Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Blueprint Education, Inc.
School Name: Hope High School, Hope High School Online, Blueprint High School
Site Visit Date: December 5, 2014

Required for: Failing School
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
[A.1] **1- Sample Galileo Report- Agg Multi-Test Report HHS Math** **1- Sample Galileo Report- Benchmark Summary Report HHS Math** **1- Sample Galileo Report- Benchmark Summary Report HHS Reading** **1-Sample Moodle Report- Agg Multi-Test Report Reading** **2-Sample Moodle Report-1** **2-Sample Moodle Report-2** **3- Sample Formative Assessment- ELA 6 Quizzes, Keys, Standards** **3-Sample Formative Assessment ALGB 212 Quiz** **3-Sample Formative Assessment ELA-Classroom** **3-Sample Formative Assessments- Various Assignment Menus** **4- Sample Summative Assessment- ELA 4 Unit 3 Midterm ESSAY with Rubric** **4- Sample Summative Assessment- Financial Algebra 2 Midterm Exam** **4= Sample Summative Assessment ELA 1 Unit 2 (Final Exam and Key)** **4-Sample Summative Assessment - Geometry Final Exam** **4-Sample Summative Assessment ELA 6 Unit 3 (Midterm Exam and Key)**	**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:** The following assessments are being implemented: • Galileo • Moodle • Formative assessments • Summative assessments

[A.2]
1-Needs Assessment
Supplemental- Vendor Presentations Principal Meeting Agenda May.2013 - Galileo and NWEA
Supplemental-Assessment SOP
1-Planning Collaborative Process-ELA Collaborative Invite
1-Planning Collaborative Process-ELA Phase 1
1-Planning Collaborative Process-ELA Planning Goals
2-Curriculum Templates-Answer Keys Template
2-Curriculum Templates-Exam and Key Template
	Charter holder indicated the intended purpose of the document was to demonstrate: the process for designing or selecting the assessment system
	
	The documents provided demonstrate evidence of the following:
	• The process for selecting the current assessment system was a Needs Assessment conducted by the Leadership Team.
	• Presentations by at least 2 vendors to select curriculum
	• The Charter Holder has established the following criteria:
	  ○ Reliability
	  ○ Validity
	  ○ Alignment to state standards
	  ○ Alignment to Curriculum
	  ○ Predicitive Relationship
	  ○ Accurate for mobile population

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	• The process for designing formative/curriculum embedded assessments includes:
	  ○ Formation of a Planning Collaborative
	  ○ Creation of curriculum templates
	  ○ Creation of curriculum components
	  ○ Creation of curriculum requirements
	  ○ Hiring of curriculum contractors (if internal development)

[A.3] **1-Course Alignment Charts-Algebra 1 and 2 Alignment** **1-Course Alignment Charts-Algebra 3 and 4 Alignment** **1-Course Alignment Charts-ELA 9-10 Alignment** **1-Course Alignment Charts-ELA 11-12 Alignment (as of Nov 2014)** **1-Course Alignment Charts-Geometry 1 and 2 Alignment (AZCCRS)** **Supplemental- Galileo Test Blueprint Report Math** **Supplemental- Galileo Test Blueprint Report Reading** **Supplemental-Freshman ELA 1 Answer Keys Aligned to Standards**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is aligned to the curriculum and instructional methodology. **The documents provided demonstrate evidence of the following:** • The assessment system as well as the curriculum and instructional methodology are all aligned to AZCCRS in order to assess, monitor, and evaluate student mastery based on the Course Alignment Chart. • Galileo was evaluated to determine alignment to curriculum and standards ○ Test blueprints identify the standards which are aligned to the curriculum maps
[A.4] **1-Sample Daily Review-ELA** **2-Sample Exit Ticket-BHS** **2-Sample Exit Ticket-ELA** **3-Sample Strategic Questions** **4-Sample Quiz Junior ELA 2a** **4-Sample Quiz-Geometry 2 (Online View)** **5-Sample Essay Question** **6-Sample Presentation** **7-Sample Project (ELA 214)** **7-Sample Project (Google Tools)** **8-Sample Agile Canvas** **9-Sample Midterm - ELA 216** **10-Sample Final – Geometry** **11-Galileo Benchmark Test Schedule** **12-Re-Teach Protocol** **12-Re-Teach Protocol** **13-AIP SOP Overview** **13-AIP SOP-Non Academic Monitoring System**	**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:** Student progress intervals for assessment include: • Daily formative (**review, exit ticket, strategic questioning**) • Weekly formative (**quizzes, essays, presentations, projects, Agile canvases**) • Quarterly summative (**midterms, finals, Galileo benchmark testing, Re-Teach Protocol, Academic Intervention Plan**) • Annually summative (**State assessment**)

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13-AIP SOP-Tiered Instructional System	

[A.5]
1-Sample Daily Review-ELA
2-Sample Exit Ticket-BHS
2-Sample Exit Ticket-ELA
3-Sample Strategic Questions
4-Sample Quiz Junior ELA 2a
4-Sample Quiz-Geometry 2 (Online View)
5-Sample Essay Question
6-Sample Presentation
7-Sample Project (ELA 214)
7-Sample Project (Google Tools)
8-Sample Agile Canvas
9-Sample Midterm - ELA 216
10-Sample Final – Geometry
11-Galileo Benchmark Test Schedule
12-Re-Teach Protocol
12-Re-Teach Protocol
13-AIP SOP Overview
13-AIP SOP-Non Academic Monitoring System
13-AIP SOP-Tiered Instructional System
supplemental- Data Tracker form
Supplemental –StaffMeetingAgendas
suppplemental -data tracker analytics
	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:
	• The assessment system provides for analysis of assessment data at various points throughout the year:
	  ○ Daily
	  ○ Weekly
	  ○ Quarterly
	  ○ Annually
	• At each of these points, information is analyzed by the Leadership Team, each school and administrative staff for feedback and predictability towards the next recent benchmark.
	• Formative assessments are analyzed by teachers to measure immediate daily progress.
	• Summative assessments for Tier 2 and Tier 3 students are collected for analysis on a bi-weekly basis to be reviewed by a designated data team. This is part of the Re-Teach Protocol and Tiered Interventions found in the AIP.
	• Quarterly Benchmark assessments are analyzed by the leadership following the administration and receipt of aggregated analysis to determine proficiency and movement of students in the AIP.
	• Annually the benchmarking and other data are analyzed by the leadership team to determine curricular effectiveness and adjustments necessary.
	• Data tracker analytics is reviewed at staff meetings.

[A.6] **1-Re-Teach Protocol** **1-Re-Teach Protocol** **2-Sample Online Assignment-FinAlg 2** **2-Sample Online Assignment-Geometry 1** **3-Sample Toolkits** **Academic Intervention Plan SOP Overview** **AIP SOP-Non Academic Monitoring System** **AIP SOP-Tiered Instructional System** **Supplemental- Curriculum SOP (Data Analysis)** **Supplemental-AIP Analytics** **Supplemental-AIP Reporting Tool**	**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 demonstrate evidence of the following:** • Gap Analysis, Part 2: The reliability of course scores compared to Galileo and state scores will be evaluated at minimum twice per year (as state test results are released). The Curriculum Effectiveness Team will analyze consistency between Galileo benchmarks, internal course exams, and internal course grades, "Outcomes Reports" from Moodle, and AIMS or AZMerit End-of-Course scores. The team will discuss next steps based

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	on their findings. • Gap Analysis, Part 2: The Curriculum Effectiveness Team will meet semi-annually to compare summative assessments and various scores. Gaps in curriculum and instruction will be identified, and action steps will be planned. • Proposed Action Steps: The analysis and resulting action steps for each curriculum meeting are reported to the CEO following the quarterly meetings. Action steps are listed in the TAP document and reviewed by the leadership team and Board of Directors (qtrly) • The analysis is used to identify gaps in student learning and identify re-teach opportunities and/or supplemental online assignments and teacher toolkits based on student needs. • Blueprint identifies subgroup students within the AZDash system. The AIP Data Tracker allows instructional and administrative staff to identify subgroup students' needs, monitor and adjust to ensure their needs are met.
[A.7] **1-AIP SOP Overview** **1-AIP SOP-Non Academic Monitoring System** **1-AIP SOP-Tiered Instructional System** **2-Re-Teach Protocol** **2-Re-Teach Protocol** **3-Sample Online Assignment-FinAlg 2** **3-Sample Online Assignment-Geometry 1** **4-Sample Teacher Toolkits**	**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:** • To effect the 2014-2015 school year, the analysis of data is used to determine re-teach opportunities and/or supplemental online assignments and teacher toolkits based on student needs. Adjustments are made quarterly. • Gap Analysis, Part 2: The reliability of course scores compared to Galileo and state scores will be evaluated at minimum twice per year (as state test results are released). The Curriculum Effectiveness Team will analyze consistency between Galileo benchmarks, internal course exams, and internal course grades, "Outcomes Reports" from Moodle, and AIMS or AZMerit End-of-Course scores. The team will discuss next steps based on their findings. • Gap Analysis, Part 2: The Curriculum Effectiveness Team will meet semi-annually to compare summative assessments and various scores. Gaps in curriculum and instruction will be identified, and action steps will be

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	planned.
	• Proposed Action Steps: The analysis and resulting action steps for each curriculum meeting are reported to the CEO following the quarterly meetings. Action steps are listed in the TAP document and reviewed by the leadership team and Board of Directors (qtrly)
	• The analysis is used to identify gaps in student learning and identify re-teach opportunities and/or supplemental online assignments and teacher toolkits based on student needs.
	• FFB students as indicated by benchmark score
	  ○ Automatic enrollment into Galileo dialogues and intervention assignments as indicated by the students benchmark score.
	  ○ At least 2 tutoring sessions per week (sessions are 30-60min)
	• Approaches students as indicated by benchmark score
	  ○ Automatic enrollment in Moodle State Assessment Prep Course(s) in Reading, Math or both as indicated by benchmark score, but must only complete quizzes. At 80% mastery, students may move on to next lesson within the Moodle State Assessment Prep Course(s).
	  ○ Students are required to attend at least 1 tutoring session per week (sessions are 30-60min)
	• Meets students as indicated by benchmark score
	  ○ Core Instructional Program
	  ○ General Education curriculum

[A.8] **1-AIP SOP Overview** **1-AIP SOP-Non Academic Monitoring System** **1-AIP SOP-Tiered Instructional System** **Supplemental-AIP Analytics** **Supplemental-AIP Reporting Tool** ***1-Sample Foundations Course - Freshman ELA 1*** ***1-Sample Foundations Course-Economic Foundations (print-based course guide)*** ***2-Sample Course Toolkit*** ***3-Sample Intervention Course- AIMS Math Recuring Assignments*** ***3-Sample Intervention Courses (Log in as a Guest to Moodle)***	**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:** The assessment system is adapted to meet the assessment needs of the bottom 25%/non-proficient students as follows: • *Students are* assessed within the Foundations and other interventions courses and *must complete all lessons and score 80% or higher on quizzes before moving on in the course.* • Students continue to be progress monitored through Galileo summative assessments, which can result in reassignment of Tier within AIP.

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[A.9] **1-AIP SOP Overview** **1-AIP SOP-Non Academic Monitoring System** **1-AIP SOP-Tiered Instructional System** **Supplemental-AIP Analytics** **Supplemental-AIP Reporting Tool** ***3- Rosetta Stone Report*** ***3-Rosetta Stone Invoice***	**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 assessment system is adapted to meet the assessment needs of English Language Learners (ELLs) as follows: • Initial identification of ELL students by the ELL Coordinator • ILLP • *Students are* assessed within the Foundations and other interventions courses and must complete all lessons and score 80% or higher on quizzes before moving on in the course. • Students are assessed and progress is monitored within Rosetta Stone Program. • Students continue to be progress monitored through Galileo summative assessments, which can result in reassignment of Tier within AIP.
[A.10] **1-AIP SOP Overview** **1-AIP SOP-Non Academic Monitoring System** **1-AIP SOP-Tiered Instructional System** **Supplemental-AIP Analytics** **Supplemental-AIP Reporting Tool** ***1-Sample Foundations Course - Freshman ELA 1*** ***1-Sample Foundations Course-Economic Foundations (print-based course guide)*** ***2-Sample Course Toolkit*** ***3-Sample Intervention Course- AIMS Math Recuring Assignments*** ***3-Sample Intervention Courses (Log in as a Guest to Moodle)***	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students **The documents provided demonstrate evidence of the following:** The assessment system is adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students who do not meet the appropriate academic benchmarks as follows: • Initial identification of FRL students by school enrollment process who do not meet the appropriate academic benchmarks • Students are given an Academic Intervention Plan (AIP) • Students are assessed within the Foundations and other interventions courses and must complete all lessons and score 80% or higher on quizzes before moving on in the course. • Students continue to be progress monitored through Galileo summative assessments, which can result in reassignment of Tier within AIP.

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[A.11] **1-IEP** **Supplemental - Sample student course audit** **1-AIP SOP-Tiered Instructional System** **Supplemental-AIP Analytics** **Supplemental-AIP Reporting Tool** ***1-Sample Foundations Course - Freshman ELA 1*** ***1-Sample Foundations Course-Economic Foundations (print-based course guide)*** ***2-Sample Course Toolkit*** ***3-Sample Intervention Course- AIMS Math Recuring Assignments*** ***3-Sample Intervention Courses (Log in as a Guest to Moodle)***	**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 demonstrate evidence of the following:** The assessment system is adapted to meet the assessment needs of students with disabilities as follows: • Initial identification of students with disabilities by the ESS Teacher • Students are given an Academic Intervention Plan (AIP) that meet their IEPs • Students are assessed within the Foundations and other interventions courses and must complete all lessons and score 80% or higher on quizzes before moving on in the course. • Students continue to be progress monitored through Galileo summative assessments, which can result in reassignment of Tier within AIP.

I, STEVE SARMENTO, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on December 5, 2014.

SFOS

I, Mark French, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on December 5, 2014. MF

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