Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name:Ira H. Hayes Memorial Applied Learning Center
School Name: Ira H. Hayes High School
Site Visit Date: May 5, 2014

Required for: Renewal
Evaluation Criteria Area:Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
Staff Meeting Notes and Sign-Ins	**Charter holder indicated the intended purpose of the document was to demonstrate: the system for curriculum** **ASBCS staff: these documents do not indicate any discussion of curriculum, they demonstrate the contents of a typical staff meeting.** **A copy of this document** wastaken **because: the documents do not provide evidence of a system to adopt or develop curriculum, they provide evidence that curriculum is not discussed at these staff meetings**
Math and ELA Course Descriptions	**Charter holder indicated the intended purpose of the document was to demonstrate: the system for curriculum** **ASBCS staff: these documents are only course descriptions, they set policies and procedures, grading scale, etc. these do not provide information about the curriculum** **A copy of this document** was not **taken because: it does not demonstrate anything with regard to the curriculum or curriculum systems**
Teacher Lesson Plans	**Charter holder indicated the intended purpose of the document was to demonstrate: the system for curriculum** **ASBCS staff: these documents appear to be the only curriculum implementation materials, they demonstrate that each teacher makes their own decisions about what to teach/how/when. The math lesson plans indicate that in the fall the teacher was using Study Island, but in the spring the teacher began using the text book. The math teacher in the fall has a "planner" that indicates every Friday is "games/tech" and identifies some subjects, but does not identify standards or lessons. There is no way to match the lesson plans up to the "planner". The lesson plan format provides a space for "differentiated Instruction" but none of the lesson plans in Math have anything filled in, ELA lesson plans do have some information filled in on instructional adaptations but do not have curriculum adaptations. ELA lesson plans from January to April do not demonstrate a standards-based curriculum, the instructional level is not appropriate for the students' grade level.** **A copy of this document** was **taken because: they demonstrate a fragmented approach to curriculum, there is no curriculum system in place**

Science Curriculum Maps/Lesson Plans Binders	**Charter holder indicated the intended purpose of the document was to demonstrate: system for curriculum** **ASBCS staff: these materials demonstrate that the science teacher has developed a curriculum map, with aligned lesson plans for all the science courses. This was the only subject that had curriculum maps/aligned lesson plans. This is not done school wide, but only by 1 teacher.** **A copy of this document** was not **taken because: these materials exist only for the science courses, and no other courses**
Master Flex Sheet (Wednesday Tutoring Sign Ins)	**Charter holder indicated the intended purpose of the document was to demonstrate: system for curriculum adapted to bottom 25% (students who have not passed AIMS)** **ASBCS staff: this is a sign-in sheet from tutoring from December through April, identifies student, date, and absentee date that the attendance is intended to make up** **A copy of this document** was not **taken because: contains student identifying information, and the content does not provide any information about the curriculum for bottom 25% students**
AIMS Workshops, Email Containing Workshop Schedule	**Charter holder indicated the intended purpose of the document was to demonstrate: system for curriculum adapted to bottom 25% (students who have not passed AIMS)** **ASBCS staff: these documents identify "workshops" offered to the students on half-day Fridays which were intended to prepare students for AIMS testing, identify the schedule for the workshops, and contain the instructional materials used during the workshops which contain problems that teacher/students solved together** **A copy of this document** was **taken because: it demonstrates the school has implemented an approach to target students in the bottom 25% (students who have not passed AIMS) with additional instruction**
Standards based plans used to teach the math workshops, PowerPoints and instructional materials to teach the ELA workshops	**Charter holder indicated the intended purpose of the document was to demonstrate: system for curriculum adapted to bottom 25% (students who have not passed AIMS)** **ASBCS staff: these contain the instructional materials used during the workshops which contain problems that teacher/students solved together in Math workshops and the instruction/activities used in the ELA workshops; indicate that math instruction in the workshops is standards based** **A copy of this document** was not **taken because: the content does not provide any addition information, the documents demonstrate the instructional materials used**

Arizona State Board for Charter Schools

I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on May 5, 2014. _____

I, Crispin J. Zamudio, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on May 5, 2014. _____

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name:Ira H. Hayes Memorial Applied Learning Center
School Name: Ira H. Hayes High School
Site Visit Date: May 5, 2014

Required for: Renewal
Evaluation Criteria Area:Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
Walk Through Observations	**Charter holder indicated the intended purpose of the document was to demonstrate: monitoring instruction** **ASBCS staff: these walk-through forms demonstrate that the instructional leader is monitoring instruction, evaluating instructional practice, and providing comments/feedback to the teachers; does not monitor integration of the standards; does not identify differentiation as an area of monitoring** **A copy of this document** wastaken **because: it demonstrates that the instructional leader is monitoring instruction through walk-throughs; but demonstrates that the instructional leader is not monitoring the integration of the standards into instruction**
Email Containing Workshop Schedule	**Charter holder indicated the intended purpose of the document was to demonstrate: monitoring instruction** **ASBCS staff: this email identifies that the instructional leader has set the expectation that teachers turn lesson plans in on Mondays** **A copy of this document** wastaken **because: it demonstrates the instructional leader expects lesson plans to be turned in weekly, but it does not indicate that the instructional leader is monitoring the integration of the standards**
Ira H. Hayes High School Certified Staff Performance Evaluation	**Charter holder indicated the intended purpose of the document was to demonstrate: evaluation of instructional practices** **ASBCS staff: identifies teacher, evaluation date, length of observation, focuses on instructional skills, learning environment, planning skills, competency in subject matter, school/community relations; provides a space for professional development plan based on the evaluation- none of the professional development plans were completed or filled out. Evaluation identifies instructional differentiation for subgroup students as an area of monitoring. Teachers receive a copy of the completed evaluation.** **A copy of this document** was **taken because: it demonstrates the process for evaluating the instructional practices of teachers; indicates that differentiation for subgroup students is identified as an area of monitoring**

I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on May 5, 2014. _____

I, Crispin J. Zamudio, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on May 5, 2014. _____

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name:Ira H. Hayes Memorial Applied Learning Center
School Name: Ira H. Hayes High School
Site Visit Date: May 5, 2014

Required for: Renewal
Evaluation Criteria Area:Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
Development Profile Report	**Charter holder indicated the intended purpose of the document was to demonstrate: a comprehensive assessment system** **ASBCS staff: this document shows the school is using Galileo and is obtaining data reports from Galileo** **A copy of this document** wastaken **because: it demonstrates the school's use of Galileo and access to data reports**
Class Development Profile Grid	**Charter holder indicated the intended purpose of the document was to demonstrate: a comprehensive assessment system** **ASBCS staff: this document shows the school is using Galileo and is obtaining data reports from Galileo, report identified student weaknesses by strand/objective** **A copy of this document** was not **taken because: it contains student identifying information**

I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on May 5, 2014. Kate

I, Crispin Zamudio, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on May 5, 2014. Crispin J. Zamudio

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name:Ira H. Hayes Memorial Applied Learning Center
School Name: Ira H. Hayes High School
Site Visit Date: May 5, 2014

Required for: Renewal
Evaluation Criteria Area:~~Assessment~~ Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
Professional Development Certificates	**Charter holder indicated the intended purpose of the document was to demonstrate: Professional Development Plan** **ASBCS staff: these documents show that teachers have completed outside professional development; teachers were all required to complete Galileo Training, A+ training, and strategic planning training; other professional developments were self-selected by teachers and done as teachers chose** **A copy of this document wastaken because: it demonstrates that the school does not have a professional development plan, teachers has been taking professional development on their own with no identified plan or purpose in the school; the instructional leader is in the beginning stages of creating a plan**
Ira H. Hayes High School Certified Staff Performance Evaluation	**Charter holder indicated the intended purpose of the document was to demonstrate: professional development plan** **ASBCS staff: evaluation provides a space for professional development plan based on the evaluation; however none of the professional development plans have been completed or filled out. The evaluation form rates teachers on whether they attend classes/PD, but does not evaluate/monitor/follow-up on implementation of the PD-when we discussed the observations that support the evaluation criteria 28, the instructional leader did not identify implementation of PD.** **A copy of this document was taken because: it demonstrates the beginning stages of a professional development plan based on teacher learning needs, which has not yet been fully implemented.**

I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on May 5, 2014. Kathe

I, Crispin J. Zamudio, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on May 5, 2014. Crispin J. Zamudio

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name:Ira H. Hayes Memorial Applied Learning Center
School Name: Ira H. Hayes High School
Site Visit Date: May 5, 2014

Required for: Renewal
Evaluation Criteria Area:Data

Document Name/Identification	Intended Purpose and Discussion Outcome
Spring Reading Data	**Charter holder indicated the intended purpose of the document was to demonstrate: improved student performance** **ASBCS staff: this document shows that in Spring 2013 the school had 27% passing AIMS, in Spring 2014 the school had 23% passing AIMS. This does not demonstrate improved student performance for passing. The report shows that in Spring 2013 the school had 45% Approaching and 27% Falling Far Below on AIMS, in Spring 2014 the school had 62% Approaching and 15% Falling Far Below on AIMS** **A copy of this document** wastaken **because: it demonstrates that the school has not seen an increase in the percentage of students passing AIMS**
Galileo Multi-Test Report	**Charter holder indicated the intended purpose of the document was to demonstrate: improved student performance** **ASBCS staff: these reports show student performance within the current school year, these reports do not demonstrate growth within the school year (December-February for ELA and December-March for Math)** **A copy of this document** was **taken because: it demonstrates that the school does not have data that supports improved academic performance**
Cohort 2015/2014/2013	**Charter holder indicated the intended purpose of the document was to demonstrate: improved student performance** **ASBCS staff: students whose name are in green are FAY students; yellow indicates that the student scored approaches; a + indicates an increase in the scale score a – indicates a decline. This data does not demonstrate improved performance, rather it shows some students increasing their scale scores but other students seeing a decline in their scale scores.** **A copy of this document** was **taken because: it demonstrates that the school does not have data that supports improved academic performance**

Aggregate Multi-Test Report	**Charter holder indicated the intended purpose of the document was to demonstrate: improved student performance** **ASBCS staff: green means Approaches; yellow means FFB** **A copy of this document was taken because: it demonstrates that the school does not have data that supports improved academic performance**

I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on May 5, 2014. _____

I, Crispin J. Zamudio, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on May 5, 2014. _____

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name:Ira H. Hayes Memorial Applied Learning Center
School Name: Ira H. Hayes High School
Site Visit Date: May 5, 2014

Required for: Renewal
Evaluation Criteria Area:Grad Rate

Document Name/Identification	Intended Purpose and Discussion Outcome
AIMS Augmentation Calculation for School Years	**Charter holder indicated the intended purpose of the document was to demonstrate: strategies to increase graduation rate** **ASBCS staff: this is the statutory AIMS augmentation alternative method for graduation** **A copy of this document** was not**taken because: it is a publicly available document, is not a strategy the school uses rather it is a statutory provision**
Ira H. Hayes High School Program of Study Graduation Requirements	**Charter holder indicated the intended purpose of the document was to demonstrate: strategies to increase graduation rate** **ASBCS staff: this document tracks student's course completion/enrollment; this was completed over the winter break and used to determine the school master schedule for the Spring to ensure they were offering courses needed for students who were in this year's graduation cohort** **A copy of this document** was not **taken because: contains student identifying information; content does not add additional information**
Ira. H. Hayes master schedule for S2	**Charter holder indicated the intended purpose of the document was to demonstrate: strategies to increase graduation rate** **ASBCS staff: this schedule was created using the students' completed courses to determine what courses needed to be offered for the spring to ensure students were able to graduate** **A copy of this document** was **taken because: it demonstrates the master schedule based on student graduation need; which is a strategy the school is using to increase graduation rate**
Cohort tracking sheet	**Charter holder indicated the intended purpose of the document was to demonstrate: strategies to increase graduation rate** **ASBCS staff: this document identifies students' credit needs to graduate; used by the school to track graduation progress including progress students are making progress in A+ as a method for recovering credits quickly** **A copy of this document** was **taken because: it demonstrates a strategy the school is using to increase graduation rate**

Communications to Parents/community	**Charter holder indicated the intended purpose of the document was to demonstrate: strategies to increase graduation rate** **ASBCS staff: includes letters to parents and community members regarding truancy, attendance, augmentation, graduation requirements, make-up days, AIMS workshops, incentive programs** **A copy of this document** was **taken because: it demonstrates strategies to increase graduation rate**
Summary from December 2nd to the Present	**Charter holder indicated the intended purpose of the document was to demonstrate: strategies to increase graduation rate** **ASBCS staff: this is a summary by the instructional leader of the steps they have taken and the strategies they have implemented to increase graduation rate** **A copy of this document** was **taken because: it demonstrates the strategies the school is using to increase graduation rate**
AIMS Workshops, Email Containing Workshop Schedule	**Charter holder indicated the intended purpose of the document was to demonstrate: strategies to increase graduation rate** **ASBCS staff: these documents identify "workshops" offered to the students on half-day Fridays which were intended to prepare students for AIMS testing and help seniors who had not yet passed AIMS** **A copy of this document** was **taken because: it demonstrates strategies to increase graduation rate**

I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on May 5, 2014. _____

I, Crispin J. Zamudio, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on May 5, 2014. _____