Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Academy of Excellence, Inc.
School Name: Academy of Excellence
Site Visit Date: February 20, 2015

Required for: Annual Report
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
[A.1] **3.1.DibelsALLGrades15-14-13** **3.2.DibelsLower25%** **3.4.DibelsProgressGraphsbyGrade2015-14-13** **3.5.DibelsYearOverYearReading** **3.Dibels Year Over Year 2013.15** **4.1.Galileo** **4.6.SPED-ELLDibelsSummary** **4.2015GalileoBenchmarkData** **5.WRAT.Mathassessments** **6.Core curriculum_assessment** **7.0SchoolPreTest-Reading Spring 2015** **7.SchoolPreTest-Spring 2015** **8.teacher generated tests**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the types of assessments the Charter Holder uses **The documents provided demonstrate evidence of the following:** • **DIBELS –** because the documents provide evidence of multiple administrations of DIBELS at multiple grade levels • **Galileo** - because the documents provide evidence of an administration of Galileo at multiple grade levels • **WRAT –** because the documents provide evidence of WRAT student scores and graphs for multiple grades as a diagnostic test. • **Core Curriculum Assessments –** because the documents include examples of completed student assessments from Engage NY • **Academy of Reading/Math (Technology Based)** - because the documents provide evidence of student scores and progress charts for multiple grades. • **Teacher Generated Assessments –** because the documents provided evidence of teacher generated tests from multiple teachers and for multiple grades and subjects.
[A.2] **1.Academy of Excellence Assessment System** **2.1.Aims 2014** **2.Aims Summary** **3.1SCIENCE AIMS CERTIFICATE** **3.AzMerit Training** **4.Core curriculum_assessment** **5.2014-2015 Boardmeeting Minutes**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for designing or selecting the assessment system **The documents provided do not demonstrate evidence of the following:** • DIBELS - was recommended by ADE to be used within a formative assessment process to evaluate the effectiveness of interventions. The Charter Holder stated that the recommendation came from the School Improvement Specialist. **The documents provided do not demonstrate evidence of the described processes because:** The Charter Holder discussed how she heard about DIBELS in a conference and in a conference, and researched Academy of Math and Reading online program to provide support for bottom 25% students, but have not documented the process.
[A.3]	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment

Academy of Excellence Assessment System **7.Core curriculum_assessment** **7.0SchoolPreTest-Reading Spring 2015** **7.SchoolPreTest-Spring 2015**	system is aligned to the curriculum and instructional methodology. **The documents provided demonstrate evidence of the following:** • Core curriculum assessments are aligned to the core curriculum because both come from the same source (EngageNY) • The assessment element of Academy of Math and Reading are embedded in the online instructional.
[A.4] **1.Yearly DIBELS Assessment Schedule 14-15** **5.DibelsALLGrades15-14-13** **9.Schedule forGalileo, Progress Monitoring, ILP's. Reading & Math for 2014-2015** **4.2015GalileoBenchmarkData**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the intervals that are used to assess student progress and how the assessment plan includes data collection from multiple assessment, such as formative and summative assessments and common/benchmark assessments **The documents provided demonstrate evidence of the following:** • The data calendar is based on quarterly assessments because the DIBELS assessment schedule shows the intervals for assessment. • The schedule indicates three administrations of the Galileo assessment for Math and Reading during the year, and data provides evidence of the October and February assessments, with a planned May assessment.
[A.5] **1.Yearly DIBELS Assessment Schedule 14-15** **5.DibelsALLGrades15-14-13**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system provides for analysis of assessment data and what intervals are used to analyze assessment data **The documents provided demonstrate evidence of the following:** • DIBELS reports are used to identify students with specific reading needs for intervention. The assessments are given three times a year.

[A.6]
1.1.Aims Summary2014 (2)
1.AIMS Percent of Students Passing
2.1.dibels class progress graph
4.lessonplan wk15
5.Student ILP-
6.Yearly DIBELS Assessment Schedule 14-15
7.Academy of Excellence Assessment System
	Charter holder indicated the intended purpose of the document was to demonstrate: how the analysis is used to evaluate instructional and curricular effectiveness
	
	The documents provided do not demonstrate evidence of the following:
	• Incorrect responses or low assessments scores cause administrators and teachers to look deeply for immediate and comprehensive conclusions.
	  ○ Did everyone perform poorly?
	  ○ Were questions much different from what was taught in the classroom?
	  ○ Who are the strong/weak Students? And why?
	  ○ Did the format of the questions change? (E.g. True/False, multiple choice, open ended, more reading vs. writing)
	
	• Upon evaluation of the student's performance, we examined the lesson plan, instructional strategy, and methodology to match the standard
	
	The documents provided do not demonstrate evidence of the described processes because:
	The Charter Holder stated that while the school reviews the data and asks the questions in meetings, they do not document the process.

[A.7] **1.Schedule forGalileo, Progress Monitoring, ILP's. Reading & Math for 2014-2015** **Individual Curriculum Adaptation Plans**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the analysis is used to adjust curriculum and instruction in a timely manner and what intervals are used to adjust curriculum and instruction **The documents provided demonstrate evidence of the following:** • we have developed Student Learning Education Plan (LEP) and have provided an additional twenty minutes of intervention instruction where needed – because the Charter Holder provided examples of student ILPs that provide evidence of modification. The Charter Holder stated that these documents are created at the beginning of the year and modified midyear, and possibly more frequently if needed.

[A.8] **7.reading and math student samples** **8.1.SchoolPreTest-Spring 2015** **8.SchoolPreTest-Reading Spring 2015** **9.Schedule forGalileo, Progress Monitoring, ILP's. Reading & Math for 2014-2015**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students **The documents provided demonstrate evidence of the following:** • students will be provided differentiated instruction through literacy stations and guided reading materials that are reading level and age appropriate for all students. Progress will be measured throughout the nine-week period using district and classroom cold reads in grades first through fifth - because the documents provide evidence of DIBELS progress monitoring • Implemented uninterrupted 60 minutes of math blocks – because the documents provide evidence of progress monitoring assessments in Math
[A.9] **1.ELL Assessment Process** **4.reading and math student samples** **ScootPad assessment results**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is adapted to meet the assessment needs of English Language Learners (ELLs) **The documents provided demonstrate evidence of the following:** • The use of the ScootPad supplemental assessment system in Reading to meet the needs of an ELL student because the document showed that the student had been assessed multiple times, and showed the scores. **The documents provided do not demonstrate evidence of the described processes because:** The documents did not identify the contents of the ScootPad lessons or how it was aligned to the core curriculum or ACCR Standards. The Charter Holder stated that while the interventions and assessment systems for non-proficient students also apply to ELL students, they do not have evidence of specific assessment adaptations to meet the needs of ELL students, but that they pull lower grade material to meet the needs of this subgroup. The Charter Holder stated that the Academy of Math and Reading computer-based systems have embedded assessment systems and provide sound-out capabilities, but did not provide documentation that these systems were used to meet the needs of this subgroup.
[A.10] N/A	**Not Applicable**

[A.11] **1.Schedule forGalileo, Progress Monitoring, ILP's. Reading & Math for 2014-2015** **2.Academy of Excellence Assessment System** **4.special-education-process-flow-chart** **5.Student ILP-**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is adapted to meet the assessment needs of students with disabilities **The documents provided do not demonstrate evidence of the following:** • how the assessment system is adapted to meet the assessment needs of students with disabilities **The documents provided do not demonstrate evidence of the described processes because:** The Charter Holder stated that most of the students with disabilities at the school have speech/language issues. The Charter Holder also stated that the EngageNY curriculum has differentiation strategies for use with students with disabilities, but did not provide documentation that these systems were used to meet the needs of this subgroup.

I, Steve Salments, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on February 20, 2015. _____

I, Kula Saron Deam, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on February 20, 2015. _____