Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name:
School Name:
Site Visit Date:

Required for: Choose an item.
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
[A.1]	**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:** • Beginning the 2014-2015 school year Edkey began using Schoolnet as the primary standards based/aligned assessment for grades 3-12. In addition we use DIBELS K-6, and To the Core (TTC, a standards based Edkey developed math assessment) for grades K-2. • The decision to move away from our previous ELA assessment, DORA (Diagnostic Online Reading Assessment) was due in part to the DSP review process last year. Upper administration felt that providing teachers with meaningful data on student's progress with the ACCR standards was vital to evidence increased student performance and achievement.
[A.2]	**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:** • Assessment tools have been selected based on actionable and reliable data provided to stakeholders. The decision to move away from the TTC math assessment and DORA as primary assessments was made at the start of the 2013-2014 school year due to a lack of correlation to the new ACCR standards. Additionally, the organization was looking for an online assessment to better prepare students when taking the new state standardized assessment, AzMERIT. • A team was developed at the organization level consisting of teachers, administrator, and instructional leaders. Two online assessment programs were evaluated: Galileo and Schoolnet. After a number of presentations from both companies, the IST decided that Schoolnet would better meet the varied needs of our student population and teachers. The team also took into account the varied student populations throughout the organization. The team that selected Schoolnet felt that it provided the appropriate level of differentiation to assist teachers in making sound instructional decisions based on the data and also provided a venue to store and access highly effective instructional tools and resources to support instruction.
[A.3]	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is aligned to the curriculum and instructional methodology.

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	The documents provided demonstrate evidence of the following: • The new assessments were developed using Edkey Curriculum Guides. The Instructional Support Team identified specific essential standards that were vital for students' progress and achievement at each grade level 3 – 12. The assessments have been constructed based on these standards. Without having a state assessment currently, there is no alignment to this test. • The items included in the item banks have been tested and are proven to be valid and reliable. This analysis can be obtained from Pearson. Two item banks are included in the assessment program: one from NWEA and the other from Pearson.
[A.4]	**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:** • Our typical assessment calendar includes a baseline assessment at the start of the school year, and subsequent assessments scheduled in November and February. A final benchmark assessment is then administered in May. • Due to a delay in the delivery of the program and additional time to build the assessments at the start of the 2014-2015 school year, the first assessment was administered in September. The 2nd benchmark assessment will be administered in February 2015 and the final assessment in May 2015.

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[A.5]	**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:
	• Edkey Inc. uses a computer-based assessment system called Schoolnet by Pearson that assesses grades 3-12.
	• Schoolnet provides benchmark and formative assessments for ELA and Mathematics that are standards based and aligned to AZCCRS.
	• Through Schoolnet, Edkey and the school sites have the opportunity to access data instantly which affords the teacher/administrator the capability of accessing data to drive instruction in the classroom. Schoolnet dashboards and reports provide data for instructional planning, identifying struggling students, and suggests intervention groups for struggling students. Teachers have the ability to identify, by standard, a student's academic deficiencies.
	• DIBELS, K-6, assesses phonemic awareness, phonics, fluency, vocabulary, and comprehension.
	• TTC, K-2, assess student's mastery on grade level ACCR standards.
	• Edkey provides an Assessment Matrix the following is the expectation for each site:
	  o - To the Core K-2 (3x a year)
	  o - DIBELS K-6 (3x a year)
	  o - SchoolNet ELA and Math 3-12 (3x a year)

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[A.6]	**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:
	• Schoolnet provides a standards based mastery report that:
	  ○ ⍰ Identifies how well each student performed on the standards tested.
	  ○ ⍰ Displays how many questions were related to that standard
	  ○ ⍰ Shows student overall score on the assessment.
	  ○ ⍰ Identifies the most commonly chosen answer and missed questions.
	  ○ ⍰ Provides a complete analysis of item responses.
	• Schoolnet has proven to be highly beneficial in driving instruction, creating intervention groups and determining instructional effectiveness.
	• The data is available to teachers through the online portal and allows teachers quick access to real time information in order to guide instruction.
	• To identify and strengthen instructional practices based on benchmark assessment results and progress monitoring data, monthly data meetings are held. During these meetings the team analyzes strengths and weaknesses in the data and monitors the progress of various sub groups. Additionally, this group identifies other instructional strategies to support student engagement and academic performance. Item analysis of commonly missed questions is also conducted after benchmark administration is completed.
	• From the information gathered at these meetings a comprehensive action plan is put into place that incorporates the standards and skills to be addressed.
	• Curriculum maps and guides are also adjusted according to Schoolnet results. The test questions that were missed most often are notated in order to be retaught in subsequent weeks. This strong assessment-curricular alignment ensures all standards are taught with fidelity.

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[A.7]	**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 identify and strengthen instructional practices based on benchmark assessment results and progress monitoring data, monthly data meetings are held. During these meetings the team analyzes strengths and weaknesses in the data and monitors the progress of various sub groups. Additionally, this group identifies other instructional strategies to support student engagement and academic performance. Item analysis of commonly missed questions is also conducted within 2 weeks of benchmark administration. • From the information gathered at these meetings a comprehensive action plan is put into place that incorporates the standards and skills to be addressed. • Curriculum maps and guides are also adjusted according to Schoolnet results. The test questions that were missed most often are notated in order to be retaught in subsequent weeks. This strong assessment-curricular alignment ensures all standards are taught with fidelity.
[A.8]	**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:** • Benchmark assessments are written using grade level standards to determine academic progress and success. • For purposes of formative instructional assessment, Schoolnet will be utilized to develop similar questions with varying levels of passages and complexity to meet the diverse needs of our student population. • As we become more proficient in the use of Schoolnet, our abilities to further different assessment questions will be enhanced. • Based on data gathered on the bottom 25%/non-proficient students, students are placed in intervention and afterschool programs for tutoring. • ELA progress monitoring: • ▯ Students who are in the bottom 25% and scored Intensive on DIBELS receive progress monitoring on a weekly basis. Those who are Strategic receive progress monitoring twice a month. Students at Benchmark are monitored quarterly. • Math progress monitoring: • ▯ Monthly skills test at grade level. Data is collected and reviewed and results are used to drive spiral review.

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[A.9]	**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:** • Benchmark assessments are written using grade level standards to determine academic progress and success. • For purposes of formative instructional assessment, Schoolnet will be utilized to develop similar questions with varying levels of passages and complexity to meet the diverse needs of our student population. • As we become more proficient in the use of Schoolnet, our abilities to further different assessment questions will be enhanced. • Based upon the assessment data from Schoolnet and DIBELS, teachers with ELL students are provided with extra professional development, strategies, and resources. Those students who scored Intensive on DIBELS receive progress monitoring on a weekly basis. Those who are Strategic receive progress monitoring twice a month. Students at Benchmark are monitored quarterly. • Edkey has an ELL coordinator who services teachers who work ELL students. The ELL coordinator ensures instruction is aligned to the ELL standards and the student's ILLP's and provides precise instructional strategies to increase student achievement.
[A.10]	**Not applicable.**
[A.11]	**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:** • During the construction phase of Schoolnet it was determined that for students with special needs in the areas of Reading or Math, an alternate assessment would be given. This assessment is geared toward their instructional level per their IEP. The intent was to determine what instructional gains students were making at their performance level to support IEP goal progress. • Students are continually exposed to general education standards and therefore the improvement in their skill deficiencies is expected to result in a positive impact on standardized assessment. • This data gives both the classroom and special education teacher meaningful data to help provide remedial instruction to illustrate increased growth and achievement.

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I, Kelly Gleischman, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on December 10, 2014. Kelly Gleischman

I, _____, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on December 10, 2014. _____

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