will be conducted going forward, but have not been completed. • The charter holder's PD plan does not demonstrate a connection between the PD provided and identified areas of need including those of the lowest

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	performers in both the regular population and our special education students.
[P.4] **PD Plan**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the plan addresses areas of high importance **The documents provided demonstrate evidence of the following:** • The professional development plan is focused on implementation of new curriculum an area evaluated as important by the charter holder
[P.5] **Teacher Effectiveness_Parent Survey** **Teacher Effectiveness_Peer Review** **Teacher Effectiveness_Student Survey** **Teacher Evaluation** **Teacher Evaluation_Example** **Teacher Observation Evaluation_sample**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder supports high quality implementation of the strategies learned in professional development sessions **The documents provided demonstrate evidence of the following:** • Teacher Evaluations that evaluate professional learning in Standard III: Community under leadership **The documents provided do not demonstrate evidence of the following:** • continued training in weekly meetings • Assigning exercises and practice for Triads **The documents provided do not demonstrate evidence of the described processes because:** • Weekly meeting notes are focused on housekeeping issues, but do not demonstrate continued training in weekly meetings • No evidence was provided to demonstrate assigning exercises and practice for Triads
[P.6] **Teacher Handbook V2** **Teacher Meeting Notes** **Tutor Training Manual**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder provides the resources that are necessary for high quality implementation **The documents provided demonstrate evidence of the following:** • The charter holder provides teachers with a PD LMS site in which they can access different resources needed for the implementation of PD.

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[P.7] **Teacher Effectiveness_Parent Survey** **Teacher Effectiveness_Peer Review** **Teacher Effectiveness_Student Survey** **Teacher Evaluation** **Teacher Evaluation_Example** **Teacher Observation Evaluation_sample**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors the implementation of the strategies learned in professional development sessions **The documents provided demonstrate evidence of the following:** • Teacher Evaluations that evaluate professional learning in Standard III: Community under leadership **The documents provided do not demonstrate evidence of the following:** • Classroom observations by Administration • Discussions with staff • Feedback from staff and students **The documents provided do not demonstrate evidence of the described processes because:** • The observation form does not identify PD as an area to be observed.
[P.8] **Teacher Meeting Notes**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors and follows-up with instructional staff to support and develop implementation of the strategies learned in professional development **The documents provided do not demonstrate evidence of the following:** • The process to monitor and follow-up with instructional staff to support and develop implementation of strategies learned in professional development sessions **The documents provided do not demonstrate evidence of the described processes because:** • the weekly staff meeting notes do not address PD or additional support or follow up to develop implementation of strategies learned in professional development sessions

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[P.9] **Accelerated Math_Objectives Emphasis Report_PMGroup3.pdf** **ALS Sample Grade Report** **Canvas Grade report** **Learning Unlimited Grade Report** **Star Math_Summary Report_Student Sample** **StarMath_LibraryReport** **starmath-planningreport** **Student Intervention Progress Report**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional development plan ensures that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students **The documents provided do not demonstrate evidence of the following:** • A process for instructional staff to receive development appropriate to meet the ongoing needs of students with proficiency in the bottom 25%/non-proficient students **The documents provided do not demonstrate evidence of the described processes because:** • Evidence provided did not demonstrate targeted professional development.
[P.10] **ELL Accommodation Checklist** **SDELL71 2014**	**Not applicable.**
[P.11]	**Not applicable.**
[P.12] **Accelerated Math_Objectives Emphasis Report_PMGroup3.pdf** **e-IEP PRO MET Module Recommendation Bank Report** **IEP Information Sheet** **Learning Unlimited Grade Report** **Star Math_Summary Report_Student Sample** **StarMath_LibraryReport** **starmath-accrstandardsreport-iep** **starmath-planningreport-iep** **Student Intervention Progress Report**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional development plan ensures that instructional staff receives the type of development required to meet the needs of students with disabilities **The documents provided do not demonstrate evidence of the following:** • Annual professional development sign ins identify PD provided to ensure teachers have received PD to help meet the needs of students with disabilities

I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on December 9, 2014.

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I, Kerk Ferguson, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on December 9, 2014. Kerk Ferguson

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