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: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
[M.1] • **Canvas Class Activity Example** • **ALS"Canvas-ACCRS Alignment** • **Arizona State Standards** • **Accelerated Math allignment** • **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** • **Teacher Evaluation** • **Teacher Evaluation_Example** • **Teacher Observation Evaluation_sample**	**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 demonstrate evidence of the following:** • Monitoring student "self-paced" progress to ensure timely completion of courses through the Canvas Class Activity Report, which identifies the number of page views, participation, and assignments. Teachers review report to identify students that have lower levels of participation as compared to peers. • Teacher Evaluation Strategy III monitors whether teacher monitors and adjusts instruction, and Strategy IV monitors teacher effective use of Canvas software • Documentation to demonstrate monitoring of student pace for timely course completion • Assigning sufficient courses to ensure all grade level standards are covered within the academic year. **The documents provided do not demonstrate evidence of the described processes because:** • Teacher/Instructor Observation Evaluation form identifies "Class Content" and "Preparation" as areas monitored during classroom observations. These areas do not explicitly identify monitoring implementation of curriculum. • Reviewing scope and sequence, using the teacher evaluation form to ensure that instruction aligns with the scope and sequence. Evaluation form Standard III: Instructional Skill identifies state standards as evaluation criteria. Notes indicate "curriculum map" as evidence examples.
[M.2] • **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 does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year. **The documents provided do not demonstrate evidence of the described processes because:** • A process to monitor the effectiveness of standards-based instruction throughout the year through the use of formative and summative assessments as described below: ○ Star Math is a benchmark assessment that was administered in August and September to about 50% of students and is again being administered in

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	December. ○ Learning Unlimited is a benchmark assessment that was administered in August and September to all enrolled students, this assessment is not being administered again. A new reading benchmark assessment will be administered. ○ In prior years, Learning Unlimited was the benchmark assessment utilized at the beginning and the end of the year. It was not utilized at the mid-point.
[M.3] • **Scope and Sequence_Geometry** • **Scope and Sequence_US History** • **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:** 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:** • Teacher Evaluations document evaluation of teacher instructional practices in: ○ Standard I: Classroom Environment – Creates challenging opportunities for all students, behavior management, time management ○ Standard III: Instructional Skill – demonstrates appropriate knowledge base,differentiated learning, monitors and adjusts instruction, • Observation Rubric evaluates instructional practices of teachers in: ○ Preparation ○ Presentation ○ Classroom Control
[M.4] • **Scope and Sequence_Geometry** • **Scope and Sequence_US History** • **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 this process identifies individual strengths, weaknesses, and needs. **The documents provided demonstrate evidence of the following:** • Teacher Evaluations and Observation Rubric contain handwritten notes identifying specific strengths, weaknesses, and needs of teachers.

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[M.5] • **Scope and Sequence_Geometry** • **Scope and Sequence_US History** • **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 provides feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices. **The documents provided demonstrate evidence of the following:** • Teacher Evaluations and Observation Rubric contain handwritten notes identifying specific strengths, weaknesses, and needs of teachers. • Teacher meetings with administrators to discuss feedback?
[M.6] • **Canvas Class Activity Example** • **Teacher Effectiveness_Parent Survey** • **Teacher Effectiveness_Peer Review** • **Teacher Effectiveness_Student Survey** • **Teacher Evaluation** • **Teacher Evaluation_Example** • **Teacher Observation**	**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 described processes because:** • No evidence of analysis of information about quality of instruction and responses taken as a result of analysis.

[M.7]
• **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 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:
	• A process for monitoring instruction to ensure that it meets the needs of students with proficiency in the bottom 25%/non-proficient students
	  ○ Student Intervention Progress Reports are completed by teachers every two months. Completed forms are turned in to school leader. Forms document monitoring of student progress for struggling students.
	  ○ Teacher Observation Evaluation includes the "Class Content" area which monitors that teachers adapt curriculum to ensure it is appropriate to meet student needs.
	  ○ Teacher Evaluation Example includes Differentiated Learning as an area monitored. The evaluation criteria identifies that teachers are aware of the needs of students an adjusting instruction to meet those needs.

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[M.8]	**Not Applicable**
[M.9]	**Not Applicable**

[M.10]
• **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 Charter Holder monitors instruction to ensure it is meeting the needs of students with disabilities.
	
	The documents provided demonstrate evidence of the following:
	• A process for monitoring instruction to ensure that it meets the needs of students with disabilities
	  ○ Student Intervention Progress Reports are completed by teachers every two months. Completed forms are turned in to school leader. Forms document monitoring of student progress for struggling students.
	  ○ Teacher Observation Evaluation includes the "Class Content" area which monitors that teachers adapt curriculum to ensure it is appropriate to meet student needs.
	  ○ Teacher Evaluation Example includes Differentiated Learning as an area monitored. The evaluation criteria identifies that teachers are aware of the needs of students an adjusting instruction to meet those needs.

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.

Kat Poulos

I, Kerh 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.

Kerh Ferguson

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