Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Tucson Preparatory School
School Name: Tucson Preparatory School
Site Visit Date: March 16, 2015

Required for: Annual Report
Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
[M.1] Explanation of Documents Meeting sign-in sheets Student data results Brigance Student data results WRAT-4 Lesson plans Walk-throughs Evaluations	**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:** Evaluations – a redacted sample of a document identified as a Teacher Evaluation 360 Survey. The document indicates rates a teacher from zero to five, in criteria for each of 10 areas. The document also includes an End of Year – Observation that rates the teacher from zero to five in each of nine areas, identifies next steps, and handwritten notes. Lesson plans: This lesson provided is identified as an Algebra lesson plan. The lesson plan identifies a social studies standard and a math standard that is not a current ACCR standard, but from the 2010 Arizona Mathematics Standards. The lesson plan identifies a specific objective for the lesson and the instructional activities that compose the lesson. Meeting sign-in sheets identify the status reports of individual students, changes to staff and a teacher request to discuss SEI training attended by a teacher. Student data results Brigance: document contains raw student data without analysis Student data results WRAT-4: document contains raw student data without analysis Walk-throughs: is a duplicate of the document identified as "Evaluations" provided for this question. **The documents provided do not demonstrate evidence of the following:** a 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.
[M.2] Explanation of Documents Meeting sign-in sheets Observations Lesson plans Assessments Professional Development	**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:** Assessment: example of student responses and questions. The questions included are identified as "The Politics of Reconstruction Questions. The student has provided short answer responses to each question Lesson plans: This lesson provided is identified as an Algebra lesson plan. The lesson plan identifies a social studies standard and a math standard that is not a current ACCR standard, but from the 2010 Arizona Mathematics Standards. The lesson plan identifies a specific objective for the lesson and the instructional activities that compose the lesson. Meeting sign-in sheets identify the status reports of individual students, changes to staff and a teacher request to discuss SEI training attended by a teacher. Observation – a redacted sample of a document identified as a Teacher Evaluation 360 Survey. The document indicates rates a teacher from zero to five, in criteria for each of 10 areas. The document also includes an End of Year –

	Observation that rates the teacher from zero to five in each of nine areas, identifies next steps, and handwritten notes. Items in the observation identify specific items that are used to evaluate teacher effectiveness (4d., 6.a,6.b,6.c. and 10b. Professional Development – the document contains a written narrative summary of a professional development plan, and a list titled Goals/Timelines that includes goals and responsibilities for individual teachers. **The documents provided do not demonstrate evidence of the following:** a process to evaluate effectiveness of standards-based instruction.
[M.3] Explanation of Documents Lesson plans Observation Meeting sign-in sheets	**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:** Lesson plans: This lesson provided is identified as an Algebra lesson plan. The lesson plan identifies a social studies standard and a math standard that is not a current ACCR standard, but from the 2010 Arizona Mathematics Standards. The lesson plan identifies a specific objective for the lesson and the instructional activities that compose the lesson. Meeting sign-in sheets, minutes: This document identifies teacher assignments for two courses IA and IB and that another teacher will begin an AIMS prep class. Observation – a redacted sample of a document identified as a Teacher Evaluation 360 Survey. The document indicates rates a teacher from zero to five, in criteria for each of 10 areas. The document also includes an End of Year – Observation that rates the teacher from zero to five in each of nine areas, identifies next steps, and handwritten notes. Documents are provided for a fall observation (10/17/2014) and end of year observation (6/9/2014). The documents provided evidence of a process for evaluating instructional practices and how this process evaluates the quality of instruction.

[M.4] Explanation of Documents Teacher notes Assessments Lesson Plans Observations Pacing guide Staff Meeting 1 Staff Meeting	**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:** Assessment: example of student responses and questions. The questions included are identified as "The Politics of Reconstruction Questions. The student has provided short answer responses to each question Lesson plans: This lesson provided is identified as an Algebra lesson plan. The lesson plan identifies a social studies standard and a math standard that is not a current ACCR standard, but from the 2010 Arizona Mathematics Standards. The lesson plan identifies a specific objective for the lesson and the instructional activities that compose the lesson. Observation – a redacted sample of a document identified as a Teacher Evaluation 360 Survey. The document indicates rates a teacher from zero to five, in criteria for each of 10 areas. The document also includes an End of Year – Observation that rates the teacher from zero to five in each of nine areas, identifies next steps, and handwritten notes. The teacher notes are used to provide specific comments regarding individual strengths, weaknesses, and needs. Additional handwritten notes are provided on the fall evaluation to identify strengths, weaknesses, and needs. • Pacing guide: This document serves to provide an example of how the teacher identifies the work packets that are to be completed and lessons that are to be taught by week. Staff Meeting 1 – meeting notes record a general review of all students before winter break and that teachers discussed changes to classroom management Staff Meeting 2 – meeting notes record adjustments to teacher schedules for the week, a teacher request to change layout of a classroom. Teacher notes: This document is a duplicate of the documents provided in the document titled "Observation" for this question. **The documents provided demonstrate evidence of** a process for evaluating instructional practices that process identifies individual strengths, weaknesses, and needs.

[M.5] Explanation of Documents Observation notes Walk-through notes Student data results Brigance Student data results WRAT-4 Lesson plans Professional Development	**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:** Lesson plans: This lesson provided is identified as an Algebra lesson plan. The lesson plan identifies a social studies standard and a math standard that is not a current ACCR standard, but from the 2010 Arizona Mathematics Standards. The lesson plan identifies a specific objective for the lesson and the instructional activities that compose the lesson. Observation – a redacted sample of a document identified as a Teacher Evaluation 360 Survey. The document indicates rates a teacher from zero to five, in criteria for each of 10 areas. The document also includes an End of Year – Observation that rates the teacher from zero to five in each of nine areas, identifies next steps, and handwritten notes. The End of Year Observation includes feedback regarding strengths, weaknesses, and learning needs regarding instructional practices of individual teachers. This form is signed by the teacher. Professional Development – the document contains a written narrative summary of a professional development plan, and a list titled Goals/Timelines that includes goals and responsibilities for individual teachers Student data results Brigance: document contains raw student data without analysis Student data results WRAT-4: document contains raw student data without analysis Walk-throughs: is a duplicate of the document identified as “Observation” provided for this question. **The documents provided demonstrate evidence of a process to** provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices.

[M.6] Explanation of Documents Meeting sign-in sheets 1 Meeting sign-in sheets 2 Professional Development Staff Evaluation	**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:** Meeting sign in sheets 1: the document is the continuation of notes for individual students following 45 day screening for late students Meeting sign in sheets 2: the document contains a list of status reports of individual students Professional Development – the document contains a written narrative summary of a professional development plan, and a list titled Goals/Timelines that includes goals and responsibilities for individual teachers Staff Evaluation – a redacted sample of a document identified as a Teacher Evaluation 360 Survey. The document indicates rates a teacher from zero to five, in criteria for each of 10 areas. The document also includes an End of Year – Observation that rates the teacher from zero to five in each of nine areas, identifies next steps, and handwritten notes. **The documents provided demonstrate evidence of the following:** a process to analyze the results of evaluations of the quality of instruction, what the data about quality of instruction tells the Charter Holder, and what the Charter Holder has done in response.
[M.7] Explanation of Documents Meeting minutes Meeting minutes 2 Meeting minutes 3 Lesson plans AIMS data Stanford 10 data Brigance and WRAT-4 results Staff Review Evaluations/Observations (provided for questions 1-6)	**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 non-proficient students. **Observation forms provided for teachers that provide instruction for remedial courses provided to non-proficient students record that teachers are evaluated and monitored based on these criteria:** • Understands the differences in individual learners • Recognizes individual differences in learning style • Adapts teaching to individual learner difference **The documents provided demonstrate evidence of the following:** a process to monitor instruction to ensure it is meeting the needs of non-proficient students.

[M.8] Explanation of Documents Meeting minutes Lesson plans AZELLA results AIMS/Stanford 10 results Brigance results WRAT-4 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 English Language Learners (ELLs). **N/A**
[M.9] Explanation of Documents Meeting sign-in sheets 1 Meeting sign-in sheets 2 Lesson plans AIMS data Stanford 10 data Brigance and WRAT-4 results Reading Specialists time and effort logs Staff Review	**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. **N/A**
[M.10] Explanation of Documents Meeting minutes Meeting minutes 2 Lesson plans AIMS/Stanford 10 results Brigance and WRAT-4 results IEP	**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: AIMS-Stanford 10 results: redacted individual student results Brigance and WRAT-4 results: redacted individual student results IEP: redacted student IEP that identifies specific student accommodations Lesson plans: This lesson provided is identified as an Algebra lesson plan. The lesson plan identifies a social studies standard and a math standard that is not a current ACCR standard, but from the 2010 Arizona Mathematics Standards. The lesson plan identifies a specific objective for the lesson and the instructional activities that compose the lesson. Meeting Minutes: minutes record teacher discussion of changes to ongoing SPED accommodations, and other school business such as ordering books and supplies, installation of a scanner in a classroom, and new attendance program. Meeting Minutes 2: minutes record daily school business including: continuation of AIMS PREP, class assignments for teachers for testing. Discussion of SPED accommodations for AIMS testing, and review of process for newly enrolled students. **The documents provided do not demonstrate evidence of the following: the process the Charter Holder uses to monitor instruction to ensure it is meeting the needs of students with disabilities.**