Demonstration of Sufficient Progress Evidence Reviewed at Site Visit

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Founding Fathers Academies, Inc.:

Charter/School Name: Jefferson Academy of Advanced Learning

Charter Representative: Sandy Stewart

Date: November 20, 2013

Other leadership members present: Kami Tate, Joey Reidhead

Staff: Martha Morgan, Lisa Weisberg, Steve Sarmento, Katie Poulos

The table below reflects materials/items referenced in the Demonstration of Sufficient Progress that were confirmed on site for **Jefferson Academy of Advanced Learning.**

Evidence Requested	Reviewed at Site Visit
• Individual Learning Plans	• Provided sample ILP forms for K-8 and 9-12 • Provided sampling of completed plans for specific students
• Completed Student Goal Sheets	• Provided for grades K-8 • Most student goal sheets demonstrate weekly improvement for reading sound fluency, word fluency, letter fluency, comprehension and math computation based on probes for AIMSweb
• Curriculum-based assessments	• Provided record of results for curriculum-based assessments for elementary and middle school math program
• Pacing guides	• Provided pacing guides for enVisionMath for grades K-7 • Provided pacing guides broken out for 9-week segments and 6-week segments for same grade level • Provided Scope and Sequence chart for reading skills K-8
• AimsWeb documentation, including benchmark data	• AIMSweb summary of impact reports for reading and math for grades 1 – 8 for Fall 2013; data includes performance using AIMSweb defaults vs. school-determined targets
• Documented intervention strategies	• Checklists (referred to as Service Checklist) specific to student academic goals and time on task; limited specificity regarding intervention
• Progress monitoring charts to measure student growth	• Progress monitoring charts were provided with completed student goal sheets • Reading probe scores for 9-12 grades for 2012-2013 and, thus far, for 2013-2014

• Yearly lesson plans aligned to Arizona's College and Career Ready Standards	• 3/4 Pettit • 2/3 Martz • 1/2 Rie • K Duncan • 4/5 Torrez • Weekly lesson plans provided could be cross-walked to annual plans; most were on target with annual plans • Daily schedules for grades K-8
• Semester standards checklists	• 2012-2013 skills checklists for individual students in grades K,1, 2, 3, 4, 6-8 were provided and included math, reading, writing, science and social studies; • Common Core standards checklists for grades 3, 4, 5 • Math class record forms for grades 1-8
• Pacing guides and remedial instruction components for A+ curriculum	• Demonstrated online at the site visit
• Samples of formative assessments	• Results for AIMSweb for 2012-2013 and first assessment of 2013-2014
• Documentation related to the teacher mentor	• Informal notes from the Teacher Mentor, some based upon classroom visits and key findings for feedback
• Core reading program	• Identified in the DSP as Teach Your Children Reading Well
• Evidence of data analysis	• One professional development agenda includes guiding questions for conducting data analysis but no findings or analyses were provided.
• Documentation of/from Friday meetings	• Provided agendas and sign-in sheets for Friday meetings for September, October November; • Provided beginning of year workshop agendas and sign-in sheets.

Staff requested further information regarding areas not addressed in the Demonstration of Sufficient Progress. The table below identifies the documents provided in those areas.

Measure	Evidence Requested	Evidence Provided
SGP Math Percent Passing Math	Curriculum	Pacing guides aligned to ACCRS for enVisionMath for grades K-6 Pacing guides broken out for 9-week segments and 6-week segments for grades 7 and 8;not aligned to ACCRS math standards
	Monitoring Instruction	Copy of REIL classroom observation form not yet used for teacher evaluation Copy of high school paraprofessional evaluations from Spring and Fall 2013 Annual lesson plans for grades K-5
	Assessment	Year-long assessment plan for K-5 (titled Key Evidence for Grades (K-5)) included with October staff meeting evidence provided; assessment plan includes assessments by quarter for math, reading comprehension, and writing AIMS probes for K-12; measures growth from year to year for math Standards checklists for K-5 that identify student progress Student summary reports for Woodcock-Johnson (intelligence test) ASVAB (military entrance scores) summary reports (aptitude test) COMPASS placement tests for Northland Pioneer College for dual enrollment Remedial math placement test for high school students; measures algebra readiness
	Professional Development	Agendas for pre-school workshops, October Friday meetings, November Friday meetings High school teacher's certificates of participation in professional development activities
SGP Reading Percent Passing Reading	Curriculum	Scope and sequence chart for reading skills K-8
	Monitoring Instruction	Copy of REIL classroom observation form not yet used for teacher evaluation Copy of high school paraprofessional evaluations from Spring and Fall 2013 Annual lesson plans for grades K-5

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	Professional Development	Agendas for pre-school workshops, October Friday meetings, November Friday meetings High school teacher's certificates of participation in professional development activities
High School Graduation Rate		ECAPS for currently enrolled high school students Sample of documentation of student participation in supervised work