Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Edkey, Inc. dba Sequoia Ranch School
School Name: Children First Academy - Tempe
Site Visit Date: December 10, 2014

Required for: Failing School
Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome
[D.1] **SGP Math CFAT**	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) - Math **The documents provided do not demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.** **The documents provided do not demonstrate improved academic performance because:** the data provided for the current year includes the baseline assessment, which is a different assessment from the prior year. The assessment from the prior year was based on the 2008 AZ state standards. The current assessment is aligned to the ACCRS. This makes the comparison of the two years of data difficult. Additionally, the data is difficult as a measure of improvement because the assessment established a baseline, but does not demonstrate the success of the school's academic program in the current year. The baseline median percent correct for FY15 is 31%, which is lower than both of the prior years (FY14 – 38% and FY13-39%). This data does not provide information about growth because this is data from the baseline assessment.
[D.2] **SGP Reading CFAT**	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) - Reading **The documents provided do not demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.** **The documents provided do not demonstrate improved academic performance because:** the data provided for the current year includes the baseline assessment, which is a different assessment from the prior year. The assessment from the prior year was not standards based, but rather provided a grade level equivalent. The current assessment is aligned to the ACCRS. This makes the comparison of the two years of data difficult. Additionally, the data is difficult as a measure of improvement because the assessment established a baseline, but does not demonstrate the success of the school's academic program in the current year. The baseline median percent correct for FY15 is 44%. This data does not provide information about growth because this is data from the baseline assessment. In the data from the two prior years, there was a decline in the median grade level equivalent and a decline in the mean growth from FY13 to FY14. In both of the two prior years, the DORA assessment indicates that the reading growth was at least 1 grade level. The charter holder also provided baseline DIBELS data, the FY15 median test score from the baseline assessment was

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	lower than the two prior years (FY15 – 179, FY14-257, FY13-233.5).
[D.3]	**Not required.**
[D.4]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading **The documents provided do not demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading** **The documents provided do not demonstrate improved academic performance because:** the data provided for the current year includes the baseline assessment, which is a different assessment from the prior year. The assessment from the prior year was not standards based, but rather provided a grade level equivalent. The current assessment is aligned to the ACCRS. This makes the comparison of the two years of data difficult. Additionally, the data is difficult as a measure of improvement because the assessment established a baseline, but does not demonstrate the success of the school's academic program in the current year. The baseline median percent correct for bottom 25% students in FY15 is 33%. This data also shows that the bottom 25% students' median percent correct is 33% while overall students' median percent correct is 51%. This data does not provide information about growth because this is data from the baseline assessment. In the data from the two prior years, there was an increase in the median grade level equivalent and an increase in the mean growth for bottom 25% students from FY13 to FY14. The charter holder also provided baseline DIBELS data, the FY15 median test score from the baseline assessment for bottom 25% students was lower than the two prior years (FY15 – 70, FY14-205, FY13-170). This data also shows that the bottom 25% students' median test score is 70 while overall students' median test score is 238.
[D.5] **Data_Sequoia Ranch-CFAT_Percent Passing Math**	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing – Math **The documents provided do not demonstrate evidence of improved academic performance in Percent Passing – Math.** **The documents provided demonstrate/do not demonstrate improved academic performance because:** the charter holder provided FY12, FY13, and FY14 AIMS data. This data reflects the information in the FY14 Academic Dashboard which shows an improvement in the proficiency for all students in math. The data, broken down by performance level does indicate that in FY14 there was a decline in the percentage of students scoring FFB, from approximately 48% in FY13 to 39% in FY14. The internal data provided for the current year includes the baseline assessment, which is a different assessment from

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	the prior year. The assessment from the prior year was based on the 2008 AZ state standards. The current assessment is aligned to the ACCRS. This makes the comparison of the two years of data difficult. Additionally, the data is difficult as a measure of improvement because the assessment established a baseline, but does not demonstrate the success of the school's academic program in the current year. The baseline median percent correct for FY15 is 31%, which is lower than both of the prior years (FY14 – 38% and FY13-39%).
[D.6] **Data_Sequoia Ranch-CFAT_Percent Passing Reading**	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing – Reading **The documents provided demonstrate/do not demonstrate evidence of improved academic performance in Percent Passing – Reading.** **The documents provided do not demonstrate improved academic performance because:** the charter holder provided FY12, FY13, and FY14 AIMS data. This data reflects the information in the FY14 Academic Dashboard which shows a decline in the proficiency for all students in reading. The data, broken down by performance level does indicate that in FY14 there was a decline in the percentage of students scoring FFB, from approximately 48% in FY13 to 39% in FY14. The internal data provided for the current year includes the baseline assessment, which is a different assessment from the prior year. The assessment from the prior year was not standards based, but rather provided a grade level equivalent. The current assessment is aligned to the ACCRS. This makes the comparison of the two years of data difficult. Additionally, the data is difficult as a measure of improvement because the assessment established a baseline, but does not demonstrate the success of the school's academic program in the current year. The baseline median percent correct for FY15 is 44%. In the data from the two prior years, there was a decline in the median grade level equivalent FY13 to FY14. The charter holder also provided baseline DIBELS data, the FY15 median test score from the baseline assessment was lower than the two prior years (FY15 – 179, FY14-257, FY13-233.5).
[D.7]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, ELL – Math **The documents provided do not demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Math.** **The documents provided demonstrate/do not demonstrate improved academic performance because:** the data provided for the current year includes the baseline assessment, which is a different assessment from the prior year. The assessment from the prior year was based on the 2008 AZ state standards. The current assessment is aligned to the ACCRS. This makes the comparison of the two years of data difficult. Additionally, the data is difficult as a measure of improvement because the assessment established a baseline, but does not demonstrate the success of the school's academic program in the current year. The baseline median percent correct for FY15 for ELL students is 24%, which is

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	lower than both of the prior years (FY14 – 35% and FY13-30%).
[D.8]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, ELL – Reading **The documents provided do not demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Reading.** **The documents provided do not demonstrate improved academic performance because:** the data provided for the current year includes the baseline assessment, which is a different assessment from the prior year. The assessment from the prior year was not standards based, but rather provided a grade level equivalent. The current assessment is aligned to the ACCRS. This makes the comparison of the two years of data difficult. Additionally, the data is difficult as a measure of improvement because the assessment established a baseline, but does not demonstrate the success of the school's academic program in the current year. The baseline median percent correct for ELLS in FY15 is 32%. In the data from the two prior years, there was an increase in the median grade level equivalent and an increase in the mean growth from FY13 to FY14. However, this data does not align to the Dashboard which shows decline from FY 13 to FY14. The charter holder also provided baseline DIBELS data, the FY15 median test score from the baseline assessment was lower than the two prior years (FY15 – 70, FY14-174.5, FY13-82.5).
[D.9]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, FRL – Math **The documents provided do not demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Math.** **The documents provided demonstrate/do not demonstrate improved academic performance because:** the data provided for the current year includes the baseline assessment, which is a different assessment from the prior year. The assessment from the prior year was based on the 2008 AZ state standards. The current assessment is aligned to the ACCRS. This makes the comparison of the two years of data difficult. Additionally, the data is difficult as a measure of improvement because the assessment established a baseline, but does not demonstrate the success of the school's academic program in the current year. The baseline median percent correct for FY15 is 30%, which is lower than both of the prior years (FY14 – 39% and FY13-39%).
[D.10]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, FRL – Reading **The documents provided do not demonstrate evidence of improved academic performance in Percent Passing**

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	Subgroup, FRL – Reading. **The documents provided demonstrate/do not demonstrate improved academic performance because:** the data provided for the current year includes the baseline assessment, which is a different assessment from the prior year. The assessment from the prior year was not standards based, but rather provided a grade level equivalent. The current assessment is aligned to the ACCRS. This makes the comparison of the two years of data difficult. Additionally, the data is difficult as a measure of improvement because the assessment established a baseline, but does not demonstrate the success of the school's academic program in the current year. The baseline median percent correct for FY15 is 46%. In the data from the two prior years, there was a decline in the median grade level equivalent and a decline in the mean growth from FY13 to FY14. The charter holder also provided baseline DIBELS data, the FY15 median test score from the baseline assessment was lower than the two prior years (FY15 – 212, FY14-258.5, FY13-233).
[D.11]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, Students with disabilities – Math **The documents provided do not demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Math.** **The documents provided demonstrate/do not demonstrate improved academic performance because:** the data provided for the current year includes the baseline assessment, which is a different assessment from the prior year. The assessment from the prior year was based on the 2008 AZ state standards. The current assessment is aligned to the ACCRS. This makes the comparison of the two years of data difficult. Additionally, the data is difficult as a measure of improvement because the assessment established a baseline, but does not demonstrate the success of the school's academic program in the current year. The baseline median percent correct for FY15 for students with disabilities is 27%, which is lower than both of the prior years (FY14 – 35% and FY13-33%).
[D.12]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading **The documents provided do not demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading.** **The documents provided demonstrate/do not demonstrate improved academic performance because:** the data provided for the current year includes the baseline assessment, which is a different assessment from the prior year. The assessment from the prior year was not standards based, but rather provided a grade level equivalent. The current assessment is aligned to the ACCRS. This makes the comparison of the two years of data difficult. Additionally, the data

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	is difficult as a measure of improvement because the assessment established a baseline, but does not demonstrate the success of the school's academic program in the current year. The baseline median percent correct for students with disabilities in FY15 is 38%. In the data from the two prior years, there was a decrease in the median grade level equivalent and a decrease in the mean growth from FY13 to FY14. The charter holder also provided baseline DIBELS data, the FY15 median test score from the baseline assessment was lower than the two prior years (FY15 – 70, FY14-122, FY13-119).

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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