## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Mohave Accelerated Elementary School, Inc.
School Name: Mohave Accelerated Elementary School,
Site Visit Date: December 16, 2015

Required for: Expansion - Enrollment Cap
Evaluation Criteria Area: Assessment

| Document Name/Identification | Intended Purpose and Discussion Outcome | |
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| **[A.AS.1]**<br>• **Comprehensive Assessments**<br>• **English Language Arts**<br>• **Mathematics**<br>• **Supplemental Materials**<br>• **Student Performance Data**<br>• **Galileo**<br>• **DIBELS**<br>• **McGraw Hill assessments in gradebook** | **Charter holder indicated the intended purpose of the document was to demonstrate:** the types of assessments the Charter Holder uses<br><br>**The documents provided demonstrate evidence of the following:**<br>• Galileo (ATI) standards-aligned assessments are used in grades 2nd-5th<br>• The Galileo Pretest CBAS 1 & 2 are the formative assessments<br>• The Galileo Posttest is the summative assessment<br>• The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)<br>• McGraw Hill "Wonders" Reading and Language Arts<br>• "MY Math" for Math<br><br>**Final Evaluation:** | |
| | ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. | ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. |
| **[A.AS.2]**<br>• **Professional Development**<br>• **Agendas**<br>• | **Charter holder indicated the intended purpose of the document was to demonstrate:** the process for designing or selecting the assessment system<br><br>**The documents provided demonstrate evidence of the following:**<br>• We selected our assessments based upon state standards and testing requirements (AzMERIT) and the assessment tool that provided the material and the way it is presented on the state test.<br>• Dibels has been used since the inception of the school and was chosen by the director/holder and team of teachers.<br><br>**Final Evaluation:** | |
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| **[A.AS.3]**<br>• **English Language Arts Curriculum**<br>• **Math Curriculum**<br>• **Assessments**<br>• **Supplemental Materials**<br>• **Galileo Materials/Presentations**<br>• **Student Performance Data**<br>  ○ **Lesson Plans** | **Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is aligned to the curriculum and instructional methodology.<br><br>**The documents provided demonstrate evidence of the following:**<br>• All adopted curriculum is aligned to the common core/ college and career ready standards, therefore most assessments are aligned to the AzMERIT, therefore the program is used with fidelity, ensuring that lesson plans match the pacing guides and assessments are aligned<br>• Galileo assessments are used to ensure mastery of standards.<br><br>**Final Evaluation:** | |
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| **[A.AS.4]**<br>• **Student Performance Data**<br>  ○ **Teacher Evaluation Forms** | **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<br><br>**The documents provided demonstrate evidence of the following:**<br>• We measure growth by mastery of the lessons, unit, and end-of-course assessments with adopted curriculum as it is recommended. The State AzMERIT is administered once per year, given in recommended time allotments by the state. Furthermore, we do the following with our Galileo assessment: (formative and summative)<br>• Pre-assess at the beginning of the year.<br>• 2 general assessment during each semester<br>• Post assess at the end of the school year<br><br>**Final Evaluation:** | |
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| **[A.AN.5]**<br>**Student Performance Data**<br>**Friday Tutoring Identification**<br>**Analysis of Growth Data** | **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<br><br>**The documents provided demonstrate evidence of the following:**<br>• The Administrative team will strategically schedule four assessments in a school year<br>• Assessment results are analyzed and aggregated by the Coordinator and Administrative Team. Teachers have direct access to individual student, classroom as well as grade level comparison data.<br>• Coordinator provides documentation to the teacher on the student's progress bi-weekly (but is available at any time for the team to observe).<br>• Bi-monthly teacher meetings allow data coordinator and data manager to create the vision and discuss successes/ needs for improvement.<br>• Quarterly data is provided for each teacher on each student they teach.<br>• Analyzing data is daily for one and two concept tutoring. Quarterly analysis gives a bigger picture of the class, student and school needs.<br>• Annual data analysis is done as soon as the state test results come back.<br><br>**Final Evaluation:** | |
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| **[A.AN.6]**<br>• **Student Performance Data**<br>• **Professional Development**<br>  ▪ **Agenda**<br>  ○ **Teacher Evaluation Forms**<br>• **Friday Tutoring Identification**<br>• **Analysis of Growth Data** | **Charter holder indicated the intended purpose of the document was to demonstrate:** how the analysis is used to evaluate instructional and curricular effectiveness<br><br>**The documents provided demonstrate evidence of the following:**<br>• Analyzed data is used to evaluate instructional needs<br>• ATI, using the aggregate multi report and student growth/achievement report gives the Administrative Team the information to determine the effectiveness of the instruction and/or curriculum<br>• Curriculum is reevaluated annually for deficiencies and concept gaps.<br>• Schoolwide instructional needs and effectiveness will be discussed with Administrative Team, Data Coordinator, Data Specialist, and Curriculum Director annually<br><br>**Final Evaluation:** | |
| | ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. | ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. |
| **[A.ADJ.7]**<br>• **Assessment Process**<br>• **Student Performance Data**<br>• **Intervention Identification**<br>• **Standard Identification and Intervention** | **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<br><br>**The documents provided demonstrate evidence of the following:**<br>• After assessments, students are identified for intervention, placed in leveled groups, receive intervention in small groups and are referred out for Friday tutoring based on need.<br><br>**Final Evaluation:** | |
| | ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. | ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. |

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| **[A.S.8]**<br>• **Student Performance Data**<br>• **Tutoring Program**<br>• **Galileo**<br>• **AZMERIT Intervention**<br>• **Special Education Assessment**<br>  ○ **Special Education Adoption Process** | **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% .<br><br>**The documents provided demonstrate evidence of the following:**<br>• ATI Galileo is able to adapt to all levels and ability for each student.<br>• Students are assigned to work with the Data Coordinator in targeted concepts.<br>• The Data Specialist works with the teachers to training, share, and translate data results into classroom efficiency.<br>• Additional afterschool tutoring or weekend tutoring may be assigned for individual needs.<br>• Non-proficient students will continue to be assessed regularly to show growth and efficiency.<br><br>**Final Evaluation:** | |
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| **[A.S.9]** | **ELL – not required** | |
| **[A.S.10]** | **FRL – not required** | |
| **[A.S.11]**<br>• **Student Performance Data**<br>• **Tutoring Program**<br>• **Galileo**<br>• **AZMERIT Intervention**<br>• **Special Education Assessment**<br>• **Special Education Adoption Process**<br>  ○ **IEP sample** | **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<br><br>**The documents provided demonstrate evidence of the following:**<br>• Students with disabilities are provided the curriculum, tools, instructors needed to ensure each disabled child will be successful and college and career ready.<br>• Students are assessed within Galileo and using all assessments used at the school level, but results are pulled out to analyze the growth of students in this subgroup.<br><br>**Final Evaluation:** | |
| | ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. | ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. |