Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Arizona Autism Charter School, Inc.
School Name: Arizona Autism Charter School
Site Visit Date: May 27, 2015

Required for: Expansion - Grade Level
Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome	
[M.M.1] Sample Lesson Plans Sample IEPs Classroom Observation Checklists	**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:** • Standards driven curriculum maps pace the standards throughout the school year • IEP's aligned and goal driven by the Arizona College and Career level standards • Completing classroom walk throughs assuring alignment between IEP's/curriculum maps and the observation of instruction • Leaders monitor the instructional staff in their implementation of the standards with fidelity by monitoring lesson plans for the standards alignment to the curriculum maps for those students on grade level and the IEP's for those students working towards goals aligned to the standards identified on IEP's. • Observing in classrooms comparing the planned lesson to the observation of the lesson taught, ensuring fidelity to the planned lesson. • **Relevant Documents:** Lesson plans; IEP's; Classroom walk through outcomes **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[M.M.2] Sample IEPs List of Professional Development Dates and Topics Sample Student Data Binders ReThink Autism Administrative Dashboard Classroom observation Checklists Data Binder checklists Progress reports	**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:** • The classroom observation checklist is used to monitor the effectiveness of instruction, ensuring that quality instruction is occurring with best practices with regard to instruction for students with special needs. • Data binder checks are used to ensure that the lesson plans are being utilized and instruction is reflection of the lesson plans, and ultimately reflected in the student data, which should show progress. • Progress Reports are used to track mastery of goals and overall progress of students to ensure that teachers are delivering effective instruction. • **Relevant Documents:** Classroom observation Checklists, Data Binder checklists, progress reports **Final Evaluation:**	
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[M.E.3] Classroom Observation Checklists List of Professional Development Dates and Topics Sample Student Data Binders Sarah Gentry observation notes and feedback emails Final 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 evaluation of teachers occurs in a final teacher evaluation process, teachers are monitored for their implementation of research-based instructional practices and various other best practices. This is done by averaging the data from weekly walk throughs throughout the year. Walk throughs are used to target specifically matching instruction to lesson plans and observing lesson delivery as well as checking for a correlation of the data collection with the practice of classroom assessment. • The final evaluation speaks to the quality of instruction by identifying and ranking teacher ability as well as addressing strengths, weaknesses and needs. • An outside consultant observes teachers to provide additional feedback on the quality of instruction • **Relevant Documents:** Classroom observations; Student data, Observation notes and feedback, final evaluations **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<table>
<tr><td>[M.E.4]
Classroom Observation Checklists
Final Evaluations</td><td colspan="2">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:
• School Leaders document the strengths and weaknesses during classroom walk throughs based on the professional development taught during instructional professional development. This informs the needs in terms of more professional development either in a large group setting or for individual professional development. Those strengths and weaknesses are then imparted to the classroom teacher in a quick coaching feedback session or in a longer conversation before the end of the school day.
• At the end of the first year, a collective visit to all the data collected in all classrooms from walk throughs will be evaluated by School Leaders to determine next steps for the start of the second year.
• Relevant Documents: Classroom observations, final evaluations

Final Evaluation:</td></tr>
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<tr><td>[M.F.5]
Classroom Observation Checklists
Teacher Goals after evaluation
Final Evaluations
One-one-one meetings
Teacher check in lists</td><td colspan="2">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:
• The Charter Holder provides feedback on a continual basis shortly after classroom walk throughs.
• The Director of SPED provides additional feedback on teacher strengths, weaknesses and needs on a quarterly basis, using a teacher check in document on instructional practices specific to IEPs, and this is shared with each teacher in individual meetings.
• Meetings take place after the official final evaluation to discuss the teacher’s strengths weaknesses and needs, and this informs the process for planning teacher goals for the following year.
• Sarah Gentry provides feedback to the teachers as well as the Charter Holder on her outside evaluation process conducted of each instructor.
• Relevant Documents: Classroom observations, final evaluations, teacher check in lists, one-on-one meetings, Sarah Gentry feedback

Final Evaluation:</td></tr>
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[M.F.6] Classroom Observation Checklists Teacher Evaluation Instrument Teacher Goals after evaluation	**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:** • The Charter Holder analyzes the evaluation information at the end of the year. Weekly observations, data binders, online information in school databases and other records are used to create a final evaluation. • The final evaluation ranks the teachers in categories and provides information to determine what goals are needed for teachers that continue to work with the school in the following year. • **Relevant Documents:** Classroom observation data; Teacher evaluations **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[M.S.7] Sample IEPs Sample Progress Reports	**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%. **The documents provided demonstrate evidence of the following:** • As those students are identified, the data generated by IEP monitoring determines whether a new IEP meeting needs to be conveyed. If new strategies or accommodations need to be written, the IEP team can make and act on those decisions. By identifying these students and ensuring that IEP's are visited more often, ensure that needs are met of this subgroup. • **Relevant Documents**: IEP's **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[M.S.8] - N/A	ELLs – N/A	
[M.S.9] - N/A	FRL students – N/A	
[M.S.10] - N/A	**S**tudents with disabilities – N/A	