Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: James Sandoval Preparatory High School
School Name: Crown Point High School
Site Visit Date: March 12, 2015

Required for: Renewal
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
[A.1] **• A+ A/B course assessment packet** **• Lesson tests packet** **• Connector course progress report packet** **• Assessment calendar** **• Study Island data packet** **• Galileo data packet** **• AIMS data** **• Course final exam data packet** **• Student attendance and tardy data** **• Progress intervention plans packet** **• School Climate survey** **• Staff evaluations** **• Course Title review documents packet**	**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: pre- and post-assessments are embedded into the curriculum to guide instruction and provide targeted lessons to close skill gaps. Lesson assessments provide instructors with real-time data to inform next lesson content. • Progress Monitoring: On-going formative assessments embedded within the lessons and tracking of lesson completion provide staff and students with current data to monitor progress. The content delivery system provides real-time assessment data related to pace and content mastery of each lesson. • Summative assessments: Study Island and Galileo assessments are used to determine student proficiency levels on standards.
[A.2] **• June 2014 Standards and Rubric for school improvement** **• Other Charter Schools' letter grades packet** **• Galileo research/testimonials packet** **• Study Island research/testimonials** **• Governing Board minutes related to assessment adoption**	**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:** • Crown Point High School's selection process includes a needs assessment, analysis of options and approval by the Board. • The new leadership (established in June of 2014) selected the A+ platform, as well as Galileo and Study Island Assessments, after a comprehensive review of the school's needs, proven success in similar student demographic academic settings, curricular alignment, measurement of standards, seamless integration of data, user-friendly graphic interface.
[A.3] **• Course pre-post assessment**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is aligned to the curriculum and instructional methodology.

samples packet **• Connector interface example packet** **• 4th block AIMS prep roster packet** **• AIMS data review documents packet** **• Study Island skill based lessons packet** **• A+ Standards alignment packet** **• Course final exams packet** **• Connector view of student class performance** **• Data meeting agendas packet** **• Study Island AIMS prep course data packet** **• 4th block schedule packet** **• A+ lesson examples packet** **• Progress intervention plan document packet** **• Study Island Individual Summary report**	**The documents provided demonstrate evidence of the following:** • The content delivery system (CDS) allows for a seamless alignment of assessment, curriculum, and instruction. • All instructional methodologies are driven by real time data provided by the embedded, aligned assessment system. • Pre- and post-assessments are embedded into the curriculum to guide instruction. • Students' results on formative lesson assessments in each course give teachers immediate feedback on student performance, participation, and progress. • Immediate feedback enables the teacher to proactively respond to individual student need. • Crown Point High School's instructional program includes additional web-based prescriptive remediation tools. These tools optimize the opportunity for teachers to remediate an individual student's academic skills as ongoing formative and summative assessments identify the need. Summative assessments given at course completion not only indicate knowledge acquisition and application, but also indicate mastery on identified state standards. • At the end of each course students receive credit for completing seat time as well as demonstrating mastery of the course content at minimum 70% level. • Summative assessment data is used to help identify curricular and instructional changes to meet students' needs. • An AIMS / College and Career Ready Standards Academy helps students and teachers to identify core skill gaps, provides for targeted instructional opportunities, and clearly assesses mastery of state standards.

[A.4] **• Connector graphic interface example packet** **• Progress report/course report example packet** **• Pre and post assessments packet** **• End of course data** **• Galileo reports packet** **• AIMS results**	**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:** • Student progress is assessed daily. • The Connector program (within the A+ System) creates a graphic interface that allows stakeholders easy and clear access to student data. • Teachers are consistently utilizing this formative data by monitoring student pacing, performance and participation. • Student proficiency is assessed throughout the week and at end of term. • Lesson pre and post assessments provide on-going data throughout the week on course knowledge attainment. • Course reports track student progress and are completed weekly by teachers and students. • End of course summative exams provide summative course data. • Students take benchmark assessments 3 times a year. • Galileo assessments are used as both formative and summative assessments. • Skill and standards deficiencies are identified to drive instruction and/ or course changes. Students take AIMS assessments in the Fall and Spring. • Summative AIMS data is utilized to determine the need for supplemental assistance services, such as additional classes and or tutoring assistance.

[A.5] **• Connector screen shot packet** **• Progress intervention plan packet** **• Student log-in progress indicator** **• Progress report/Course report** **• Triangulation data** **• 4th block schedule packet** **• Data meeting agendas packet**	**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 content delivery system provides a seamless graphic interface to display relevant data. On-going formative assessments and tracking of lesson completion helps staff and students monitor and analyze student progress. • The review of the Connector and Progress Intervention Plan are part of the data chat protocol. • The content delivery system provides real-time assessment data related to student achievement and content mastery of each lesson. • Progress report documents are updated throughout the year and parents are notified by teachers at any time throughout the term of student academic achievement. • Analysis of Study Island, Galileo, and AIMS data is done regularly upon receipt of the data. • Study Island, Galileo, and AIMS data is reviewed to determine class placement and supplemental assistance for students to master standards needed for AIMS.

[A.6] **• Connector course completion screen shot packet** **• Progress intervention plan packet** **• Lesson plan/notes adjustment page packet** **• Teacher improvement plan** **• Connector course completion data packet** **• Progress report** **• Data Meeting agendas (Feb) packet** **• Galileo Data packet** **• AIMS data packet** **• Data Meeting Agendas (Nov) packet** **• ESS Data team meetings packet** **• Student canvas packet** **• Communication logs packet** **• Crown data meetings packet**	**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:** • Connector data is used weekly to assess effectiveness instruction and curriculum. (and) Connector data is reviewed every 7 weeks (at the end of each term) to assess effectiveness of instruction and curriculum. • Completion of lessons and student proficiency are evaluated. • Leadership monitors class progress and if needed, takes action immediately to ensure student success. • Student completion rates and performance rates are evaluated by each teacher and the principal to identify possible gaps in the curriculum are instructional adjustments. • Course progress reports are printed as data to discuss student status in classes as well as advancement towards graduation. • A minimum 70% Pass rate is applied. Student performance is reviewed for students not meeting that criteria to determine root causes (including teacher effectiveness, curricular effectiveness, student participation, etc). • Galileo and AIMS data are reviewed to determine if students are meeting the standards. • Special Education department regularly monitors and reviews student progress towards IEP Goals and makes adjustments in curriculum and instruction as needed. • Formal data meetings are held each term, in addition to the ongoing data reviews, as part of the continuous improvement cycle. Data meetings offer an avenue for feedback and discussion as a method of reviewing the effectiveness of curriculum and instruction.

[A.7] **• Lesson tests** **• Connector student page packet** **• Alternative assignment example packet** **• Progress intervention plan documents packet** **• Pacing guides packet** **• Connector course reports** **• Connector course view packet** **• Final exam data packet** **• AIMS data packet** **• Data triangulation** **• Data meeting agendas packet** **• 4th block schedule packet** **• Individual student Study Island progress**	**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:** • Students' results on formative assessments give teachers immediate feedback on student performance, participation, and progress. • Immediate feedback enables the teacher to proactively respond to individual student needs, early in the term. • Based on the assessment results, teachers may make adjustments as deemed necessary. • Instructors utilize this data to create opportunities for small group direct instruction. • Crown Point High School's instructional program includes additional web-based prescriptive remediation tools. These tools optimize the opportunity for teachers to remediate an individual student's academic skills as ongoing formative and summative assessments identify the need. • Formative assessments data provides the teacher with information to differentiate instruction for ability levels and experiences. • Class pace is analyzed weekly by leadership. • Weekly class pace analysis allows for timely adjustments and intervention, ensuring students stay on track for course completion. • Each term (7 weeks) summative assessments indicate student knowledge acquisition and mastery on identified state standards. • Summative assessment data is used to help identify curricular and instructional changes to that course to meet students' needs.

[A.8] **• Course Pre-assessment** **• Lesson Assessment packet** **• Progress intervention plan packet** **• Lesson plans packet** **• Pre-Post assessment data packet** **• Lesson assessments packet** **• Targeted intervention group** **• Connector screen shots packet** **• Progress intervention packet** **• Progress reports/Course reports packet** **• Student log-in screen** **• AIMS data review** **• 4th block schedule packet** **• Study Island data packet** **• AIMS tutoring schedule** **• Guided notes as supplement to lesson**	**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:** • Student progress monitoring occurs on a weekly basis, usually during the 3rd week of a term, but can begin during the 2nd week if needed as determined by student proficiency data. Student proficiency is monitored daily using course based assessments. • Student Progress Meetings identify specific plan of action for the class, as well as individual students, as needed.
[A.9] **• Baseline testing packet** **• ILLP packet**	**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:** • ILLP documents include student-specific ELP standards and performance indicators. Teachers record student progress and record quarterly updates using formative data. The quarterly results are reported for each of the ILLP areas (Oral English/Conversation and Vocabulary, Reading, Writing, Grammar). ILLP documents demonstrate a system for assessing the effectiveness of supplemental curriculum used for ELLs.
[A.10]	**N/A**

[A.11] **• IEP accommodations plan packet** **• IEP binders** **• Student canvas packet** **• ESS data team meetings packet** **• Curriculum Based Measurements (CBM) data packet** **• Sped Course progress monitoring packet**	**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:** • Student Canvas documents are used to record student progress toward student-specific goals. The document records the goal, the criteria used to measure student performance and monthly progress monitoring results for each goal. • ESS Data Team Meetings record individual student progress toward goals and specific actions to be taken for individual students, as needed, based on performance and progress toward goals.