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: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome	
[A.AS.1] AZACS Progress Data (Aggregated) SRA Math and Reading Assessment Samples ABLLS Assessment Explanation and Sample Pages VB-MAPP Assessment Explanation and Sample Pages ReThink Developmental Assessment, Student Program, Sample Lessons, Data ReThink Autism Administrative Dashboard Sample student data binders	**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 are completed each day as a best practice during instruction. Checks for understanding, the use of personal whiteboards, and exit tickets just for example to ensure learning and to plan for the next step in the lesson or the next day's lesson. • Summative assessments are used at the classroom level to measure the mastery of skills taught in relation to the standards taught. • Students are screened with a universal screener during the first weeks of school with the ReThink Reading Domain Assessment. Then after four weeks the same tool is used to identify how well students are mastering the skills in the areas of comprehension, phonics, fluency, vocabulary and phonological awareness. • Students are also progress monitored on a frequency level based on their last performance. Students that at benchmark are progress monitored with the same tool every four weeks. Students approaching are progress monitored every two weeks and students at risk are progress monitored every two weeks. • the Verbal Behavior Milestone Assessment and Placement program is used as an assessment tool and skill tracking system that is designed for children with autism. • one more tool used for assessment purposes is the ABLLS-R used to help guide the instruction of language and critical learner skills for children with autism or other developmental disabilities **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[A.AS.2] ABLLS and VB-MAPP Assessment Explanation and Sample Pages	**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 assessment system was designed with the best evidence based practices in the area of assessment as well as	

Direct Instruction Research SRA Research ReThink ABA Brochure	the programs designed to support students with Autism. Assessments are used in relation to the measurement of IEP goals, the behavioral programs and the core academic programs used throughout the building. • The Charter Holder stated that the ReThink assessment system is the online version of the Applied Behavior Analysis (ABA) method of instruction for students with autism, and that ABLLS and VB-MAPP assessments as described in the charter application. The documents provide evidence that the ReThink system aligns to the ABA methodology as presented in the charter application. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[A.AS.3] ReThink Developmental Assessment, Student Program, Sample Lessons, Data ReThink Autism Administrative Dashboard	**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:** • Analyze baseline data, assessment results, and conduct observations to form actionable present levels of performance for each of the Arizona College and Career Ready standards for the respective content areas • Identify the corresponding state standard to the analysis • Conduct a task analysis of the components required for the student to be able to perform that standards with mastery, given their current level of functioning • Teacher collects data specific to that goal and objective and determines how often the progress will be monitored based on the initial rate of acquisition and opportunities to practice the skill • Submit the completed goal, data collection/analysis process, and criteria for mastery to the IEP team for review and approval **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[A.AS.4] Sample IEPs Sample Student Data Binders	**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:** • daily such as formative assessment and the daily data sheet used for each student in relation to their IEP goals. • Progress monitoring and benchmark progress is assessed in various intervals based on IEP goals and objectives. • Formative assessments are completed each day as a best practice during instruction. Checks for understanding, the use of personal whiteboards, and exit tickets just for example to ensure learning and to plan for the next step in the lesson or the next day's lesson. • Summative assessments are used at the classroom level to measure the mastery of skills taught in relation to the standards taught. • students are screened with a universal screener during the first weeks of school with the ReThink Reading Domain Assessment. • after four weeks the same tool is used to identify how well students are mastering the skills in the areas of comprehension, phonics, fluency, vocabulary and phonological awareness. • Students are also progress monitored on a frequency level based on their last performance. Students that at benchmark are progress monitored with the same tool every four weeks. Students approaching are progress monitored every two weeks and students at risk are progress monitored every two weeks. • **Relevant Documents:** IEP; Daily data sheet **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[A.AN.5] Updated Data Graphs Sample Student Data Binders	**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 on multiple levels, from day to day analysis to more long term analysis over multiple data sets • diagnostics assessments are completed at the beginning of the year and then progress monitoring along the way as needed **Final Evaluation:**	

	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[A.AN.6] Updated Data Graphs Sample Student Data Binders Teacher Evaluation Instrument Classroom Observation Checklists ReThink Autism Administrative Dashboard	**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:** • The analysis of the student data is used along with the classroom observation data to determine the effectiveness of the instruction and curriculum being used in a classroom or for a particular student. Data sets from both student work as well as classroom walk throughs are evaluated on the spot to determine the coaching session needed with that particular teacher about the observed behavior. • In addition, at the end of the first year, a complete evaluation will be done to determine the effectiveness of the instruction as well as the curriculum used to identify gaps in the process. Then researching materials and best practices will inform the process for the start of the second year. • The Charter Holder stated that student data from data binders and aggregated assessments has indicated that the curriculum is effective at addressing the needs of the student population as implemented. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[A.ADJ.7] Sample Student Data Binders Classroom Observation Checklists	**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:** • Job embedded coaching is used to inform curriculum and instruction in a timely manner when it comes to gaps identified during a classroom observation when comparing the student data and the classroom observation data. • The School Leaders have a conversation with the teacher before the end of the day to determine what corrective issues need to happen before the next instructional day. Short intervals within the day are used to correct easy, short term fixes that can be applied the following day. Longer intervals are used when working with large gaps identified based on various student data sets and multiple classroom observations. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[A.S.8] Data Graphs for Bottom 25% Sample IEPs for Bottom 25% AZACS Progress Data (Aggregated)	**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%. **The documents provided demonstrate evidence of the following:** • The bottom 25% was calculated by determining the lowest 25% of students on the continuum of students mastering IEP goals during the first semester in both reading and math. As those students are identified, the data generated by IEP monitoring determines whether a new IEP meeting needs to be conveyed. If new strategies or accommodations need to be written, the IEP team can make and act on those decisions. **Final Evaluation:**	
	☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[A.S.9]	English Language Learners (ELLs) **N/A**	
[A.S.10]	Free and Reduced Lunch (FRL) students **N/A**	
[A.S.11]	Students with disabilities **N/A**	