Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Pinnacle Education – WMCB, Inc.
School Name: Pinnacle Tempe East
Site Visit Date: February 12, 2014

Required for: Annual Report
Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
[M.1] **Gradebook Assessments (PreCalc, English, Geometry)** **CSSR TE** **Modified Assignment** **Pull out assessments** **Maps with gaps (ALG, ENG)** **LC** **Lesson Plan History** **Notes Agenda Explanation of Data** **Notes Data** **Principal Meeting Notes** **Walk Through**	**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:** • CSSR tracks student progress and monitors whether each student is on pace from data exported from Synergy that tracks each students progress in their courses. The report is aggregated by teacher to identify student progress in courses for each teacher. Reports also are disaggregated to the student level to monitor individual student progress. Monitoring of student progress consistent with pacing is used to ensure implementation of curriculum.
[M.2] **CDC Bi-Yearly Agenda** **Action Plan** **Assessment selection** **Teacher review** **Walk Through Observation** **Tempe East Staff Meeting** **Update to Board on Tempe East** **Weekly Audit – teacher observation**	**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:** • CSSR tracks student progress and monitors whether each student is on pace from data exported from Synergy that tracks each students progress in their courses. The report is aggregated by teacher to identify student progress in courses for each teacher. Reports also are disaggregated to the student level to monitor individual student progress. Monitoring of student progress consistent with pacing is used to ensure implementation of curriculum. • Principals supervise and participates in a cyclical review process for the purpose of program monitoring that includes classroom observations, data and assessment reviews and data-decision making action plans based on these reviews. • Weekly Audit documents criteria used to monitor teacher instruction. Documents also include email between teacher and observer to discuss results of observation. Criteria in audit include monitoring student progress through assignments and monitoring communication between teacher and student.

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[M.3] **MGRM Principal Evaluation** **MGRM Teacher Evaluation**	**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:** • Teaching rubric developed by Charlotte Danielson. • As required, student AIMS results are used as a part of school level data for all teachers. • Quality of instruction is evaluated by assessing the teachers contributions to student learning by looking at multiple measures of student learning, not just one set of data, including the CSSR, Galileo results, Moby Max, Daily Dialogue results, benchmark results, and AIMS results, pull-out assessment results.
[M.4] **Lesson Plan Math review** **Teacher Review** **Achievement Data** **Observation Report** **Student Work** **Teacher Self-Assessment** **Site Operations Manual**	**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:** • CSSR identifies success in student passing rate. IF student pass rate is low, this identifies a teacher area of need. • Classroom walkthroughs are looking for communicated teacher expectations as communicated to teachers during professional development. Site Operations Manuals identifies criteria used during walkthroughs
[M.5] **Observation Notes** **Post Goals- Actionable**	**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:** • Feedback is given in a face-to face session. It may be a short session after the observed class or during a scheduled time after an observation or during the evaluation cycle. MGRM Pinnacle Professional Remediation Plan Form documents goals, strategies, and actions steps for teachers to complete. The form is signed by the teachers. • Teacher evaluation rating form provides summary of teacher performance including a performance level rating. Forms are signed by teachers.

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[M.6] **Pacing Chart (Algebra, Geometry)** **Maps (ALG, ENG)** **Post Review Goals** **Galileo Analysis- Data TE** **PD Agenda**	**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 data is analyzed to evaluate if the curriculum is producing the expected student learning. It is further used to assess if instructors and their instructional strategies have been effective. It also allows the site to see what professional development opportunities are needed. • MGRM Pinnacle Professional Remediation Plan Form documents goals, strategies, and actions steps for teachers to complete. The form is signed by the teachers.
[M.7] **RTI documentation** **Tiered RTI** **RTI Results**	**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:** • Using the RTI Monitoring Worksheet staff is able to identify the student problem. The staff defines the student problem in clear, specific terms that allow the instructor to select an appropriate source of classroom assessment to measure and monitor the problem. • Next the staff collects data to calculate a baseline. The staff collects 3-5 data-points prior to starting the intervention to calculate the student's baseline, in the skill or behavior that is being targeted for intervention. • RTI Classroom Progress-Monitoring Worksheet records teacher progress monitoring to evaluate the effectiveness of instruction students.
[M.8]	**N/A**
M.9]	**N/A**

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[M.10] **SPED RTI** **Q10** **Examining Practices** **SPED RTI Documents**	**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:** • Using the RTI Monitoring Worksheet staff is able to identify the student problem. The staff defines the student problem in clear, specific terms that allow the instructor to select an appropriate source of classroom assessment to measure and monitor the problem. • Teachers record student progress toward IEP goals as part of monitoring the effectiveness of instruction. • Next the staff collects data to calculate a baseline. The staff collects 3-5 data-points prior to starting the intervention to calculate the student's baseline, in the skill or behavior that is being targeted for intervention. • RTI Classroom Progress-Monitoring Worksheet records teacher progress monitoring to evaluate the effectiveness of instruction students.

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

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

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