Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: International Commerce Secondary Schools, Inc.
School Name: International Commerce High School – Phoenix,
Humanities and Sciences High School – Phoenix

Site Visit Date: December 12, 2014
Required for: Failing School
Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
[M.1]	**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:** • Instruction is individualized, to document work with students teachers log student discussions and also sign off on student completion of assignments. These sign offs are approved by the lead instructor as a process for monitoring the integration of standards into classroom instruction and implementation of an ACCRS-aligned curriculum with fidelity. • Students work with a minimum of three instructors per course for sign off on assignments. This peer review also verifies that integration of standards is happening. • Principals monitor course sign off sheets for each course a student completes. These sheets indicate which instructor a student worked with to earn credit for a course unit. These sheets are referenced when AIMS results are reported to verify integration of standards at the classroom level.
[M.2]	**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:** • First, end of course examinations confirm that students are learning and demonstrating proficiency in the standards. Students are given the American Council on Education Official General Development Practice Test PB form after each course. The results are compared to the American Council on Education Official General Development Practice Test PA form that students took when first enrolled. Scores always improve. • Second, AIMS, ACT, and SAT test results verify that standards are being integrated into classroom instruction. • Effectiveness is demonstrated primarily on student success, marked improvement on standardized tests, course completion, and graduation.
[M.3]	**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:** • Instruction is individualized, to document work with students teachers log student discussions and also sign off on student completion of assignments. These sign offs are approved by the lead instructor as

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	a process for monitoring the integration of standards into classroom instruction and implementation of an ACCRS-aligned curriculum with fidelity.
	• Students work with a minimum of three instructors per course for sign off on assignments. This peer review also verifies the quality of instruction.
	• Effectiveness is demonstrated primarily on student success, marked improvement on standardized tests, course completion, and graduation.
	• The charter holder conducts annual employee evaluations. These evaluations utilize the following criteria:
	  o Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
	  o Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
	  o Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
	  o Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
	  o Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
	  o Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
	  o Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross -disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
	  o Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
	  o Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

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	○ Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
[M.4]	**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:** • The charter holder conducts annual employee evaluations. These evaluations utilize the following criteria: ○ Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. ○ Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. ○ Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. ○ Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. ○ Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. ○ Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. ○ Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross - disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. ○ Instructional Strategies: The teacher understands and uses a variety of instructional strategies

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	to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. o Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. o Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. • These evaluations are supported by the charter holder's findings with regards to strengths and weaknesses in each area identified by yes/no evaluation of the presence/practice of identified actions and behaviors. • Principals monitor course sign off sheets for each course a student completes. These sheets indicate which instructor a student worked with to earn credit for a course unit. These sheets are referenced when AIMS results are reported to verify integration of standards at the classroom level. • Principals ensure that all course study guides are updated in December and in May, June and July upon receipt of the AIMS results and continue to be aligned to the college and career ready standards. • Principals verify that effective instructional strategies and curriculum are discussed, practiced and perfected at the Friday Professional Development meetings
[M.5]	**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 has a Performance Based Compensation System, an immediate feedback system, and a zero tolerance policy with regard to non-conformity to school policies. • The measure of the Humanities and Sciences Academy of the United States and the International Commerce Secondary Schools performance and the Humanities and Sciences High School, International Commerce High School (Tempe, Phoenix) and the Humanities and Sciences Academy performance shall be measure by each of the following: o a) Individual student progress and achievement. o b) Achievement of school district and school site goals. o c) Instructor professional development o d) Instructor job satisfaction. o e) Parent rating of the quality of education at the school and district levels.

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	• The specific measure of this performance shall be based on:
	  o Measure of academic progress toward the academic standards adopted by the state board of education, specifically individual student performance on the Arizona Instrument to Measure Standards and/or the General Educational Development test.
	• Other measure of academic progress shall be individual student performance on Competency Examinations:
	  o Language Arts Reading
	  o Language Arts Writing
	  o Social Studies
	  o Science
	  o Mathematics
	• The measure of dropout or graduation rates shall be based on the five-year graduation rate as determined by the Arizona Department of Education.
	• The measure of the attendance rates shall be based on individual student attendance.
	• The measure of school quality by parents shall be based on compiled parent surveys.
	• The measure of school quality by students shall be based on compiled student surveys.
	• The policy on the Performance Based Compensation System shall be considered every August for the input of instructors and lead instructors.
	• Teachers, instructors, and tutors will be evaluated pursuant to R2-5-501: Standards of Conduct, R7-2-602: Professional Teaching Standards annually by June.
	  o The performance levels are:
	  o Highly Effective
	  o Effective
	  Partially Effective
	  o Ineffective.

[M.6]	**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 has a Performance Based Compensation System, an immediate feedback system, and a zero tolerance policy with regard to non-conformity to school policies.
	• The charter holder has created a strenuous front end training program and hiring criteria:
	  o Secondary instructors must have a valid adult education and substitute teaching certificate
	  o College Tutors at the undergraduate level must have an earned Bachelors Degree and a Masters Degree

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	○ College tutors at the graduate level must have an earned doctorate or terminal degree ○ All other employees must have a high school diploma or equivalent ○ All employees are required to complete Great Books Shared Inquiry Methods courses. ○ All instructors are required to participate in Great Books Discussion groups. ○ All instructors are required to complete English US Level I, Level II and Level III ○ All instructors are required to complete a world language other than English at Level I and Level II ○ All instructors are required to complete video instruction on Working with Adults with Disabilities and Teaching an Adult to Read. ○ All instructors are encouraged to promote student faculty scholarship through research, discussion and contributing to the development of collaborative publications. ○ The job title and job description of personnel will not necessarily correspond to assigned classifications but will be developed to reflect the tasks to be performed.
[M.7]	**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:** • The charter holder conducts annual employee evaluations. These evaluations utilize the following criteria: ○ Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. ○ Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. ○ Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. ○ Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. • These evaluations are supported by the charter holder's findings with regards to strengths and weaknesses in each area identified by yes/no evaluation of the presence/practice of identified actions

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	and behaviors. • Principals monitor course sign off sheets for each course a student completes. These sheets indicate which instructor a student worked with to earn credit for a course unit. These sheets are referenced when AIMS results are reported to verify integration of standards at the classroom level. • Principals verify that effective instructional strategies and curriculum are discussed, practiced and perfected at the Friday Professional Development meetings

[M.8]	**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:
	• The charter holder conducts annual employee evaluations. These evaluations utilize the following criteria:
	  o Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
	  o Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
	  o Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
	  o Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
	  o These evaluations are supported by the charter holder's findings with regards to strengths and weaknesses in each area identified by yes/no evaluation of the presence/practice of identified actions and behaviors.
	  o Principals monitor course sign off sheets for each course a student completes. These sheets indicate which instructor a student worked with to earn credit for a course unit. These sheets are referenced when AIMS results are reported to verify integration of standards at the classroom level.
	  o Principals verify that effective instructional strategies and curriculum are discussed, practiced

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	and perfected at the Friday Professional Development meetings
[M.9]	**Not applicable.**

[M.10]	**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:
	• The charter holder conducts annual employee evaluations. These evaluations utilize the following criteria:
	  ○ Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
	  ○ Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
	  ○ Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
	  ○ Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
	  ○ These evaluations are supported by the charter holder's findings with regards to strengths and weaknesses in each area identified by yes/no evaluation of the presence/practice of identified actions and behaviors.
	  ○ Principals monitor course sign off sheets for each course a student completes. These sheets indicate which instructor a student worked with to earn credit for a course unit. These sheets are referenced when AIMS results are reported to verify integration of standards at the classroom level.
	• Principals verify that effective instructional strategies and curriculum are discussed, practiced and perfected at the Friday Professional Development meetings

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I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on December 12, 2014. _____

I, DAVID CUND, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on December 12, 2014. _____

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