Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Phoenix Advantage Charter School, Inc.
School Name: Phoenix Advantage Charter School
Site Visit Date: February 19, 2015

Required for: Annual Report
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
[A.1] **Performance Series Data** **Sample Achievement Series Test** **Sample DIBELS** **Saxon Assessment Sample**	**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 Charter holder has implemented the use of Saxon and Open Court tests (quizzes and end of chapter tests), Performance Series test (benchmark summative), Achievement Series assessment tool (formative), Weekly Saxon tests (formative/quizzes), DIBELS (progress monitoring).
[A.2] **CCCS to Scantron**	**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 utilizes curriculum based assessments from Saxon and Open Court. • The charter holder's teachers create monthly Achievement Series assessments based on focus objectives, which are identified as the "lowest" performance area from the Performance series assessments. • Scantron has provided literature that indicates its assessments are CCRS-aligned. **The documents provided do not demonstrate evidence of the following:** • A process for designing or selecting the benchmark assessments. **The documents provided do not demonstrate evidence of the described processes because:** no evidence was provided to demonstrate how the scantron assessments were selected as the benchmarking tool, the representatives of the charter holder identified that this tool was selected many years ago.
[A.3] **Monthly Focus Test** **Quarterly Plan**	**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:** • Scantron has provided literature that indicates its assessments are CCRS-aligned. • The charter holder utilizes curriculum based assessments from Saxon and Open Court. • Teachers review curriculum lessons and Performance Series Assessments to reteach Common Core standards that students have not met or exceeded. These assessments are then used to design quarterly plans and monthly

	standard achievement tests. Standard achievement tests assist teachers in designing lessons and in selecting instructional methodology.
[A.4] **Assessment Data** **Meeting Notes Agenda**	**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 weekly using Saxon and Open Court tests. • Achievement Series tests are monthly and focus on a specific concept that has been previously taught but not mastered. • Performance Assessments are benchmarks that are given quarterly. • DIBELS assessments are given 3 times per year. • Data is provided in scantron results reports and teacher logs.
[A.5] **Data** **Grade Level Agendas** **Classroom Data Wall**	**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 instructional staff at Phoenix Advantage meets weekly to discuss student data, intervention and differentiation strategies. Members of the team use this time to ask questions and receive guidance and support from colleagues, interventionists and the head of school. • Scantron Performance Series data is evaluated at the school level after each benchmark assessment is given in the Fall, Winter and Spring. • In addition, the data is evaluated at the classroom level on an ongoing basis to help inform classroom instruction throughout the school year because teachers review data with students who know how they are performing as compared to the rest of the classroom by use of an anonymous data chart at the classroom level.
[A.6] **Lesson Plans** **Quarterly Plan**	**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:** • Teachers are taught from pre-service throughout the year to engage in the cycle of Instruction, Assessment, Analysis, Intervention, Assessment and repeat. • Student performance on multiple measures of assessment guide and inform interventions through lesson planning, quarterly planning, and is revisited throughout the year during grade level meetings, professional

	development days, and in the leadership team meetings. **The documents provided do not demonstrate evidence of the following:** • Data analysis being used to evaluate instructional and curricular effectiveness. **The documents provided do not demonstrate evidence of the described processes because:** while the evidence demonstrates that teachers plan to provide interventions based on student assessment data, no evidence demonstrated that data analysis is used to evaluate instructional and curricular effectiveness.
[A.7] **Classroom Change during Summer** **PSAP with parent feedback** **PT Conference Sign in**	**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:** • Teacher feedback, student feedback and parent feedback is gathered throughout the year and is used alongside classroom performance and assessment date to determine if interventions are needed. • The instructional staff at Phoenix Advantage meets weekly to discuss student data, intervention and differentiation strategies. Members of the team use this time to ask questions and receive guidance and support from colleagues, interventionists and the head of school and to make instructional intervention plans to react to the assessment data. **The documents provided do not demonstrate evidence of the following:** • How the analysis is used to adjust curriculum in a timely manner. **The documents provided do not demonstrate evidence of the described processes because:** while the charter holder provided evidence to demonstrate that the teachers make instructional adjustments by planning interventions for low achieving students, the charter holder did not provide evidence to demonstrate that instructional and curricular effectiveness are analyzed or that adjustments are made based on analysis of data.
[A.8] **Grade Level Meeting Agenda and Minutes** **Monthly Scantron Assessment** **PSAP** **Quarterly Performance Series Samples** **Quarterly Plan**	**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/do not demonstrate evidence of the following:** • DIBELS testing is more frequent for students identifies as strategic and intensive. • Teachers administer monthly Achievement assessments based on focus standards for all students. • Assessments are administered in the intervention classroom.
[A.9] **Achievement Series** **Grade Level Meeting Agenda** **Performance Series**	**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 (ELL). **The documents provided demonstrate evidence of the following:**

Quarterly Plan	• ELLs are assessed according to the typical assessment schedule. • Students in SEI classroom are assessed on instruction provided in that classroom. **The documents provided do not demonstrate evidence of the following:** • ILLPs are monitored to evaluate the progress in relation to the differentiated/supplemental instruction. **The documents provided do not demonstrate evidence of the described processes because:** while the charter holder provided SEI lesson plans that deocument assessment in the SEI classroom, no evidence demonstrated that students who are not in SEI classrooms are assessed on their supplemental instruction.
[A.10] **Achievement Series** **Grade Level Meeting Agenda** **Performance Series** **Quarterly Plan**	N/A
[A.11] **Achievement Series** **Grade Level Meeting Agenda** **Performance Series** **Quarterly Plan**	**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:** • Students with disabilities are assessed according to the typical assessment schedule. • IEPs are monitored on a bi-annual basis to evaluate the progress in relation to the differentiated/supplemental instruction.

I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on February 19, 2015.

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I, Leanne Bowley, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on February 19, 2015.

Leanne Bowley