Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Ha:san Educational Services
School Name: Ha:san Preparatory & Leadership School Charter School

Site Visit Date: December 11, 2014
Required for: Failing School
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
[A.1] **1. AIMS Assessments** **2. BASI Data** **3. Stanford 10** **4. pearson benchmark_001** **5. Pearson sample chapter test_001** **6. teacher generated test_001** **7. Lauras Pre Post test** **8.inside math assessments_001** **9. student work_001** **benchmark beginning of ye_001** **ell test_001** **reading rewards_001** **sample chapter test_001**	**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:** • The HPLS Administration and Faculty uses a variety of scintillating assessments including: • BASI benchmark testing – 3 times per year through FY14 • Pearson Benchmark Tests – 5 times per year for FY14 only • Pearson-generated and teacher-generated unit assessments • Galileo is administered 5 times per year. • Laurus Math – for FY14 only • Reading Rewards Assessments (assessments aligned with Reading Foundations course) • Ongoing, formative, in-class assessments • Short answer quizzes
[A.2] **1. PMP meeting notes** **2. BASI Data** **3. pearson benchmark_001**	**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 PMP Team created a plan to implement benchmark testing to better track student progress in the curriculum. The PMP Team analyzed progress monitoring measures and adopted the BASI as their measure for SY2012-2013. • In 2013, the PMP Team reviewed the BASI progress monitoring test results from 2012 and determined that Pearson benchmark testing provided a better indicator of student progress in the curriculum as it was aligned to ACCR (or Arizona State Standards). • Therefore, in 2013-2014, Pearson Benchmark testing was adopted as a more valid measure of ACCR-aligned student achievement. BASI benchmark testing was continued as this measure was identified in

Charter Holder Initials

	the PMP plan adopted by HPLS. • In Summer 2014 the PMP Team reviewed assessments, considered alignment to curriculum, and selected Galileo as the benchmark assessment.
[A.3] **ACCR High School ELA Standards** **ACCR High School Math Standards** **BASI Data** **Class Blank observation form** **cultural lesson plans_001** **lesson plan differentiat_001** **rti lesson sample_001** **PD Sign in sheet** **pearson benchmark_001** **PO for Curriculum** **Professional Development Notes**	**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:** • Pearson Benchmarks are directly aligned to ACCR and curriculum. • PMP Team minutes indicate decision to adopt Galileo based on alignment to ACCR standards. Galileo replace benchmark assessments that were not aligned to ACCR.
[A.4] **AIMS Assessments** **BASI Data** **Benchmark test calendar 2013-2015** **Pearson sample chapter test_001** **Stanford 10 CALENDAR 8 15** **Stanford 10** **Teacher gradebook**	**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:** • Formative assessments are used daily in the classroom. Chapter testing is conducted at the end of each chapter. Teacher grade books identify classroom assessments. • BASI Benchmark Testing was administered 3 times a year in 2012/2013 and 20132014—beginning of the year, midyear and at the end of the year. • Pearson we tested five times during the 2013 2014 school year. We did Baseline pre-test, 1st quarter, 2nd quarter, 3rd quarter, 4th quarter and post test. • 2014-2015 school calendar identifies baseline and benchmark testing dates.

Charter Holder Initials PLK

[A.5] **AIMs Test analysis** **pearson data analysis re_001** **Staff Meeting Notes 2013**	**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:** • Calendar identifies meetings to review assessment data. • Professional development regarding analyzing assessment data is identified in September and October agendas.
[A.6] **BASI Data** **Classroom Observations form** **Corresponding Emails** **pearson gal school_001** **Meeting Notes – SPED Department**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the analysis is used to evaluate instructional and curricular effectiveness Meeting Notes –SPED Department indicate that curriculum coach met with two teachers to discuss testing results. The notes indicate that the teacher looked for trends and identified comprehension as the lowest area. **The documents provided do not demonstrate evidence of the described processes because:** Documentation was provided of a single example of data analysis. No documentation was provided to demonstrate an implemented system for analysis of data to evaluation instructional or curricular effectiveness.
[A.7] **PD Agenda** **PD Sign in sheet** **Staff Meeting Notes 2013** **Summer School 2013** **Summer School 2014**	**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 do not demonstrate evidence of the following:** • Calendar identifies data results review data for meeting to review data, but no documentation of analysis that occurred on those dates was provided. • Email dated December 11,2013 indicates that teachers were scheduled to meet for a data sharing sessions to look at benchmark assessments and AIMS scores. No evidence of the analysis was provided. **The documents provided do not demonstrate evidence of the described processes because:** no documentation was provided as evidence of adjusted curriculum and instructional based on analysis.

Charter Holder Initials PLC

[A.8] **Classroom Observations form** **Corresponding Emails** **ell test_001** **illp-guidance-document-complete-revised** **lesson plan differentiat_001**	**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%/non-proficient students **The documents provided demonstrate evidence of the following:** • Assessments are embedded into the Reading Rewards and Inside Math curriculum resources that are used for the Reading and Math Foundations courses. • The Curriculum Coach and Sped staff regularly meet with staff to monitor the progress of disabled and underperforming students and discuss additional accommodations/modifications that are needed to support student growth.
[A.9] **No documents provided**	**Not Applicable**
[A.10] N/A	**Not Applicable**
[A.11] **Classroom Observations form** **Staff Meeting Notes 2013** **student work_001** **45 Day Screenings** **SPED 504** **SPED IEP** **SPED Meeting Notes** **SPED Teacher Input** **Staff Meeting Notes 2013**	**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 disabilities **The documents provided demonstrate evidence of the following:** • Assessments are embedded into the Reading Rewards and Inside Math curriculum resources that are used for the Reading and Math Foundations courses. • Quarterly progress notes are included in student IEP documents.

I, STEVE SARMENTO, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on December 11, 2014.

Charter Holder Initials RK

I, Robin L Kawakami, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on December 11, 2014.

Robin L Kawakami

Charter Holder Initials RLK