Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Compass High School, Inc.
School Name: Compass High School
Site Visit Date: December 9, 2014

Required for: Failing School
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
[A.1] **Accelerated Math_Diagnostic Report_PMGroup3.pdf** **Accelerated Math_Objectives Student Record** **Canvas_Moduals_Example** **Canvas_Quiz Analysis.1_Example** **Canvas_Quiz Analysis_Example** **Canvas_Quiz Summary_Example** **Canvas_Quiz_Example** **Canvas_Quiz"Test_Example** **starmath-growthreport**	**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:** • formative assessments given within units. **The documents provided do not demonstrate evidence of the following:** • benchmark assessments administered to all students throughout the year. **The documents provided do not demonstrate evidence of the described processes because:** • Star Math is a benchmark assessment that was administered in August and September to about 50% of students and is again being administered in December. • Learning Unlimited is a benchmark assessment that was administered in August and September to all enrolled students, this assessment is not being administered again. A new reading benchmark assessment will be administered. • In prior years, Learning Unlimited was the benchmark assessment utilized at the beginning and the end of the year. It was not utilized at the mid-point.

[A.2]
Evaluating New Curriculum and Assessment Rubric - Digital – Complete
Evaluating New Curriculum and Assessment Rubric – Digital
	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:
	• Potential Assessment systems are selected through the selection of comprehensive curriculum programs, in the evaluation of integrated curriculum and assessment programs the charter holder looks for:
	  ○ State Standards Alignment
	  ○ System creates actionable, and reliable data
	  ○ Allows differentiation and accommodation for subgroups

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	○ Ease of use and cost considerations • A committee is then formed with appropriate members depending on assessment system needed. For the decision to switch to Star Math the Business Manager, IEP Director, Principal, Vice Principal and two teachers were part of collecting relevant data and reviewing for final decision.
[A.3] **ALS"Canvas Standards Alignment_ (all grades all subjects)** **Arizona State Standards (all grades all subjects)** **Accelerated Math alignment** **Quality Curriculum and Assessment Evaluation Rubric** **Quality Curriculum and Assessment Evaluation Rubric-Geometry** **Quality Curriculum and Assessment Evaluation Rubric-US History** **Scope and Sequence_Geometry** **Scope and Sequence_US History**	**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 mathematics benchmark assessment is integrated into the curriculum delivery program, thus aligned to the curriculum and instructional methodology. **The documents provided do not demonstrate evidence of the following:** • The reading benchmark assessment has been aligned to the curriculum and instructional methodology. **The documents provided do not demonstrate evidence of the described processes because:** • A new reading benchmark assessment has been selected using the following criteria, however that assessment has not been administered: ○ State Standards Alignment ○ System creates actionable, and reliable data ○ Allows differentiation and accommodation for subgroups ○ Ease of use and cost considerations
[A.4] **Accelerated Math_Diagnostic Report_PMGroup3.pdf** **Accelerated Math_Objectives Student Record Report_PMGroup3** **Canvas_Box and Whiskers_Example** **Canvas_Class Grades_Example** **Canvas_Student Grades_Example** **starmath-growthreport**	**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:** • Formative assessment intervals include assessment throughout the school year, typically a minimum of every nine weeks. CHS is self-paced school and so we allow for assessment to be as frequent as the progression of the student. **The documents provided do not demonstrate evidence of the following:**

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	• Benchmarking assessments occur five times per year. Learning Unlimited is used for baseline testing and summative assessment along with A+LS to see students' progress. **The documents provided do not demonstrate evidence of the described processes because:** • To date benchmarking assessments have occurred twice per year, within the current year the charter holder has administered a baseline assessment and is currently administering a benchmark assessment for math, but the charter holder plans to administer at least two more benchmark assessments including a reading benchmark.
[A.5] **Accelerated Math_Diagnostic Report_PMGroup3.pdf** **Accelerated Math_Objectives Student Record Report_PMGroup3** **Canvas_Box and Whiskers_Exam.textClipping** **Canvas_Student % Correct_Example** **starmath-accrstandardsreport-graduating student** **starmath-growthreport** **starmath-planningreport**	**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:** • Our computer-based assessment systems are able to effectively provide analysis like the scaled score and grade equivalent data sheets that Star Math provides upon command. • The integrated curriculum and assessment programs provide data summaries and action plans based on student assessment results. **The documents provided do not demonstrate evidence of the following:** • At least every quarter this data will be reviewed to make sure intervention for low performing students is happening. • A+LS and Canvas assessment data are reviewed every semester to evaluate student improvement. **The documents provided do not demonstrate evidence of the described processes because:** • The evidence provided shows that there is data that is automated in the integrated curriculum and assessment program, but the evidence does not demonstrate that at least every quarter this data is reviewed to make sure intervention for low performing students is happening, nor does the evidence demonstrate A+LS and Canvas assessment data are reviewed every semester to evaluate student improvement
[A.6] **ALS Sample Grade Report**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the analysis is used to evaluate instructional and curricular

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Canvas Grade report
Learning Unlimited Grade Report
starmath-accrstandardsreport-graduating student
	effectiveness
	
	The documents provided demonstrate evidence of the following:
	• Computer-based assessment systems output reports such as:
	  ○ Students mastery on assessments
	  ○ Students most missed questions
	  ○ Student most correct questions
	  ○ Standards most missed
	  ○ Students overall score
	  ○ Class average score
	
	The documents provided do not demonstrate evidence of the following:
	• Teachers and Administrators look at this data and make revisions to the assessments so that all standards are being covered and are part of the next assessment.
	• At least every quarter this data will be reviewed to make sure intervention for low performing students is happening.
	• A+LS and Canvas assessment data are reviewed every semester to evaluate student improvement.
	
	The documents provided do not demonstrate evidence of the described processes because:
	• The evidence provided shows that there is data that is automated in the integrated curriculum and assessment program, but the evidence does not demonstrate that at least every quarter this data is reviewed to make sure intervention for low performing students is happening, nor does the evidence demonstrate A+LS and Canvas assessment data are reviewed every semester to evaluate student improvement, the charter holder also did not provide evidence that teachers and Administrators look at this data and make revisions to the assessments so that all standards are being covered and are part of the next assessment.

[A.7] **Accelerated Math_Diagnostic Report_PMGroup3.pdf** **Accelerated Math_Objectives Student Record** **ALS Sample Grade Report** **Canvas Grade report** **Learning Unlimited Grade Report** **starmath-accrstandardsreport-allstudents**	**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:** • Analysis can obtained almost instantly and curriculum and instruction adjustment is done when needed.

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	• Students are grouped and provided interventions within the integrated assessment and curriculum program. **The documents provided do not demonstrate evidence of the following:** • Reviews of curriculum are on a semester basis the adjustment is done at least once a year. • Teachers and Administrators look at this data and make revisions to the assessments so that all standards are being covered and are part of the next assessment. • At least every quarter this data will be reviewed to make sure intervention for low performing students is happening. • A+LS and Canvas assessment data are reviewed every semester to evaluate student improvement. **The documents provided do not demonstrate evidence of the described processes because:** • The evidence provided shows that there is data that is automated in the integrated curriculum and assessment program, but the evidence does not demonstrate that at least every quarter this data is reviewed to make sure intervention for low performing students is happening, nor does the evidence demonstrate A+LS and Canvas assessment data are reviewed every semester to evaluate student improvement. The charter holder also did not provide evidence that teachers and Administrators look at this data and make revisions to the assessments so that all standards are being covered and are part of the next assessment. • While the charter holder provided evidence that analysis can obtained almost instantly and curriculum and instruction adjustment is done when needed, no evidence was provided to demonstrate an evaluation of instructional content is done when needed.
[A.8] **Accelerated Math_Objectives Emphasis Report_PMGroup3.pdf** **ALS Sample Grade Report** **Canvas Grade report** **Learning Unlimited Grade Report** **Star Math_Summary Report_Student Sample** **StarMath_LibraryReport** **StarMath_LibraryReport** **starmath-planningreport**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is adapted to meet the assessment needs of non-proficient students **The documents provided demonstrate evidence of the following:** • Students are assigned to remediation/intervention classes ("groups"), and those classes are provided through the LMS, and assessments are built in to the classes.

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Student Intervention Progress Report	
[A.9] **ELL Accommodation Checklist** **SDELL71 2014**	**Not applicable.**
[A.10]	**Not applicable.**
[A.11] **Accelerated Math_Objectives Emphasis Report_PMGroup3.pdf** **e-IEP PRO MET Module Recommendation Bank Report** **IEP Information Sheet** **Learning Unlimited Grade Report** **Star Math_Summary Report_Student Sample** **StarMath_LibraryReport** **starmath-accrstandardsreport-iep** **starmath-planningreport-iep** **Student Intervention Progress Report**	**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 charter holder evaluates the progress of students with disabilities by students' goals and objectives tracking sheets. Each week, students' progress is monitored and recorded.

I, Katherine Paulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on December 9, 2014. _____

I, Kerk Ferguson, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on December 9, 2014.

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