Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Legacy Education Group
School Name: East Valley High School
Site Visit Date: March 2, 2015

Required for: Annual Report
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
[A.1] **aggregate_algebra1** **aggregate_Geometry** **aggregateELA_9** **aggregateELA_10** **aggregateELA_11** **aggregateELA_12** **galileo_data_binder** **galileo_data_binder10** **galileo_data_binder11** **galileo_data_binder12** **RTI_Q1_Assessment_math** **RTI_Q1_Assessment_math2** **RTI_Q1_Assessment_math3** **RTI_Q1_Assessment_reading** **RTI_Q1_Assessment_reading2** **RTI_Q1_Assessment_reading3** **StudentGrowthAndAchievement_Geo** **StudentGrowthAndAchievementELA_9** **StudentGrowthAndAchievementELA_10** **StudentGrowthAndAchievementELA_11** **StudentGrowthAndAchievementSummary_Alg1** **StudentGrowthAndAchievementSummaryELA_12** **A Long Way Gone quiz 1 Sections 1-6** **A Long Way Gone quiz 2 sections 7-14** **aims_5_year_view** **Algebra - Ch. 1 Test** **Algebra - Ch. 3 Test** **Algebra - Ch. 4 Test** **Algebra - Ch. 5 Test** **Algebra - Ch. 8 (Part 1) Test** **Algebra - Ch. 9 Test** **Algebra 2 - Ch. 1 Test** **Algebra 2 - Ch. 3 Test**	**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:** • For the current year, each quarter, tests are given through Galileo benchmark testing. • There are assessments created that are to be administered during classes. • There a template that teachers can use to conduct formative assessments. **The documents provided do not demonstrate evidence of the following:** • Teachers are required to use formative assessment within daily lessons. **The documents provided do not demonstrate evidence of the described processes because:** • no evidence is provided to demonstrate that formative assessments are utilized during daily lessons, the walk through forms do not look for formative assessements

Algebra 2 - Ch. 4 Test Algebra 2 - Ch. 5 Test am lit quarter3 quiz am lit romantic and revolutionary quiz am lit semester 1 final 2014 AM Lit Semester 1 Post-Test American Lit--Quiz 1 Native Americans, Exploration, and Colonial Period Beowulf Anglo Saxons Quiz Brit lit quarter 3 quiz Brit Lit Semester 1 Post-Test Brit Lit Semester 1 Pre-Test British Lit Final cell division & mutation test Complex Genetics test Copy of 2013_2014_aims_comparisons Copy of Grad Rate Percent DNA & Protein Synthesis Test ELA EXAM-02252015171033 EVHS Literature with standards and vocab galileo_data_binder galileo_data_binder11 galileo_data_binder12 glass castle --quiz 1 glass castle quiz 2 Legacy Schools Evaluation System macbeth act 1 quiz macbeth quiz 2 macbeth quiz 3 mathaims_tutor_forms mendelian genetics quiz OverviewFrom13Standards Pacing guide - BIO Q1 Pacing guide - science 2014 Project Rubric RTI Lesson Plan RAD Rubric 2525 S1Test1 S1Test2 S1Test3 S1Test4	

S1Test5 **S2Test1** **S2Test2** **S3Test3** **Scarlet Letter Literary Terms + Novel Quiz #2** **StudentGrowthAndAchievement_Geo** **StudentGrowthAndAchievementELA_9** **StudentGrowthAndAchievementELA_10** **StudentGrowthAndAchievementSummaryELA_12** **test scientific method** **Week 3**	
[A.2] **See documents identified in A.1**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for designing or selecting the assessment system **The documents provided do not demonstrate evidence of the following:** • assessment system was developed during the time period in which the turn-around model for SIG was being utilized • It was developed during and the first year and was refined the second year. • A process for designing or selecting the assessment system. **The documents provided do not demonstrate evidence of the described processes because:** • The charter holder stated that this process occurred four years ago; no evidence of a process was provided.
[A.3] **See documents identified in A.1**	**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 do not demonstrate evidence of the following:** • The assessment was designed after the curriculum was chosen based on the state standards and through the 4-year SIG turn-around program. Galileo was chosen because of its alignment with state standards. • The assessment system is aligned to the curriculum and instructional methodology **The documents provided do not demonstrate evidence of the described processes because:** • While the charter holder stated that the in class assessments are aligned to the curriculum maps an pacing guides, the principal further stated that there are no clear expectations stated or provided regarding this and no process to ensure it happens.

	• No evidence was provided to demonstrate the process that was used to select Galileo as the assessment system.
[A.4] **See documents identified in A.1**	**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:** • Galileo Baseline testing is done at the beginning of the school year. • Benchmark testing is completed quarterly. • RTI testing can be weekly, bi-weekly, monthly or as needed based on the interventions being worked on.
[A.5] **See documents identified in A.1** **danderson_datatalkQ2** **Svedin_datatalkQ2**	**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:** • Galileo allows us to break down by standards, readiness levels, analysis of assessment for use by the teachers. • The data coach has met with the teachers twice during the current year to do over data results for their students once from teacher created assessments and once from benchmark assessments. • During these two meetings the Charter Holder provided a form titled, Data Meeting Steps and Structure. Specifically, Step 2 addresses analyzing strengths and obstacles. This form addresses the strengths and obstacles for the students in the class and is used to establish goals based on assessment data. This is completed twice per year and identifies if the goals have been met based on incorporating specific instructional strategies that address the class' obstacles. **The documents provided do not demonstrate evidence of the following:** • how the assessment system provides for analysis of assessment data and what intervals are used to analyze assessment data **The documents provided do not demonstrate evidence of the described processes because:** • While initially identified as a process that occurs, a review of the data chat documents and further discussions identified that the data discussions have not occurred at regular intervals

	with clear expectations. • The data discussions have occurred only twice, once with benchmark data and once with teacher created tests. The representatives of the charter holder indicated that going forward these will be conducted regarding the benchmark data.
[A.6] **See documents identified in A.1** **danderson_datatalkQ2** **Svedin_datatalkQ2**	**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 two Data talks that have occurred were used to guide remediation of the material if a number of students have not achieved the desired percentages. RTI has broken the learning into individual concepts. Students must master each concept individually before they move on to the next module. **The documents provided do not demonstrate evidence of the following:** • A process the charter holder uses to use the analysis to evaluate instructional and curricular effectiveness **The documents provided do not demonstrate evidence of the described processes because:** • This process, which is not a formalized, implemented process, but rather a process in its beginning stages addresses the strengths and obstacles for the students in the class and is used to establish goals based on assessment data. No aspects of this process address the evaluation of curricular or instructional effectiveness.
[A.7] **See documents identified in A.1** **danderson_datatalkQ2** **Svedin_datatalkQ2**	**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 evaluated AIMS and benchmark testing Galileo scores in December and January and adjusted RTI student grouping. • The data talks which have been conducted twice addressed the strengths and obstacles for the students in the class, establish goals based on assessment data, and identified instructional strategies that would be incorporated to address the class' obstacles. **The documents provided do not demonstrate evidence of the following:** • how the analysis is used to adjust curriculum in a timely manner or what intervals are used to

	adjust curriculum and instruction **The documents provided do not demonstrate evidence of the described processes because:** • This process, which is not a formalized, implemented process, but rather a process in its beginning stages addresses the strengths and obstacles for the students in the class and is used to establish goals based on assessment data. • It is unclear what intervals are being used or will be used in the future. • This process does provide for the adjustment of instruction but no aspect of the process address adjusting the curriculum
[A.8] **See documents identified in A.1** **Copy of Danderson_RTI_quizsheet** **Copy of Copy of tanderson_RTI_quizsheet (2)**	**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:** • The RTI program includes mini assessments that are tracked **The documents provided do not demonstrate evidence of the following:** • The tutoring program results are tracked **The documents provided do not demonstrate evidence of the described processes because:** • The charter holder's representatives indicated that the tutoring program that provides afterschool tutoring was supposed to provide a report on student progress, but has not done so.
[A.9]	**N/A**
[A.10] **See documents identified in A.1** **Copy of Danderson_RTI_quizsheet** **Copy of Copy of tanderson_RTI_quizsheet (2)**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students **The documents provided demonstrate evidence of the following:** • The RTI program includes mini assessments that are tracked **The documents provided do not demonstrate evidence of the following:** • The tutoring program results are tracked **The documents provided do not demonstrate evidence of the described processes because:** • The charter holder's representatives indicated that the tutoring program that provides afterschool tutoring was supposed to provide a report on student progress, but has not done so.

[A.11] **See documents identified in A.1**	**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 do not demonstrate evidence of the following:** • Progress toward IEP goals is monitored and tracked. **The documents provided do not demonstrate evidence of the described processes because:** • While IEPs were provided, no evidence was provided to demonstrate that progress on IEP goals was tracked or monitored.

I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on March 2, 2015. _____

I, Kathy Tolman, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on March 2, 2015. Kathryn Tolman