Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Arizona Autism Charter School, Inc.
School Name: Arizona Autism Charter School
Site Visit Date: May 27, 2015

Required for: Expansion - Grade Level
Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome	
[D.1] **AZACS Progress Data (Aggregated)** **Aggregated data for Math and Reading**	**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 Progress Data document shows that the number of curricular targets from the ReThink system mastered over three-month periods between benchmark assessments. The percent of assigned targets increases each benchmark period. The targets addressed include targets in Reading, Math, Science, Social Studies, behavior, school readiness, and social/emotional goals. The Charter Holder stated that they will be working with the vendor to enable the system to disaggregate targets by subject, but that currently the system does not have that capacity. The Aggregated Data document shows the number of IEP goals in Math for each quarter, and the number and what percentage were mastered. **The documents provided DO NOT demonstrate improved academic performance because:** From the ReThink system data, the Charter Holder was not able to separate targets addressing Math standards from targets addressing Reading, other subjects, and social/emotional or behavioral goals. In addition, as the school is in its first year of operation, there is no prior year data for comparison. Therefore, while this data demonstrates that the system has the capacity to collect data on student progress over time, the data does not currently provide evidence of student progress over time in Math. The IEP goal data indicates student progress over time in Math goals, but as there is no prior year data, no improvement can be shown. **Final Evaluation:**	
	☐ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	X Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.2] **AZACS Progress Data (Aggregated)**	**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 document shows that the number of curricular targets mastered over three-month periods between benchmark assessments. The percent of assigned targets increases each benchmark period. The targets addressed include targets in Reading, Math, Science, Social Studies, behavior, school readiness, and social/emotional goals. The Charter Holder stated that they will be working with the vendor to enable the system to disaggregate targets by subject, but that currently the system does not have that capacity. The Aggregated Data document shows the number of IEP goals in Reading for each quarter, and the number and what percentage were mastered. **The documents provided DO NOT demonstrate improved academic performance because:** The Charter Holder was not able to separate targets addressing Reading standards from targets addressing Math, other subjects, and social/emotional or behavioral goals. In addition, as the school is in its first year of operation, there is no prior year data for comparison. Therefore, while this data demonstrates that the system has the capacity to collect data on student progress over time, the data does not currently provide evidence of student progress over time in Reading. The IEP goal data indicates student progress over time in Reading goals, but as there is no prior year data, no improvement can be shown. **Final Evaluation:**	
	☐ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	X Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.3] **AZACS Progress Data (Aggregated)**	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math **The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math.** The document shows that the number of curricular targets mastered over three-month periods by students in the bottom 25% between benchmark assessments. The percent of assigned targets increases each benchmark period. The targets addressed include targets in Reading, Math, Science, Social Studies, behavior, school readiness, and social/emotional goals. The Charter Holder stated that they will be working with the vendor to enable the system to disaggregate targets by subject, but that currently the system does not have that capacity. **The documents provided DO NOT demonstrate improved academic performance because:** The Charter Holder was not able to separate targets addressing Math standards from targets addressing Reading, other subjects, and social/emotional or behavioral goals. In addition, as the school is in its first year of operation, there is no	

	prior year data for comparison. Therefore, while this data demonstrates that the system has the capacity to collect data on student progress over time, the data does not currently provide evidence of student progress over time in Math for students in the bottom 25%. **Final Evaluation:**	
	☐ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	X Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.4] **AZACS Progress Data (Aggregated)**	**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 document shows that the number of curricular targets mastered over three-month periods by students in the bottom 25% between benchmark assessments. The percent of assigned targets increases each benchmark period. The targets addressed include targets in Reading, Math, Science, Social Studies, behavior, school readiness, and social/emotional goals. The Charter Holder stated that they will be working with the vendor to enable the system to disaggregate targets by subject, but that currently the system does not have that capacity. **The documents provided DO NOT demonstrate improved academic performance because:** The Charter Holder was not able to separate targets addressing Reading standards from targets addressing Math, other subjects, and social/emotional or behavioral goals. In addition, as the school is in its first year of operation, there is no prior year data for comparison. Therefore, while this data demonstrates that the system has the capacity to collect data on student progress over time, the data does not currently provide evidence of student progress over time in Reading for students in the bottom 25%. **Final Evaluation:**	
	☐ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	X Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.

[D.5] **AZACS Progress Data (Aggregated)**	**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 document shows that the number and percent of curricular targets mastered for each benchmark assessments. The percent of assigned targets mastered increases each benchmark period. The targets addressed include targets in Reading, Math, Science, Social Studies, behavior, school readiness, and social/emotional goals. The Charter Holder stated that they will be working with the vendor to enable the system to disaggregate targets by subject, but that currently the system does not have that capacity. The Aggregated Data document shows the percentage of IEP goals in Math mastered for each quarter. **The documents provided DO NOT demonstrate improved academic performance because:** The Charter Holder was not able to separate targets addressing Math standards from targets addressing Reading, other subjects, and social/emotional or behavioral goals. In addition, as the school is in its first year of operation, there is no prior year data for comparison. Therefore, while this data demonstrates that the system has the capacity to collect data on student proficiency, the data does not currently provide evidence of student proficiency in Math. The IEP goal data indicates students meeting Math goals, but as there is no prior year data, no improvement can be shown. **Final Evaluation:**	
	☐ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	X Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.

[D.6] **AZACS Progress Data (Aggregated)**	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing – Reading **The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing – Reading.** The document shows that the number and percent of curricular targets mastered for each benchmark assessments. The percent of assigned targets mastered increases each benchmark period. The targets addressed include targets in Reading, Math, Science, Social Studies, behavior, school readiness, and social/emotional goals. The Charter Holder stated that they will be working with the vendor to enable the system to disaggregate targets by subject, but that currently the system does not have that capacity. The Aggregated Data document shows the percentage of IEP goals in Math mastered for each quarter. **The documents provided DO NOT demonstrate improved academic performance because:** The Charter Holder was not able to separate targets addressing Reading standards from targets addressing Math, other subjects, and social/emotional or behavioral goals. In addition, as the school is in its first year of operation, there is no prior year data for comparison. Therefore, while this data demonstrates that the system has the capacity to collect data on student proficiency, the data does not currently provide evidence of student proficiency in Reading. The IEP goal data indicates students meeting Math goals, but as there is no prior year data, no improvement can be shown. **Final Evaluation:**	
	☐ Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	X Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.7]	ELL – Math N/A	
[D.8]	ELL – Reading N/A	
[D.9]	FRL – Math N/A	
[D.10]	FRL – Reading N/A	
[D.11]	Students with disabilities – Math N/A	
[D.12]	Students with disabilities – Reading N/A	