Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: International Commerce Secondary Schools, Inc.
School Name: International Commerce High School – Phoenix,
Humanities and Sciences High School – Phoenix

Site Visit Date: December 12, 2014
Required for: Failing School
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
[A.1]	**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:** • An initial entrance exam is given using the GED Practice Test form PA. • At the end of the student's introductory courses and then first non-introductory subject course, the students are given the GED Practice Test form PB. • At the end of the student's work at the school they are given the GED Practice Test form PC. • Internal course assessments are incorporated into each course, these include daily formative assessments, end of unit assessments, and comprehensive end of course assessments. • Assessments include teacher/student discussions, during which the student must explain all the work and answers to the instructor, these discussions are signed off on and logged by the instructor. • Sample AIMS testing is administered at the end of each course. • Additionally, the Charter utilizes Saxon Mathematics Assessments through the Saxon mathematics curriculum. Mathematics courses have assessments imbedded in all assignments throughout each course. These assessments are designed to demonstrate understanding of mathematics concepts and to prepare students for standardized testing (AIMS, GED and ACT).

[A.2]	**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 charter holder has selected assessments to monitor the success and quality of the educational program. In the case of an individual student, tests, in combination with other criteria, provide an indication of student achievement. The assessment program is created with the following principles:
	  ○ A Charter testing program that will be subject to regular review and evaluation.
	  ○ In-service education of teachers and other staff members in the use of tests and interpretation of test results.
	  ○ The Humanities and Sciences High School will continue its membership with the College Board in an effort to keep abreast on the national trends in education.
	• The majority of students enrolled in the school are 5th, 6th and 7th year seniors. The average age of

Charter Holder Initials

	the student body is 18-19 years of age. Serving adult learners has directed the school to utilize Adult Education curriculum and assessments. • The American Council on Education's Official General Educational Development (GED) Practice Test(s) competency examination test score scale is used to analyze and interpret results of testing. The results of the assessments are expressed on a scale ranging from 200 to 800. The standard score scale is derived from the performance of approximately 15,000 graduating high school seniors. By testing graduating high school seniors, the competency examinations ensure that the knowledge and skills represented by the traditional diploma and the GED credential were comparable. • Shared inquiry is also used as to assess student progress and achievement. Students demonstrate mastery of course content and individual assignment completion through Shared inquiry discussions. Completed discussions are documented in student portfolio as evidence of course mastery. • Competency examinations: The school uses the General Educational Development Official Practice Test as a competency examination with students. This standardized test was developed by the American Council on Education and includes assessments in Language Arts, Mathematics, Science and Social Studies. The assessment offers six different forms of the tests (PA, PB, PC, PD, PF and PG), each form contains a different set of questions which allows the school to assess students learning at multiple times during the school year. • Portfolio assessments: The school also uses individual student portfolios to measure academic achievement. Portfolios consist of written and oral examinations which are included in all courses. All Language Arts, Science and Social Studies courses have writing assignments that include narrative, expository and persuasive essays along with research assignments. All Language Arts, Science, Social Studies and Mathematics courses have oral assignments (shared inquiry discussions with faculty) that include explanation and interpretation of graphs, charts, tables, problem solving, math manipulatives, essays, poems, science concepts, mathematics concepts, and primary source historical documents. Successful completion of course assignments requires the demonstration of mastery by students in all the above elements of student portfolio. • Standardized assessments: Students complete additional assessments across all disciplines in the form of practice assessments for standardized testing. All students complete Arizona Instrument to Measures Standards practice assessments in Reading, Writing and Mathematics. These assessments have been developed by the Arizona Department of Education, Pearson Publishing and Barron's Publishing. • Additional standardized assessments (HSHS): Students also complete ACT practice tests and practice tests as indicators for college readiness as well as Advanced Placement (AP) examination, the

Charter Holder Initials

	American College Testing (ACT) program, Scholastic Aptitude Test (SAT), and the College Level Examination Program (CLEP) examinations.
[A.3]	**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:** • The school utilizes traditional competency examinations along with demonstration of mastery shared inquiry discussions for all students in all courses. All courses are comprised of 6 units with a variety of assignments to be completed in each unit. • An end of unit assessment is conducted one-to-one with a teacher and student, using the shared inquiry methodology. Students are required to demonstrate understanding of all material covered in the unit using this subjective assessment. • When a teacher signs off on a students completed unit, this indicates that the student has successfully demonstrated, through discussion, that they understand the material they have studied

[A.4]	**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:
	• End of course competency examinations evaluate student understanding in an objective manner. Competency exams assess student knowledge in the following areas:
	  ○ Language Arts Reading: Fiction, Nonfiction, Poetry and Drama
	  ○ Language Arts Writing: Grammar and Usage, Spelling, Punctuation and Capitalization, and Essay Construction
	  ○ Mathematics: Number Operations, Number Sense, Measurement, Geometry, Data Analysis, Statistics, Probability, Algebra
	  ○ Science: Life Science, Earth and Space Science, Physical Science
	  ○ Social Studies: United States History, World History, Geography, Civics, and Government
	• The General Educational Development Official Practice Test assessment is given to students at three different intervals during the school year. The General Educational Development Official Practice Test assesses a student's ability to read and process academic content in Language Arts, Mathematics, Science and Social Studies. The test is used as a placement assessment device when a student enters the high school.
	• Pertinent sections of the test are administered a second time at the end of each subject.

Charter Holder Initials _____

	• The entire assessment is administered again prior to graduation, upon completion of all high school course requirements. These testing intervals provide the school with data on student progress and achievement.
[A.5]	**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:** • All students are evaluated on an individual basis using various assessment and performance measures. • The Principal works with each student to develop an individualized course of study upon entry into the school. • As each student completes a course, the Principal evaluates the student's performance in the course and then administers appropriate assessments at specific intervals. • As students progress through the curriculum, the Principal is continually evaluating student progress and achievement. The primary goal for every student in the school is to earn their high school diploma. • The Principal works with each student individually to evaluate course success, assessment results, and continued movement toward the completion of the high school graduation requirements.
[A.6]	**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 Charter Holder evaluates comprehensive AIMS assessment results for the school and the charter to determine necessary adjustments to the curriculum. Past performance results have resulted in enhancements to Language Arts curriculum to address reading skills and writing skills. The current school year brings a new mathematics curriculum to improve mathematics skills.
[A.7]	**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:** • The Charter Holder evaluates comprehensive AIMS assessment results for the school and the charter to determine necessary adjustments to the curriculum. Past performance results have resulted in enhancements to Language Arts curriculum to address reading skills and writing skills. The current school year brings a new mathematics curriculum to improve mathematics skills. • The International Commerce Secondary Schools, Inc. has established a uniform system of grading that requires students to complete a course assessment when they have completed a series of courses within a discipline. These assessments are available on demand, any day of the school week when a student has completed all course work. • Using a standard score scale provided by the assessment company, grades of A, B or C will be issued for courses

Charter Holder Initials _____

	completed within a discipline upon completion of the assessment. The following scale will serve as a guide for the distribution of grades o A standardized score of 500 and above equals an A University Admission Level o A standardized score of 450 – 499 equals an B Community College Level o A standardized score of 410 – 440 equals an C High School Level o A standardized score below 399 requires the student to take one or more courses with similar content as review prior to re-testing. • This grading system should be consistent for all students in all courses. The student should understand the grading system based on information they are given during new student orientation and during meetings with the Principal when reviewing the student's individualized course of study. • The Principal is responsible for administering course grading and ensuring students receive timely assessments and grade reports upon completion of assessments.
[A.8]	**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:** • A standardized score below 399 requires the student to take one or more courses with similar content as review prior to re-testing. • As students enroll on a daily basis, the bottom 25% of non-proficient students is constantly in flux. Bottom 25% is determined by the enrollment competency exam with scores of 350 or below. Students are given appropriate curriculum to move them into the high school level of performance and out of the bottom 25%. Upon completion of this curriculum, students are re-tested using a different form of the competency exam to determine academic progress. Students are given many opportunities to review and to prepare for the exam. • AIMS student study guides have been developed by the district and are available to all students at each of the campus sites. Additional practice for AIMS is provided by the Arizona Department of Education and through Pearson Publishing. • All teachers are available for tutoring during school hours. • Tutoring is available by telephone from 6:00 am to 6:00 pm Monday through Saturday or at other times by appointment.
[A.9]	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is adapted to meet the assessment needs of English Language Learners (ELLs) **The documents provided demonstrate evidence of the following:** • Evidence of the completion of Level 1-5 of Rosetta Stone which includes oral examinations, written examinations and a 90% pass rate on all assignments • Re-test of the entrance examination

Charter Holder Initials

	• Non-native English learners and those who test in the range of Pre-Emergent to Basic are provided English language instruction through the Rosetta Stone English (U.S.) Language Program in addition to traditional studies. Students enrolled in Rosetta Stone complete Levels 1-5 which includes oral examinations, written examinations, and 90% pass rate on all assignments. Upon completion, students will retest on the entrance examination assessment. • All teachers have completed courses in Teaching Adults to Read and Working with Adults with Learning Disabilities. Teachers have also completed a minimum of 15 hours in Structured English Immersion training.
[A.10]	**Not Applicable**
[A.11]	**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:** • A standardized score below 399 requires the student to take one or more courses with similar content as review prior to re-testing. • Upon completion of this curriculum, students are re-tested using a different form of the competency exam to determine academic progress. Students are given many opportunities to review and to prepare for the exam. • AIMS student study guides have been developed by the district and are available to all students at each of the campus sites. Additional practice for AIMS is provided by the Arizona Department of Education and through Pearson Publishing. • All teachers are available for tutoring during school hours. • Tutoring is available by telephone from 6:00 am to 6:00 pm Monday through Saturday or at other times by appointment.

I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on December 12, 2014.

Charter Holder Initials

I, DAVID CURD, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on December 12, 2014.

Charter Holder Initials