# Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Mohave Accelerated Elementary School, Inc.
School Name: Mohave Accelerated Elementary School
Site Visit Date: December 16, 2015

Required for: Expansion - Enrollment Cap
Evaluation Criteria Area: Monitoring Instruction

| Document Name/Identification | Intended Purpose and Discussion Outcome | |
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| **[M.M.1]**<br>• **Teacher Evaluation**<br>• **English Language Arts Pacing Guides, Grades 2 and 4 (showing alignment to ACCRS standards)**<br>• **Math Pacing Guides, Grades 2 and 4 (showing alignment to ACCRS standards)**<br>• **Lesson Plans (checked by Administration)**<br>• **Standards Check-Off Sheet** | **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.<br><br>**The documents provided demonstrate evidence of the following:**<br>• Weekly lesson plans (checked by Administration)<br>• Standards Check-Off Sheet for yearly tracking<br>• Evaluating quarterly student Galileo assessments<br>• Administrators, through weekly observations and formal evaluations assure the curriculum is aligned with fidelity.<br>• Purchasing curriculum that is aligned to the ACCRS- aligned curriculum<br>• Teachers are monitored integrating the standards in classroom study with the teacher evaluation<br><br>**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. |

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| **[M.M.2]**<br>• **Teacher evaluations, formal and informal**<br>• **Galileo quarterly assessment**<br>• **Standards Check-Off Sheet**<br>• **MALC-MAES Evaluation Instrument (includes pre and post-observation evaluation forms)** | **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.<br><br>**The documents provided demonstrate evidence of the following:**<br>• Formal evaluations occur annually for veteran teachers and bi-annually for new teachers.<br>• quarterly Galileo assessments<br>• Informal evaluations occur every Monday morning for lesson plan checks, standard check-offs, student engagement, and pedagogy.<br>• There is a follow-up meeting between teacher and administrator discussing instructional strengths and weaknesses the teacher demonstrates in lesson plans containing the standards.<br><br>**Final Evaluation:** | |
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| **[M.E.3]**<br>• **Lesson Plans**<br>• **Standard Check Off**<br>• **Assessments**<br>• **Teacher Evaluations** | **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.<br><br>**The documents provided demonstrate evidence of the following:**<br>• Each year administrators also do a formal observation.<br>• Each Principal does an informal walk through observation weekly referring to the checklist in the MALC Guidelines for Improving Instruction.<br><br>**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]**<br>• **Lesson Plans**<br>• **Teacher Evaluations**<br>• **Smarty Ants**<br>• **Galileo** | **Charter holder indicated the intended purpose of the document was to demonstrate:** how this process identifies individual strengths, weaknesses, and needs.<br><br>**The documents provided demonstrate evidence of the following:**<br>• Monitoring student's academic progress<br>• Administering the teacher evaluation formally and informally, looking at teacher's strengths and weaknesses related to teaching performance and student progress<br><br>**Final Evaluation:** | |
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| **[M.F.5]**<br><br>• **MALC-MAES Evaluation Instrument (includes pre and post-observation evaluation forms)**<br>• **Teacher Evaluations**<br>• **Staff Survey**<br>• **Friday Intervention Identification** | **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.<br><br>**The documents provided demonstrate evidence of the following:**<br>• A post evaluation meeting is done with the administrator and teacher. This is done with the teacher evaluation assessment.<br>• In addition, the Charter Holder and Administrative Team review an annual staff survey to measure satisfaction and quality in the work place.<br>• The Mohave Accelerated Elementary School Administrative Team analyzes instructional data four times throughout the school year after each ATI assessment and during the summer in the context of the overall plan.<br>• Teachers use SLOs (Student Learning Objectives) as a scale of progress for the classroom. During ongoing evaluation, principals meet with the teacher to assess if the SLOs are being met through the result of quarterly ATI student assessment.<br><br>**Final Evaluation:** | |
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| **[M.F.6]**<br>• **Teacher Evaluations**<br>• **Standard Check Off**<br>• **MALC-MAES Evaluation Instrument (includes pre and post-observation evaluation forms)** | **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.<br><br>**The documents provided demonstrate evidence of the following:**<br>• The verbal feedback is in the follow-up meeting after the formal/informal (walk through) evaluation with the administrator.<br>• Additionally, the administrators (Principal, Assistant Principal, and Superintendent), Director/founder, and school board analyze the information provided by the teacher evaluation tool.<br>• One on one meeting with teacher and instructional leader, principal<br>• The Principal uses these domain indicators to provide direct feedback to specific skills that are strengths or in need of improvement.<br>• The administrators remediate with teacher, provide support with the teacher evaluation tool, and review student assessment data to see if the quality of instruction is adequate to have students "meet" or "exceed" in that teachers area of instruction.<br><br>**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]**<br>• **Standard Check Off**<br>• **Lesson Plans (checked by administrators)**<br>• **Teacher Evaluations** | **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%.<br><br>**The documents provided demonstrate evidence of the following:**<br>• Principals monitor how teachers modify instruction and curriculum with evaluation and weekly observations<br><br>**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]** | **ELL – Not required** | |
| **[M.S.9]** | **FRL – Not required** | |

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| **[M.S.10]**<br>• **Lesson Plans**<br>• **Standard Check Off**<br>• **Teacher Evaluations**<br>• **IEP samples (observed on-site)**<br>• **Student Performance Data** | **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.<br><br>**The documents provided demonstrate evidence of the following:**<br>• The Director of Special Education and the principals collaboratively monitor instruction based on:<br>○ Student's ATI<br>○ Student Achievement data<br>○ Teacher observations<br>○ Student's IEP<br><br>**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. |