Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: **Imagine Desert West Middle, Inc.**
School Name: **Imagine Desert West Middle**
Site Visit Date: **August 20, 2014**

Required for: **Expansion - Enrollment Cap**
Evaluation Criteria Area: **Curriculum**

Document Name/Identification	Intended Purpose and Discussion Outcome
[C.1] Curriculum Review Survey	**Charter holder indicated the intended purpose of the document was to demonstrate: evaluation of curriculum options** **ASBCS staff: survey of teachers, after teachers attended presentations for math and reading curriculum resources. Also indicates that teachers were asked about the importance of wholly, replacing math and reading programs.** **A copy of this document was taken because: evidence of process for evaluating curriculum options**
[C.2] Curriculum Guidance Documents: **June 20,2012 letter from Imagine Schools National Education Team;** **Key Criteria for the selection of new textbooks in English Language Arts and Mathematics;** **Revised Publisher's Criteria for the Common Core State Standards in English Language Arts and Literacy, grades 3-12; K-8 publisher's criteria for the Common Core State Standards for Mathematics;**	**Charter holder indicated the intended purpose of the document was to demonstrate: evaluation of curriculum options** **ASBCS staff: background information and resources reviewed by Curriculum Task force to become familiar with essential components of effective curriculum resources, includes criteria for the selection of textbooks,** **A copy of this document was taken because: evidence of process for evaluating curriculum options**
[C.3] Curriculum Review Survey Results	**Charter holder indicated the intended purpose of the document was to demonstrate: evaluation of curriculum options** **ASBCS staff: pie charts summarizing the results of the Curriculum Review Survey, teachers rate each item on a scale of 1 to 5, the pie charts represent the number of responses on the scale from 1 to 5.** **A copy of this document was taken because: evidence of process for evaluating curriculum options**

Charter Holder Initials BH

[C.4] Pacing Guides 6th – 8th grade math, Quarter 1-4 Sequenced Units for the Common Core State Standards in Mathematics for Grades 6, 7, and 8	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of revised curriculum ASBCS staff: Pacing guides divide the school year into units and identifies the duration of the unit, specific standards to be taught within each unit, the topic, and mathematical practices for the unit. Pacing guides provided for Math: 6th grade math Quarter 1-4 7th grade math quarters 1-4 8th grade math quarters 1-4 Sequenced Units documents describe the outcomes of the unit, identify the number of days, and specific component of each standard to be taught during the unit, 6th grade Units 1-13 7th grade Units 1-14 8th grade Units 1-14 A copy of this document was taken because: demonstrates a process for implementing a curriculum aligned to ACCR standards; implement curriculum consistently across the school
[C.5] Year at a Glance Reading documents for 6th – 8th grade	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum aligned to the standards ASBCS staff: Year at a Glance documents identify the specific standards to be taught each quarter, skills for each quarter, and supporting standards. Documents included quarters 1-4 for grades 6-8. Quarter 1 documents were provided for Reading for 2014-15 school year A copy of this document was taken because: demonstrates a process for implementing a curriculum aligned to ACCR standards
[C.6] Pacing Guide 6th -8th grade Reading (now called Year at a Glance)	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum aligned to the standards ASBCS staff: documents identify by quarter, specific texts to be taught, pacing, and questions for each text. Documents for identify specific ACCR standards for each text selection – revised versions provided are C.5 Year at a Glance documents. A copy of this document was taken because: implement curriculum consistently across the school; implementation of curriculum aligned to the standards

Charter Holder Initials BH

[C.7] Meeting agendas and sign-in sheets;	Charter holder indicated the intended purpose of the document was to demonstrate: process for evaluating and revising curriculum ASBCS staff: WIG meeting agendas, 12/12/12; 3/6/13; and sign-in sheets. Agendas identify curriculum task force met, and discussed curriculum aligned to PARC assessment. Sign-in sheets for 12/12/13 and 3/6/13 12/12/13 agenda identifies curriculum task force meeting to create pacing guides. Sign-in sheet provided 3/6/13 agenda identifies aligning curriculum to PARC assessment. Sign-in sheet provided. February 27, 2013 agenda identifies revision of curriculum maps. Sign-in sheet for the meeting was provided. 9/26/12 agenda identifies planning thematic units. Sign-in sheet provided 11/28/12 agenda identifies 7th-8th grade thematic unit planning. Sign-in sheet provided July 30 2013 – agenda identifies teacher meeting to review and revise curriculum maps, schedule for the day identifies the blocks of time for grades 6-8, and data that was used to identify areas of weakness to be considered when revising curriculum maps A copy of this document was taken because: process for evaluating and revising curriculum
[C.8] Emails and documents dated April 2013	Charter holder indicated the intended purpose of the document was to demonstrate: system for revising curriculum ASBCS staff: documents identify communication between curriculum director and outside consultant providing work in progress curriculum revisions and feedback from outside consultant A copy of this document was taken because: demonstrates process for revising curriculum
[C.9] Lesson Plan Template and lesson plans Grade level meeting notes	Charter holder indicated the intended purpose of the document was to demonstrate: tools that identify strategies, methods and activities ASBCS staff: lesson plan templates include, by day, the standard, lesson procedures/activities, and assessment of the learning objective/check for understanding, 8th grade math lesson plan for unit 2 aligned with pacing 7th grade math lesson plan for unit 1 aligned with pacing 6th grade math lesson plans for unit 1 aligned with pacing 6th – 8th grade level meeting notes identify the resources to be used for instruction for the unit. Meeting documents are dated 7/28/14 – sixth grade; 8/7/14 – 7th and 8th grade 8th grade reading lesson plan for quarter 1 aligned with pacing 7th grade reading lesson plan for unit for quarter 1 aligned with pacing 6th grade reading lesson plan for unit for quarter 1 aligned with pacing A copy of this document was taken because: demonstrate tools that identify strategies, methods, and activities; instruction aligned to ACCR standards

Charter Holder Initials BL

[C.10] Curriculum Task Force documents	**Charter holder indicated the intended purpose of the document was to demonstrate: process for evaluating and revising curriculum** **ASBCS staff: documents identify the members of the curriculum task force meeting, meeting agenda states that the team reviewed the materials and discussed needs.** **A copy of this document was taken because: process for evaluating and revising curriculum**
[C.11] Lesson Plan check lists	**Charter holder indicated the intended purpose of the document was to demonstrate: expectation for consistent use of instructional tools** **ASBCS staff: lesson plan checklist identifies, by teacher, the submission of complete reading and math lesson plans for each week.** **A copy of this document was taken because: evidence of process for confirming submission of lesson plans**
[C.12] Imagine Desert West Instructional Data Meeting; **Class Objectives Summary Report** **Mastery Tracker**	**Charter holder indicated the intended purpose of the document was to demonstrates process for evaluating and revising curriculum** **ASBCS staff: January 30th agenda identifies revises maps, February 6th agenda identifies updating maps** **Class objective summary report identifies the specific standards assessed F2 Post F3 Pre** **Mastery tracker identifies students that met or did not meet their goal F2 Post for Math and Reading 6th-8th for 2013-14.** **A copy of this document was taken because: process for identifying gaps and revising curriculum**

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[C.13] ELD Lesson Planning Template (6th grade only); SEI Program Implementation	**Charter holder indicated the intended purpose of the document was to demonstrate: curriculum adapted to meet the needs of subgroups** **ASBCS staff: identifies ELP standards and ELPS Stages and number of students ant each proficiency level. Lesson plan is broken out by areas (Conversation/Vocab, Grammar, Reading, and Writing).** **ILLP documents were provided that demonstrated varying proficiency levels (pre-emergent, emergent, basic, intermediate). Documents identify the time allocation to address each of the areas, teacher providing instruction, specific ELP standards and language skills. Copies were provided with student names redacted.** **SEI Program implementation describes the process for student placement, and expectations for instruction for ELL Students.** ***Copies with student names were reviewed on site, but not taken** **A copy of this document** was **taken because: demonstrates curriculum adapted to meet the needs of ELL students**
[C.14] Special Education Program description; teacher schedule	**Charter holder indicated the intended purpose of the document was to demonstrate: curriculum adapted to meet the needs of subgroups** **ASBCS staff: Program description describes the pull-out model used to provide instruction to students with disabilities. Teacher schedules identify the students meeting with the teacher and the subject area that is the instructional focus during that scheduled time. (The schedules were not taken because they contain identifiable student information)** **A copy of this document** was **taken because: demonstrate curriculum adapted to meet the needs of students with disabilities**
[C.15] Intervention Math schedules; Class objectives summary reports; Math Elevations	**Charter holder indicated the intended purpose of the document was to demonstrate: curriculum adapted to meet the needs of students in the bottom 25%** **ASBCS staff: schedule identifies for each grade level, the students receiving intervention as pull-out. Students are grouped and the times each group meets is identified. Class objectives summary report was used to group student based on identified skill areas. Math Elevations document describes the instructional resources used for providing instruction in pull-out intervention.** **A copy of this document** was not **taken because: demonstrates curriculum adapted to meet the needs of students in the bottom 25%, but contained student identifiable information**

Charter Holder Initials _____

I, Steve Salmons, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on August 20, 2014. _____

I, Bill Hontz, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on August 20, 2014. _____

Charter Holder Initials _____

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: **Imagine Desert West Middle, Inc.**
School Name: **Imagine Desert West Middle**
Site Visit Date: **August 20, 2014**

Required for: **Expansion - Enrollment Cap**
Evaluation Criteria Area: **Instruction**

Document Name/Identification	Intended Purpose and Discussion Outcome
[I.1] Week at a Glance August 12-22, 2014; Objectives Check Sheet August 11th; walkthrough notes	**Charter holder indicated the intended purpose of the document was to demonstrate: system to monitor the integration of standards into classroom instruction** **ASBCS staff: Week at a Glance communicates to school staff the results of the prior week's observation of instruction. The Objectives check sheet identifies, by teacher, whether objectives are posted; walkthrough notes demonstrate that teacher posted objectives are part of observations (examples provided identify teacher that posted objectives, one that did not post, and one reminder to ensure that objectives match activity) and communicate expectation that objective is posted on the board each day.** **A copy of this document was taken because: process used to monitor the integration of standards into classroom instruction**
[I.2] Week at a Glance January 6-10; 13-17; 21-24, 2014. March 31- April 4, 2013	**Charter holder indicated the intended purpose of the document was to demonstrate: system to ensure teachers teach the curriculum with fidelity** **ASBCS staff: documents identify the expectations for lesson plans, identify the focus for the week's observations as posting student friendly objectives, and that Math bulletin boards were to be monitored during observations** **A copy of this document was taken because: demonstrate process to monitor teacher instruction that implements the curriculum with fidelity**
[I.3] Week at a Glance March 24-28, 2014	**Charter holder indicated the intended purpose of the document was to demonstrate: system to monitor the effectiveness of standards based instruction** **ASBCS staff: document demonstrates expectation that teachers have up to date data walls in the classroom** **A copy of this document was taken because: demonstrate process for monitoring**
[I.4] Imagine Desert West Instructional Data Meeting agendas	**Charter holder indicated the intended purpose of the document was to demonstrate: system to monitor the effectiveness of standards based instruction** **ASBCS staff: agendas identify reviewing Galileo results, data analysis and review** **A copy of this document was taken because: demonstrate process to monitor the effectiveness of standards based instruction**

Charter Holder Initials

[I.5] Galileo Intervention Alerts; Pre/Post formative reports	Charter holder indicated the intended purpose of the document was to demonstrate: process for demonstrating that all grade-level standards are taught in each classroom within the school year. ASBCS staff: data reports were used to identify areas where students had low scores to identify areas that require additional instruction. Through this process, if a teacher hadn't taught a standard, the thought is it would show up as a low scoring area and would need to be addressed by additional instruction. A copy of this document was taken because: demonstrated documents used to identify areas in need of additional instruction, but do not demonstrate system to ensure all standards are taught within the school year.
[I.6] Walkthrough 8/8/14,	Charter holder indicated the intended purpose of the document was to demonstrate: system to evaluate the instructional practices of teachers ASBCS staff: walkthrough notes from 8/8/14 identify areas for improvement for teachers, and follow-up area of observation identifies areas that will be focused on. Coach log includes A copy of this document was taken because:
[I.7] Teacher Evaluation Process (ADE model for measuring educator effectiveness)	Charter holder indicated the intended purpose of the document was to demonstrate: ASBCS staff: ADE evaluation framework incorporating Danielson model for teacher evaluation. A copy of this document was not taken because: framework document available on ADE website
[I.8] Imagine Schools Teacher Evaluation Document	Charter holder indicated the intended purpose of the document was to demonstrate: system to evaluate the instructional practices of teachers ASBCS staff: process used to evaluate teachers, includes timelines and expectations A copy of this document was taken because: describes the system
[I.9] Snapshot observation form, formal evaluation	Charter holder indicated the intended purpose of the document was to demonstrate: system for teacher evaluation ASBCS staff: snapshot observation form describes scheduled observation and includes scripted notes, post-observation conference, example of student work, pre-observation planning conference, lesson plan, map of student engagement/interaction. Formal evaluation instrument includes scoring of teacher performance on rubric with descriptors, and lists evidence for components, evaluation summary is signed by teachers. Documents were consistent with the Imagine Schools Teacher Evaluation Document. A copy of this document was not taken because: demonstrated system for teacher evaluation, and identified strengths but document contained, teacher identifying information so a copy was not taken

Charter Holder Initials

[I.10] Model Compliance; **Classroom ILLP; SEI Lesson Plans**	**Charter holder indicated the intended purpose of the document was to demonstrate: adapting system to meet the needs of ELL students** **ASBCS staff: Document specifically used to monitor teacher implementation of SEI strategies. Document identifies that monitoring occurred during each oral conversation, grammar components of the ELD block. Monitoring of ELP standards, activities based on ELP standards, and use of SEI strategies are monitored using the document.** **Classroom ILLP document was used to monitor that teachers have time scheduled to provide instruction in the identified areas for ELL students.** **SEI Lesson Plans documents includes email from academic coach to teacher providing feedback regarding SEI lesson plans, a copy of the lesson plan was also provided.** **A copy of this document** was **taken because: demonstrated process for adapting monitoring instruction tools to meet the needs of ELL students**
[I.11] Imagine Schools AdvancEd findings regarding curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning; **AdvancEd data and process description** **AdvanceED Standard 3**	**Charter holder indicated the intended purpose of the document was to demonstrate: system for collecting data from instructional monitoring processes.** **ASBCS Staff: Document identifies that for areas of instruction areas where the school collected data from monitoring processes.** **AdvancEd document demonstrates the evaluation of the Learning Environment using the Effective Learning Environment Observation Tool (ELOT) and includes the scoring criteria used for rating the school. This demonstrates that the school was evaluated on its ability to provide an environment of high expectations and active learning occurs.** **Standard 3 identifies the school's self assessment in the area of Teaching And Assessing for Learning. Includes indicator 3.4 that identifies that the school leaders monitor and support the improvement of instructional practices of teachers.** **A copy of this document** was **taken because: demonstrated process for collecting data from instructional monitoring processes**

Charter Holder Initials _____

[I.12] Imagine Schools School Excellence Program Review Final Report **Rubric for School Excellence Program Review**	**Charter holder indicated the intended purpose of the document was to demonstrate: system for collecting data from instructional monitoring processes** **ASBCS Staff: Document demonstrates evaluation of the school by an Imagine Schools team. Measure 2 – Academic Growth indicates that the instructional environment of the school is evaluated including culture of high expectations, use of data and differentiated strategies; and teachers observations to improve the quality of instruction.** **Rubric for school excellence provided criteria for scoring the school in 24 areas. For each area schools are scored on a scale of 1-4. Areas include "Leaders improve the quality of teaching to accelerate student academic performance",** **A copy of this document** was **taken because: demonstrates process for collecting data from instructional monitoring processes**
[I.13] Observation Notes March 4 and March 27.	**Charter holder indicated the intended purpose of the document was to demonstrate: how the process identifies teacher learning needs** **ASBCS Staff: Observation notes document identification of teacher learning needs based on observation of classroom instruction. Establishes professional goals and next steps for the teacher.** **Observation notes from Behavior Intervention Coach include observations of classroom instruction, and provided feedback in the form of recommendations for changes to instructional practices and classroom procedures. Follow-up and monitoring occurred to document whether changes had been made or if they were effective.** **A copy of this document** was **taken because: demonstrate process to identify teacher learning needs.**

I, Steve Salmeno, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on August 20, 2014. SM

I, Bill Heintz, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on August 20, 2014. BH

Charter Holder Initials _____

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: **Imagine Desert West Middle, Inc.**
School Name: **Imagine Desert West Middle**
Site Visit Date: **August 20, 2014**

Required for: **Expansion - Enrollment Cap**
Evaluation Criteria Area: **Professional Development**

Document Name/Identification	Intended Purpose and Discussion Outcome
[P.1] Group Calendar; Schools of Excellence at a Glance; PD Plan for 2014-15	Charter holder indicated the intended purpose of the document was to demonstrate: a school PD Plan ASBCS staff: Group Calendar identified professional development dates and topics for the school year identifies academic coach meetings. School of Excellence plan for 2014-15 identifies general topics and specific topics and schedule. PD Plans for 2012-2013 and 2013-2014 identify data that was analyzed to determine PD needs, list the specific needs. A copy of this document was taken because: a school PD Plan
[P.2] Academic Excellence Literacy Focus	Charter holder indicated the intended purpose of the document was to demonstrate: a professional development plan ASBCS staff: identifies a three year plan for professional development to support literacy. Focus area is presents in the 2014-2015 calendar (August and December) A copy of this document was taken because: a professional development plan
[P.3]Instructional Data Coach Summer Planning Meeting June 3rd 2013; Imagine Southwest Group regional professional development agendas for July 25, 2013; October 4, 2013; and January 31, 2014	Charter holder indicated the intended purpose of the document was to demonstrate: a professional development plan aligned to areas of high importance ASBCS staff: identifies focus areas for professional development in ELA and Math for Imagine Schools. Professional development plan for 2014-2015 aligns to the areas of high importance A copy of this document was taken because: a professional development plan aligned to areas of high importance
[P.4] Professional Development Plan for 2012-2013 and 2013-2014	Charter holder indicated the intended purpose of the document was to demonstrate: professional development aligned to teacher learning needs ASBCS staff: professional development plans identify data that was analyzed to determined PD needs. The plans list specific identified areas of need. A copy of this document was taken because: professional development aligned to teacher learning needs

Charter Holder Initials BH

[P.5] Imagine Desert West Professional Development December 4, 2014 Agenda, sign-in sheet and samples of teacher work	Charter holder indicated the intended purpose of the document was to demonstrate: professional development aligned to identified area of high need (text complexity) ASBCS staff: Agenda identifies Socratic method and teacher tools for reading discussion as topics for the professional development session, examples of teacher work demonstrate that teachers completed discussion questions regarding a specific text selection and were asked to reflect on how what they learned could be used to improve their instructional practices. A copy of this document was taken because: professional development aligned to teacher learning needs
[P.6] Summer Institute Sonoran Desert Region 2012 agenda; Imagine Southwest Groups Professional Development Focus 2013-2014 July, Oct, Jan	Charter holder indicated the intended purpose of the document was to demonstrate: professional development aligned to areas of high need ASBCS staff: professional development agendas identify professional development topics to support the regional focus areas identified for the region (text complexity and mathematical practices). A copy of this document was taken because: professional development aligned to areas of high importance
[P.7] EDC Calendar Math Scavenger Hunt; Week at a Glance July 28 – August 1;	Charter holder indicated the intended purpose of the document was to demonstrate: documents that support high quality implementation ASBCS staff: documents identify teacher worksheets completed to demonstrate ability to implement instructional strategies learned through professional development. Week at a glance document identifies when professional development was provided. A copy of this document was taken because: documents that support high quality implementation
[P.8] 6+1 Shifts to Mathematical Achievement; Imagine Southwest Monte's and Brad's Groups presentation; Task Force minutes	Charter holder indicated the intended purpose of the document was to demonstrate: professional development aligned to areas of high importance ASBCS staff: identifies a professional development goal, an area of high importance as identified by the task force; presentation identifies areas of high importance based on data from overall AIMS passing rates, and specific results for individual schools. Task force minutes document how the focus on the 6+1 shifts was determined. A copy of this document was taken because: professional development aligned to areas of high importance
[P.9] Week at a Glance January 2013	Charter holder indicated the intended purpose of the document was to demonstrate: system to monitor the implementation of strategies ASBCS staff: Week at a Glance documents demonstrate monitoring of calendar math strategies that was taught to teachers at previous professional development. A copy of this document was taken because: system to monitor the implementation of strategies

Charter Holder Initials BJ

[P.10] Thematic Units documentation	**Charter holder indicated the intended purpose of the document was to demonstrate: system to monitor the implementation of strategies** **ASBCS staff: Professional development for thematic unit in the 2012-2013 plan, reviewed evidence of thematic units that were implemented including lesson plans, photographs, student work** **A copy of this document** was not **taken because: the extensive volume of documentation. Documents were reviewed on site to verify implementation of thematic unit strategies.**
[P.11] Special Education Informational Folder; schedule of professional development attended by special education teacher.	**Charter holder indicated the intended purpose of the document was to demonstrate: professional development adapted to meet the needs of students with disabilities** **ASBCS staff: Professional development sessions for the special education teacher identify topics and dates attended. Special education information folder identifies topics and presentation materials supporting pd were also provided.** **A copy of this document** was **taken because: professional development adapted to meet the needs of students with disabilities.**
[P.12] ELL training materials, ADE training description	**Charter holder indicated the intended purpose of the document was to demonstrate: professional development adapted to meet the need of ELL students** **ASBCS staff: ELL training materials identify SEI strategies teacher were trained to embed into instruction. ELL check sheets collected as part of monitoring instruction demonstrate monitoring of implementation of ELL strategies learned through professional development. ADE training description describe the training received by the school's sole SEI classroom teacher.** **A copy of this document** was **taken because: the extensive volume of documentation. Professional development adapted to meet the needs of ELL students**
[P.13] Imagine School at Desert West November 28, 2012 agenda	**Charter holder indicated the intended purpose of the document was to demonstrate: professional development adapted to meet the need of students in the bottom 25%.** **ASBCS staff: agenda identifies Intervention Structuring as a topic for professional development. Materials provided to teachers at training to support implementation of the strategies were included.** **A copy of this document** was **taken because: the extensive volume of documentation. Professional development adapted to meet the needs of students in the bottom 25%.**

Charter Holder Initials

I, Steve Sarmenas, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on August 20, 2014. _____

I, Bill Heintz, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on August 20, 2014. _____

Charter Holder Initials _____

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: **Imagine Desert West Middle, Inc.**
School Name: **Imagine Desert West Middle**
Site Visit Date: **August 20, 2014**

Required for: **Expansion - Enrollment Cap**
Evaluation Criteria Area: **Assessment**

Document Name/Identification	Intended Purpose and Discussion Outcome
[A.1] Imagine Desert West Galileo Analysis	**Charter holder indicated the intended purpose of the document was to demonstrate: system to analyze data and use results to inform instruction.** **ASBCS staff: demonstrates results of teacher analysis of Galileo data and identified plans developed from the results of the analysis.** **A copy of this document** was **taken because: demonstrate process for analyzing data and using analysis to inform instruction**
[A.2] The Tests	**Charter holder indicated the intended purpose of the document was to demonstrate: an assessment plan** **ASBCS staff: document identifies the types of assessments and the frequency of each assessment. Identifies that post-test are given quarterly, pre-tests are given each semester, and test are also based on pacing guides.** **A copy of this document** was **taken because: demonstrates an assessment plan.**
[A.3] Formative assessment standards by quarter	**Charter holder indicated the intended purpose of the document was to demonstrate: assessment aligned to the curriculum** **ASBCS staff: identifies the specific standards to be assessed in reading and math, by grade level, during each quarter of the school year.** **A copy of this document** was **taken because: demonstrates assessment aligned to curriculum.**
[A.4] 2013-2014 and 2014-2015 school assessment calendars	**Charter holder indicated the intended purpose of the document was to demonstrate: assessment plan** **ASBCS staff: calendars identify testing windows for benchmark assessments, AZELLA, pre and post tests.** **A copy of this document** was **taken because: assessment plan**

Charter Holder Initials BA

[I.4] Data Meeting Agendas	**Charter holder indicated the intended purpose of the document was to demonstrate: system for analyzing data and using results to inform and adapt instruction** **ASBCS staff: agendas identify meets where teachers meet to review assessment results and make adjustments to instructional plans based on the findings from the data analysis (documents are inventoried with instructional monitoring documents)** **A copy of this document** was **taken because: process for analyzing data and using results to inform and adapt instruction**
[A.5] Data Walls	**Charter holder indicated the intended purpose of the document was to demonstrate: system for analyzing data and using it to drive instruction** **ASBCS staff: documents identify process teachers use to track student data, results are also used for student grouping for intervention and small group instruction** **A copy of this document** was **taken because: process for tracking data**
[A.6] Math interventionist notebook, Math Galileo results by student for students in the bottom 25%	**Charter holder indicated the intended purpose of the document was to demonstrate: assessment system adapted to meet the needs of students in the bottom 25%** **ASBCS staff: notebook logs daily progress of each group, identifies progress in specific skills. Galileo results compare student progress from January 2014 benchmark to March 2014 benchmark.** **A copy of this document** was not **taken because: documents, while demonstrating assessment adapte to meet needs of bottom 25%, contain student identifying information.**

I, Steve Salmento, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on May 5, 2014. SS

I, Bill Heintz, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on May 5, 2014. BH

Charter Holder Initials _____

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: **Imagine Desert West Middle, Inc.**
School Name: **Imagine Desert West Middle**
Site Visit Date: **August 20, 2014**

Required for: **Expansion - Enrollment Cap**
Evaluation Criteria Area: **Data**

Document Name/Identification	Intended Purpose and Discussion Outcome
[D.1] Middle School AIMS Meets or Exceeds	**Charter holder indicated the intended purpose of the document was to demonstrate: improved student proficiency in Reading and Math** **ASBCS staff: year-by-year graph of AIMS results in Math and Reading demonstrates increased percent proficiency in Math and Reading for 2014 as compared to 2013.** **A copy of this document** was **taken because: demonstrates improved students proficiency in Reading and Math**
[D.2]Stanford 10 Learning Gains	**Charter holder indicated the intended purpose of the document was to demonstrate: student growth for Reading and Math.** **ASBCS staff: year-by-year graph of Stanford 10 results show the school maintained learning grains for 2014 as compared to 2013.** **A copy of this document** was **taken because: demonstrates maintaining growth rate for Math and Reading**

I, Steve Salmens, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on August 20, 2014. _____

I, Bill Heintz, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on August 20, 2014. _____

Charter Holder Initials _____