Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Legacy Education Group
School Name: East Valley High School
Site Visit Date: March 2, 2015

Required for: Annual Report
Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
[P.1] **PD Rate-02272015135134** **PD-02272015125411** **PD-02272015125427** **PD-02272015125447** **PD-02272015125455** **PD-02272015125512** **PD-02272015125522** **PD-02272015125536** **PD-02272015125547** **PD-02272015125559** **PD-02272015125612** **PD-02272015125622** **PD-02272015125635** **PD-02272015125642** **PD-02272015125711** **The Master Teacher Calendar** **Eval Pam**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's professional development plan **The documents provided demonstrate evidence of the following:** • Professional development has been scheduled for 18 sessions this school year; these sessions are provided through the Master Teacher program. • These sessions include: o "Frontloading" The Learning Environment o Listening: The Most Important Channel To Learning o Common Core o Make Hard Choices Fair And You'll win Trust And Respect o Determination! The Secret Power For Teaching And Learning o Seven Assurances Parents Want For The New Year o Why Student Relationships Matters o Ways To Generate Learning When Saying "No" o Teach Students When And How To Ask For Help o How To Get Through To Reluctant Colleagues o AZ Dash Training o Finding Nuggets In Mounds Of Data o Our Actions Determine What Parents Hear o Six Assessment Mistakes You Must Avoid o Common Phrases That Lead To Trouble Student Engagement: Six Things To Look For o Your Real Power Lies In Persuasion o Why Joy Is A Motivator That counters Student Fears • **The documents provided do not demonstrate evidence of the following:** o All teachers participated in these sessions **The documents provided do not demonstrate evidence of the described processes because:** • No sign-ins were provided to demonstrate these sessions were held. The charter holder provided evaluations completed by only two teachers for a selections of the sessions. It is unclear who attended these sessions or if the evaluations were completed by all teachers. Additionally, the evaluations were only partially completed. for the PD sessions that were completed after the sessions were
[P.2] **PD Rate-02272015135134** **PD-02272015125411** **PD-02272015125427** **PD-02272015125447**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional development plan was developed **The documents provided demonstrate evidence of the following:** • The charter holder has a "professional development planning process tool" that 1) identifies parties and their

PD-02272015125455 **PD-02272015125512** **PD-02272015125522** **PD-02272015125536** **PD-02272015125547** **PD-02272015125559** **PD-02272015125612** **PD-02272015125622** **PD-02272015125635** **PD-02272015125642** **PD-02272015125711** **The Master Teacher Calendar** **Professional Development Planning Process Tool**	responsibilities in the process, 2)identifies the data points that are to be collected and analyzed in order to identify needs, the data points identified on this plan include: teacher perception data and parent perception data (self assessments and surveys), formative student data- identified as walkthroughs, RTI, A+/ALS assessments (observations and other), student summative data identified as prior year AIMS results (other); 3) identifies goals; and 4) lists course of study selections that are to be aligned to goals and learners' knowledge. This document also provides target completion dates, many of the dates are "ongoing". **The documents provided do not demonstrate evidence of the following:** • The development of the plan was based on the needs of the teachers and the students and through extensive training with the ADE staff and educational consultant along with the LEA. • The teachers complete a yearly survey on PD needs. • how the professional development plan was developed **The documents provided do not demonstrate evidence of the described processes because:** • The "professional development planning process tool" does not align with the professional development calendar that was provided. The document identifies that trainings would be provided on "effective elements of instruction – Madeline Hunter Model" "Classroom culture and environment" "questioning strategies based on the levels of Blooms" and "differentiated instruction." The charter holder stated that these would be PD that should be self-selected by teachers. • Two "professional development teacher surveys" were provided one for a science teacher and one for a math teacher. They identify PD that these two teachers would want. These ideas do not appear to align to the sessions that were scheduled for the year.
[P.3] **PD Rate-02272015135134** **PD-02272015125411** **PD-02272015125427** **PD-02272015125447** **PD-02272015125455** **PD-02272015125512** **PD-02272015125522** **PD-02272015125536** **PD-02272015125547** **PD-02272015125559** **PD-02272015125612** **PD-02272015125622** **PD-02272015125635**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional development plan is aligned with instructional staff learning needs **The documents provided demonstrate evidence of the following:** • The charter holder has a "professional development planning process tool" that 1) identifies parties and their responsibilities in the process, 2)identifies the data points that are to be collected and analyzed in order to identify needs, the data points identified on this plan include: teacher perception data and parent perception data (self assessments and surveys), formative student data- identified as walkthroughs, RTI, A+/ALS assessments (observations and other), student summative data identified as prior year AIMS results (other); 3) identifies goals; and 4) lists course of study selections that are to be aligned to goals and learners' knowledge. This document also provides target completion dates, many of the dates are "ongoing". **The documents provided do not demonstrate evidence of the following:**

PD-02272015125642 **PD-02272015125711** **The Master Teacher Calendar** **Professional Development Planning Process Tool**	• The plan is aligned based on the needs of the staff and the students from survey results and from walk-throughs and formal evaluations. • how the professional development plan is aligned with instructional staff learning needs **The documents provided do not demonstrate evidence of the described processes because:** • The "professional development planning process tool" does not align with the professional development calendar that was provided. The document identifies that trainings would be provided on "effective elements of instruction – Madeline Hunter Model" "Classroom culture and environment" "questioning strategies based on the levels of Blooms" and "differentiated instruction." The charter holder stated that these would be PD that should be self-selected by teachers. • Two "professional development teacher surveys" were provided one for a science teacher and one for a math teacher. They identify PD that these two teachers would want. These ideas do not appear to align to the sessions that were scheduled for the year.
[P.4] **PD Rate-02272015135134** **PD-02272015125411** **PD-02272015125427** **PD-02272015125447** **PD-02272015125455** **PD-02272015125512** **PD-02272015125522** **PD-02272015125536** **PD-02272015125547** **PD-02272015125559** **PD-02272015125612** **PD-02272015125622** **PD-02272015125635** **PD-02272015125642** **PD-02272015125711** **The Master Teacher Calendar** **Professional Development Planning Process Tool**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the plan addresses areas of high importance **The documents provided demonstrate evidence of the following:** • The charter holder has a "professional development planning process tool" that 1) identifies parties and their responsibilities in the process, 2)identifies the data points that are to be collected and analyzed in order to identify needs, the data points identified on this plan include: teacher perception data and parent perception data (self assessments and surveys), formative student data- identified as walkthroughs, RTI, A+/ALS assessments (observations and other), student summative data identified as prior year AIMS results (other); 3) identifies goals; and 4) lists course of study selections that are to be aligned to goals and learners' knowledge. This document also provides target completion dates, many of the dates are "ongoing". **The documents provided do not demonstrate evidence of the following:** • The plan is aligned based on the needs of the staff and the students from survey results and from walk-throughs and formal evaluations. • Key areas that have been focused on included attention activities, key learning goal each day placed on the board, formative assessment and learning to use data in lesson planning. • how the plan addresses areas of high importance **The documents provided do not demonstrate evidence of the described processes because:** • The "professional development planning process tool" does not align with the professional development calendar that was provided. The document identifies that trainings would be provided on "effective elements of

	instruction – Madeline Hunter Model" "Classroom culture and environment" "questioning strategies based on the levels of Blooms" and "differentiated instruction." The charter holder stated that these would be PD that should be self-selected by teachers. • Two "professional development teacher surveys" were provided one for a science teacher and one for a math teacher. They identify PD that these two teachers would want. These ideas do not appear to align to the sessions that were scheduled for the year.
[P.5] **PD Rate-02272015135134** **PD-02272015125411** **PD-02272015125427** **PD-02272015125447** **PD-02272015125455** **PD-02272015125512** **PD-02272015125522** **PD-02272015125536** **PD-02272015125547** **PD-02272015125559** **PD-02272015125612** **PD-02272015125622** **PD-02272015125635** **PD-02272015125642** **PD-02272015125711** **The Master Teacher Calendar** **Professional Development Planning Process Tool**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder supports high quality implementation of the strategies learned in professional development sessions **The documents provided demonstrate evidence of the following:** • Principal performs walk-throughs and completes the walk-through forms upon completion • In some cases, the broad topics that were identified in the professional development can also be connected to the broad topic found on the walk through form. **The documents provided do not demonstrate evidence of the following:** • how the Charter Holder supports high quality implementation of the strategies learned in professional development sessions **The documents provided do not demonstrate evidence of the described processes because:** • While the broad topics that were identified in the professional development can also be connected to the broad topic found on the walk through form, there is no evidence to demonstrate that the charter holder has intentionally developed processes to supports high quality implementation of the strategies learned in professional development sessions • No evidence from the walk-throughs demonstrates that this is a process that can be used or is used to *support* the implementation
[P.6] **PD Rate-02272015135134** **PD-02272015125411** **PD-02272015125427** **PD-02272015125447** **PD-02272015125455** **PD-02272015125512** **PD-02272015125522** **PD-02272015125536** **PD-02272015125547** **PD-02272015125559**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder provides the resources that are necessary for high quality implementation **The documents provided do not demonstrate evidence of the following:** • how the Charter Holder provides the resources that are necessary for high quality implementation **The documents provided do not demonstrate evidence of the described processes because:** • no evidence was provided to demonstrate that there is a process used to provide the resources that are necessary for high quality implementation of strategies learned in PD

PD-02272015125612 **PD-02272015125622** **PD-02272015125635** **PD-02272015125642** **PD-02272015125711** **The Master Teacher Calendar**	
[P.7] **PD Rate-02272015135134** **PD-02272015125411** **PD-02272015125427** **PD-02272015125447** **PD-02272015125455** **PD-02272015125512** **PD-02272015125522** **PD-02272015125536** **PD-02272015125547** **PD-02272015125559** **PD-02272015125612** **PD-02272015125622** **PD-02272015125635** **PD-02272015125642** **PD-02272015125711** **The Master Teacher Calendar**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors the implementation of the strategies learned in professional development sessions **The documents provided demonstrate evidence of the following:** • Principal performs walk-throughs and completes the walk-through forms upon completion • In some cases, the broad topics that were identified in the professional development can also be connected to the broad topic found on the walk through form. **The documents provided do not demonstrate evidence of the following:** • how the Charter Holder supports high quality implementation of the strategies learned in professional development sessions • walk throughs are conducted to monitor the implementation of the strategies learned in professional development sessions • Lesson Plans are submitted weekly. **The documents provided do not demonstrate evidence of the described processes because:** • While the broad topics that were identified in the professional development can also be connected to the broad topic found on the walk through form, there is no evidence to demonstrate that the charter holder has intentionally developed processes to supports high quality implementation of the strategies learned in professional development sessions • No evidence was provided to demonstrate that Lesson Plans are submitted weekly or that this is a process used to monitor the implementation of the strategies learned in professional development sessions
[P.8] **PD Rate-02272015135134** **PD-02272015125411** **PD-02272015125427** **PD-02272015125447** **PD-02272015125455** **PD-02272015125512**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors and follows-up with instructional staff to support and develop implementation of the strategies learned in professional development **The documents provided do not demonstrate evidence of the following:** • how the Charter Holder monitors and follows-up with instructional staff to support and develop implementation of the strategies learned in professional development

PD-02272015125522 **PD-02272015125536** **PD-02272015125547** **PD-02272015125559** **PD-02272015125612** **PD-02272015125622** **PD-02272015125635** **PD-02272015125642** **PD-02272015125711** **The Master Teacher Calendar**	• "Goals are measurable and identifiable and assessments are given to teachers on a quarterly basis." **The documents provided do not demonstrate evidence of the described processes because:** • No evidence was provided to support this statement, which was made by the charter holder in the DSP report.
[P.9] **PD Rate-02272015135134** **PD-02272015125411** **PD-02272015125427** **PD-02272015125447** **PD-02272015125455** **PD-02272015125512** **PD-02272015125522** **PD-02272015125536** **PD-02272015125547** **PD-02272015125559** **PD-02272015125612** **PD-02272015125622** **PD-02272015125635** **PD-02272015125642** **PD-02272015125711** **The Master Teacher Calendar**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional development plan ensures that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students **The documents provided do not demonstrate evidence of the following:** • how the professional development plan ensures that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students **The documents provided do not demonstrate evidence of the described processes because:** • no evidence was provided • the charter holder was asked to identify how the documentation already provided could show this occurs and offered no explanation.
[P.10]	**N/A**
[P.11] **PD Rate-02272015135134** **PD-02272015125411** **PD-02272015125427** **PD-02272015125447** **PD-02272015125455** **PD-02272015125512** **PD-02272015125522** **PD-02272015125536** **PD-02272015125547** **PD-02272015125559**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional development plan ensures that instructional staff receives the type of development required to meet the needs of Free and Reduced Lunch (FRL) students **The documents provided do not demonstrate evidence of the following:** • How does the Charter Holder provide professional development to ensure instructional staff is able to address the needs of FRL-eligible students **The documents provided do not demonstrate evidence of the described processes because:** • no evidence was provided

PD-02272015125612 **PD-02272015125622** **PD-02272015125635** **PD-02272015125642** **PD-02272015125711** **The Master Teacher Calendar**	• the charter holder was asked to identify how the documentation already provided could show this occurs and offered no explanation.
[P.12] **PD Rate-02272015135134** **PD-02272015125411** **PD-02272015125427** **PD-02272015125447** **PD-02272015125455** **PD-02272015125512** **PD-02272015125522** **PD-02272015125536** **PD-02272015125547** **PD-02272015125559** **PD-02272015125612** **PD-02272015125622** **PD-02272015125635** **PD-02272015125642** **PD-02272015125711** **The Master Teacher Calendar**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional development plan ensures that instructional staff receives the type of development required to meet the needs of students with disabilities **The documents provided do not demonstrate evidence of the following:** • How the Charter Holder provides professional development to ensure instructional staff is able to address the needs of students with disabilities **The documents provided do not demonstrate evidence of the described processes because:** • no evidence was provided • the charter holder was asked to identify how the documentation already provided could show this occurs and offered no explanation.

I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on March 2, 2015. _____

I, Kathy Tolman, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on March 2, 2015. Kathryn Tolman