Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Desert Rose Academy, Inc.
School Name: Desert Rose Academy Charter School
Site Visit Date: February 25, 2015

Required for: Renewal
Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
[M.1] **Summary of Teachers Observations and Evaluations** **Category 2: Instruction Observation Form** **Professional Refinement Plan** **Supervisor Review of Performance** **APAT Statement of Purpose** **Key Components of the ROSE Academies Teacher Evaluation System** **Teacher Performance Evaluation Rubric** **Quarterly Reports of Instructional Implementation** **Student Curriculum Response Survey** **Teacher & principal Curriculum Feedback Survey Responses** **APAT ROSE Evaluation Tool** **RBT Meeting Notes for MIA (Strategic Meeting Agenda)** **Job Descriptions** **Report from Weekly Teacher Principal Meetings** **Emails related to MIA Goal Tracking** **MIA Update Memos** **APAT Summative Rating**	**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:** • To ensure fidelity between instructional practice and standards text, the Mastery learning approach is implemented in four phases: teachers are pretested in knowledge and skill to teach, teachers provided an overview in how to instruction, teachers practice the instruction, and teachers are post-tested for 95% effectiveness and efficiency in the instructional process • Principals continue to monitor and evaluate teacher effectiveness and efficiency in the instructional process using the APAT for teachers. • 3) a plan, or model, that ensures the systemic aspects are addressed and evaluated.
[M.2] **Category 2: Instructional Observation Forms** **Teacher Evaluation Schedule**	**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 demonstrate evidence of the following:**

RDT Meeting Notes **Growth Policy from Employee Handbook** **APAT Statement of Purpose**	• The MIA uses instructional post data to set quarterly benchmarks from the previous year to the next year. • Principals monitor instructional accountability using the APAT for Teachers, this instrument provides formative and summative evaluations four times in a school year. • The Superintendent administers a quarterly APAT for Principals. • Instructional data is gathered, analyzed, and set annual targets to maintain instructional fidelity in the MIA.
[M.3] **Post-Observation Feedback Form from APAT** **Category 2: Instructional Observation Forms** **Growth Policy from Employee Handbook** **Strategic Meeting Agenda addressing MIA System**	**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 APAT is administered 4 times a school year. Q1 and Q3 are formative, and Q2 and Q4 are summative. The APAT specifically measures teaching performance (67% weighted value) and student academic progress (33% weighted value) and holds the teacher accountable for quality instruction. • The Principal at each review ensures quality instruction is supported by the APAT by following the processes, forms, and rubrics contained in the APAT manual as approved by the Superintendent.
[M.4] **Post-Observation Feedback Form from APAT** **Category 2: Instructional Observation Forms** **Personnel Policies from Employee Handbook** **Professional Refinement Plan** **Supervisor Review of Performance** **Teacher Performance Evaluation Rubric**	**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:** • Poor instructional practices are addressed through post observation/evaluation feedback activities and student surveys. • Principals base specific PD activities, a Supervisor Review of Performance (SRP), and/or a Professional Refinement Plan (PRP) upon APAT scores and the classification for each teacher.

[M.5] **Post-Observation Feedback Form from APAT** **Category 2: Instructional Observation Forms** **Professional Refinement Plan** **Supervisor Review of Performance** **Teacher Performance Evaluation Rubric** **Schedule of SRP Meetings** **Summary of Work Completed**	**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:** • Principals provide individual feedback for Teacher strengths that may result in salary increases, project based incentives, as well as provide upward mobility and other opportunities within the organization. • The PRP is assigned to all teachers and provides a guide for long term growth and success at DRA. Principals use a PRP for every teacher who receives a zero Ineffective ratings and less than four "developing" ratings on each of the Fall and Summer *Summative Rating* form. • The SRP identify performance areas needing immediate attention. A principal writes a SRP for every teacher who receives an Ineffective rating(s) or four or more "developing" rating on either the Fall or Summer *Summative Rating* form or at any time at the discretion of the evaluator.
[M.6] **Calendar of APAT Summative Evaluations** **PD Sign In Sheets for Quarterly At-A-Glance forms** **HR Records – Staffing Ratio** **Weekly Tactical Meeting Guide** **PD Quarterly At-A-Glance**	**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 demonstrate evidence of the following:** • Instruction, student achievement, and teacher skills are analyzed in terms of the MIA's goals, objectives, activities, support conditions, and evaluative criteria. • MIA goals identified instructional needs in Personnel, Finances, Instructional Quality, Teacher instructional development, and support conditions. • Specifically addressed needs in instructional quality for students: APAT implementation training for Teachers and Principals; PD in data driven instruction and Benchmarking; instituted classroom aides to provide classroom management; developed a formalized Student Behavior Management System. • Specifically addressed needs in Teacher Instructional Development: invested in the development of PD programs in Odysseyware, Strategic Instruction, and KU learning strategies; provided district specialists for PD in Math and Language Arts, developed a special education unit to provide hands on training and support for student subgroups; created a more effective instructional schedule for teachers.

[M.7] **Alt Ed Summary** **RTI – Child Find Team Meeting** **Evaluation Timelines and Activities** **APAT Domain 2d: Adjusting Student Learning** **Principal Report to Superintendent** **Post-Observation Feedback Form from APAT** **Category 2: Instructional Observation Forms** **Professional Refinement Plan** **Supervisor Review of Performance** **Teacher Performance Evaluation Rubric** **Schedule of SRP Meetings** **Summary of Work Completed**	**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:** • Principals employ the Teacher APAT to monitor how teachers modify instruction and curriculum to specifically address: instruction based on evidence, instruction that supports most students in meeting the learning objective(s), implementation of KU strategies and Strategic Tutoring, utilization of varied approaches to support students who need help (e.g., individual, small groups, whole group, and using the Rose feedback cycle), instruction of gaps in content knowledge and skills, and implementation of learning how to learn strategies that impact student performance. • The principal provides reporting of instructional effectiveness to the Superintendent to ensure instructional modification activities are accountable to the Curriculum Team's guidelines.
[M.8] **Domains 2e, f from APAT** **ILLP Progress Reports** **INFER PD Sign-in Sheets aligned to subgroup** **Principal Report to Superintendent** **ELL PD Status Update Email**	**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:** • Principals monitor how teachers apply the ILLP to specifically: (as mentioned in M.7, first bullet) and to include instructing ELL students to address language gaps in content knowledge and skills, and address language metacognition by employing learning how to learn strategies that impact student performance.
[M.9] N/A	**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 Free and Reduced Lunch (FRL) students. **Not Applicable**

[M.10] **PEA Determination** **ESS Review of SPED Files** **IEPs** **ADPEA Rubric** **Form C – Current Classroom Based Data** **PD Sign-In Sheets – IEP** **CSU Dashboard View of DRA** **SPED/505 – Real Time Snap Shot** **PD Quarterly At-A-Glance**	**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:** • In addition to responses from M.7 and M.8, the Director of Special Education and the principals collaboratively monitor instruction based on: 1) the student's IEP and RP3, 2) student achievement data, 3) observations of teachers when implementing the instructional cycle and strategies for students with disabilities.

I, Johanna Medina, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on February 25, 2015 Johanna Medina

I, Dr. Eugene Kingsley, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on February 25, 2015