Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Legacy Schools
School Name: Encore Arts Academy
Site Visit Date: May 12, 2015

Required for: Renewal
Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome	
[M.M.1] **C6.2 Teacher Performance Evaluation Instrument with extended response (C.6.1)** **Formal Evaluation Schedule – 1st Semester** **C.6.2.a-c Walkthroughs** **A.1.2 Weekly Observations** **Lesson Plans**	**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:** • Teachers are monitored in walkthroughs, lesson plans, and formal evaluations to ensure standards are being successfully taught and mastered. • Core Knowledge sequence identifies ACCRS standards in curriculum. • Lesson plans are reviewed to address all components of a plan including standards alignment. • Teachers are schedules for formal evaluations during the first semester. The Charter Holder indicated that components from the instrument address monitoring the integration of standards into classroom instruction. A summary of the evaluations indicated that 7 evaluations were evaluated to have the objective (ACCRS). • Walkthroughs include reviewing the critical questions of a lesson which are directly related to the objective. The objective is aligned to the standard. **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] **C6.2 Teacher Performance Evaluation Instrument with extended response (C.6.1)** **Formal Evaluation Schedule – 1st Semester** **C.6.2.a-c Walkthroughs**	**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:** • Walkthroughs are scored by the Leadership Team, to ensure objectives are clearly stated on daily lesson plans and incorporated into the classroom instruction. • Observations are evaluated and scored on the Teacher Performance Evaluation Instrument to determine the effectiveness of instruction for ELL, FRL, and ESL through the evaluation of lesson plans having accommodations noted on them.	

	Final Evaluation:	
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[M.E.3] **C6.2 Teacher Performance Evaluation Instrument with extended response (C.6.1)** **C.6.1 Formal Evaluation Schedule – 1st Semester** **C.6.2.a-c Walkthroughs** **C.6.2 Walkthrough log**	**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:** • Formal Evaluation divided into four domains: Planning and Preparation, Classroom Environment, Instruction, Professional Development. Teachers are scheduled during the first semester for a formal evaluation. • Teachers are monitored in walkthroughs, lesson plans, and formal evaluations to evaluate instructional practices through the use of a point system that includes the following ratings: Exceed, Meet, Approaches, and Unsatisfactory. • Walkthroughs include an evaluation of the start of a lesson, lesson flow, and how high & low level questions are posed. This evaluation also uses a point system. **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.E.4] **C6.2 Teacher Performance Evaluation Instrument with extended response (C.6.1)** **Coaching Notes**	**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:** • During the formal evaluation the evaluator meets with the teacher to discuss the extended response which includes the strengths, weaknesses and needs. If a need is identified a coaching session is assigned. • Coaching Notes speak to lesson plan modifications/revisions based on teacher observations. **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.F.5] **C.6.2.a-c Walkthroughs** **C6.2 Teacher Performance Evaluation Instrument with extended response (C.6.1)** **C.6.2 Walkthrough log** **Coaching Notes**	**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 feedback on strengths and weaknesses is given in accordance with the results of the summative evaluations. Observations take place 8 times/ year. Results are used to determine professional development needs throughout the year. • The formal evaluation is signed by the teacher within a 10 day timeframe after the evaluation. During this meeting the results are reviewed with the teacher by the principal. • Coaching notes provide evidence of how a teacher is providing support and feedback on a deficiency noted from the 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.F.6] **Summary of Teacher Evaluations and walkthroughs** **Leadership Team Meetings** **Coaching Notes**	**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:** • Monthly leadership data and weekly staff meetings analyze data through teacher observations. • The Charter Holder indicated a meeting takes place with the school principal every other week to discuss the data from the teacher evaluations and student assessments. • Results from observation are used to determine professional development needs that led to providing training on specific lesson plan formatting, use of critical questions and formative assessments. All of these components are being monitored through the evaluation process. The documents provided DO NOT demonstrate evidence of the described processes because: • No documentation was provided to demonstrate evidence of the meetings between the Charter Holder and school principal to discuss data from the teacher evaluations and student assessments. **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] **Accommodations for School Success** **English Language Development Strategies** **Lesson plans with accommodations noted** **RTI Narrative** **Walkthroughs** **Elements of Differentiation**	**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:** • Staff observations are done weekly by the RTI Program Coordinator during group intervention times. According to the Charter Holder, the walkthroughs evaluate the strategies being implemented for the classroom as a whole and the rating system has a score for each measure. • Lesson plans include a component that address what strategies will be used for students in subgroups. These components are monitored through the formal evaluation process. **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] **Accommodations for School Success** **English Language Development Strategies** **Mills Lesson plans with accommodations noted** **Walkthroughs** **Elements of Differentiation**	**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:** • Staff observations are done weekly by the RTI Program Coordinator during group intervention times. According to the Charter Holder, the walkthroughs evaluate the strategies being implemented for the classroom as a whole and the rating system has a score for each measure. • Lesson plans include a component that address what strategies will be used for students in subgroups. These components are monitored through the formal evaluation process. **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.9] **Not Applicable**	**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 Free and Reduced Lunch (FRL) students. **Not Applicable**	
	☐ 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.10] **Not Applicable**	**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. **Not Applicable**	

	☐ 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.