Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: The Odyssey Preparatory Academy, Inc. (TOPA)
School Name: Odyssey Institute for Advanced and International Studies (OIAIS)

Site Visit Date: January 20, 2015
Required for: Expansion - Grade Level, Enrollment Cap
Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
[M.1] **Teacher Evaluation for HS and Middle School teachers** **Teacher Observation Tracker** **Walk through sheet** **Improvement Plan for Mathematics Teacher** **Emails for January 11** **Lesson Plan Tracker**	**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:** • Formal evaluation document is made of four domains and specifically Domain 3 is related to instruction. For Math teachers have specific instructional elements. • Teacher tracker observation assists with monitoring what skills they are addressing, alignment to curriculum and provides for areas of improvement. • Classroom walk through documents part of the formal evaluation document. Observed completed forms with school leader forms and has become the teacher tracker observation tracker. • Emails providing feedback to teachers utilizing the data • Calendar of scheduled conferences • Teachers are required to submit lesson plans in Managebac prior to instruction which is evident via the Lesson Plan Tracker, monitored monthly • The principal and MYP coordinator review the plans for alignment to the curriculum map and MYP planner evidenced by the Teacher Evaluation via the Domain 3: Instruction as an element. • Lesson plans are cross walked to the curriculum (pacing) calendar to ensure lessons are on pace to be completed as scheduled via the Teacher Observation Tracker. • Improvement Plan includes goals to meet expectations and how to remove the improvement plan.
[M.2] **AIMS WEB RESULTS** **METHODS TEST RESULTS** **BENCHMARK EVALUATIONS**	**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:** • AIMS Web results by class provide growth data from benchmark to benchmark. • Standards based Fall, Winter, Spring Math AIMS Web assessments.

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	• Method Test Prep results by class provide growth of a specific class. • IB MYP benchmark assessments and evaluations evaluation conducted by teacher and students.
[M.3] **Teacher Evaluations** **Teacher Observation Tracker**	**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:** • **Classroom walk through summary (Teacher observation tracker) indicates that skills are observed and the evaluation is conducted in the Goods and Better columns.** • **Formal evaluation process, including rubric for the evaluation instrument has specific strategies evaluated for the teacher's content area.**
[M.4] **Teacher Professional Growth Plan** **Teacher Observation Tracker** **Engagement Teacher Reflection** **Coaching Log** **Formal 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:** • **Teacher professional growth plan is a place where teachers can ask questions and where feedback is provided.** • **Teacher observation tracker has the Goods and Better columns.** • **Engagement Teacher Reflection is a form where teachers have picked engagement strategies and in the future they will evaluate how it went for them. This will be completed at the end of the semester.** • **Coaching log provides evidence of observation of engagement strategies on a continuous basis.** • **Formal Evaluation process provides a rubric that has scores that would identify strengths and weaknesses.** • **On the classroom walk through observation form, a notation is made regarding issues that may be apparent during the observation.** • **Teachers and administrator/coach discuss what teacher is doing well and where improvement is needed.**
[M.5] **Teacher Professional Growth form**	**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 professional growth form provides feedback from teacher questions.**

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[M.6] **Teacher Professional Growth Plan** **Teacher Observation Tracker** **Engagement Teacher Reflection** **Coaching Log** **Formal Evaluations**	**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:** • **Teacher professional growth plan is a place where teachers can ask questions and where feedback is provided.** • **Teacher observation tracker has the Goods and Better columns.** • **Engagement Teacher Reflection is a form where teachers have picked engagement strategies and in the future they will evaluate how it went for them. This will be completed at the end of the semester.** • **Coaching log provides evidence of observation of engagement strategies on a continuous basis.** • **Formal Evaluation process provides a rubric that has scores that would identify strengths and weaknesses.** • **On the classroom walk through observation form, a notation is made regarding issues that may be apparent during the observation.** **Teachers and administrator/coach discuss what teacher is doing well and where improvement is needed.**
[M.7] **Coaching logs and feedback**	**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:** • **Method Test Prep data identifies a student that requires additional instruction or specific strategies but does not monitor the instruction that is provided to students in the bottom 25%.** • **Coaching logs and feedback provides for feedback on classes with the bottom 25%. Provided evidence of a 5th period math class that indicated they were low through academic data and also observed behavior management. Coach provided support with instructional materials and observed use of Saxon.**
[M.8] **IXL data** **ILLP**	**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:** • **IXL data is reviewed for ELL students and ILLP is developed for current 4 ELL students but does not provide evidence of how instruction is monitored. Students are monitored individually.**

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I, Hugh Thompson, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on January 20, 2015. HT CVLC

I, Hally Johnson, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on January 20, 2015.

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