Demonstration of Sufficient Progress Site Visit

Charter/School Name: E-Institute –Avondale Charter Representative: Timothy Smith
Date: 9/19/13 Other leadership members present:
Staff: Lisa Weisberg, Martha Morgan,

The table below reflects the materials/items referenced in the Demonstration of Sufficient Progress and whether the evidence was confirmed:

Evidence Requested	Confirmed at Site Visit
• Nova Net data	• Nova Net Course guide • Nova Net Overall Comparison to other E-Institute schools • Nova Net 12-13 and 13-14 growth (no subject specified)
• Galileo data	• Galileo Class Development Profile • Galileo Item analysis Report
• Pacing guides	• Provided for English and Math
• Curriculum maps	• Provided for English and Math
• Title 1 math teacher documentation	• Targeted instruction document • Skills Tutor program cover
• Tutoring documentation	• Groups for rotation list/schedule • Saturday class list/schedule • Elite Tutoring time sheets • District wide Math AIMS Prep course roster
• Classroom observations and informal walkthrough documentation; teacher evaluations	• Teacher observations dated January, February, and May 2013 – this particular teacher declined in performance from January – May; no documentation of further action included.
• Professional development documentation	• Materials and certificates
• Lesson Plans	• ELL lesson plan for 12/2013 • Math Lesson plan for week 5
• BASI data	• No additional documentation provided

Staff requested further information regarding areas not sufficiently addressed in the Demonstration of Sufficient Progress:

Evidence Requested	Evidence Provided	Sufficient
Curriculum: The narrative describes disjointed efforts to develop or address school curriculum aligned with Arizona Academic Standards. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased		

student growth for students with growth percentiles in the lowest 25% in Math.		
Curriculum: The narrative describes disjointed efforts to develop or address school curriculum aligned with Arizona Academic Standards. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25% in Reading.		
Curriculum: The narrative does not describe a school curriculum aligned with Arizona Academic Standards. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Math for ELL students, FRL students, and students with disabilities.		
Curriculum: The narrative does not describe a school curriculum aligned with Arizona Academic Standards. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Reading for ELL students, FRL students, and students with disabilities.		
Assessment: The narrative describes that the school has not developed or is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting		

increases in student growth for students with growth percentiles in the lowest 25% in Math.		
Assessment: The narrative describes that the school has not developed or is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth for students with growth percentiles in the lowest 25% in Reading.		
Assessment: The narrative does not describe a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Math for ELL students, FRL students, and students with disabilities.		
Assessment: The narrative does not describe a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Reading for ELL students, FRL students, and students with disabilities.		
Professional Development: The narrative describes the		

beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for ELL students, FRL students, and students with disabilities.		
Professional Development: The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for ELL students, FRL students, and students with disabilities.		
Additional data		

Demonstration of Sufficient Progress Site Visit

Charter/School Name: E-Institute –Buckeye
Charter Representative: Timothy Smith
Date: 9/19/13
Other leadership members present:
Staff: Lisa Weisberg, Martha Morgan,

The table below reflects the materials/items referenced in the Demonstration of Sufficient Progress and whether the evidence was confirmed:

Evidence Requested	Confirmed at Site Visit	Sufficient
• Nova Net data		
• Galileo data		
• Pacing guides		
• Curriculum maps		
• Title 1 math teacher documentation		
• Tutoring documentation		
• Classroom observations and informal walkthrough documentation		
• Teacher evaluations		
• Professional development documentation		

• Lesson plans		
• BASI data		

Staff requested further information regarding areas not sufficiently addressed in the Demonstration of Sufficient Progress:

Evidence Requested	Evidence Provided	Sufficient
Curriculum: The narrative describes disjointed efforts to develop or address school curriculum aligned with Arizona Academic Standards. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25% in Reading.		
Curriculum: The narrative does not describe a school curriculum aligned with Arizona Academic Standards. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Math for ELL students, FRL students, and students with disabilities.		
Curriculum: The narrative does not describe a school curriculum aligned with Arizona Academic Standards. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Reading for ELL students, FRL students, and students with disabilities.		
Assessment: The narrative describes that the school has not developed or is at the		

beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth for students with growth percentiles in the lowest 25% in Reading.		
Assessment: The narrative does not describe a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Math for ELL students, FRL students, and students with disabilities.		
Assessment: The narrative does not describe a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Reading for ELL students, FRL students, and students with disabilities.		
Professional Development: The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative provided did not demonstrate that the school implemented a		

professional development plan that contributed to increased student proficiency in Math for ELL students, FRL students, and students with disabilities.		
Professional Development: The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for ELL students, FRL students, and students with disabilities.		
Additional data.		

Demonstration of Sufficient Progress Site Visit

Charter/School Name: E-Institute –Metro Charter Representative: Timothy Smith
Date: 9/19/13 Other leadership members present:
Staff: Lisa Weisberg, Martha Morgan,

The table below reflects the materials/items referenced in the Demonstration of Sufficient Progress and whether the evidence was confirmed:

Evidence Requested	Confirmed at Site Visit
• Nova Net data	• Nova Net data demonstrating growth
• Galileo data	• Multiple Galileo reports demonstrating growth
• Pacing guides	• Math, English, and Science Pacing guides
• Curriculum maps	• Math, English, and Science Curriculum Maps
• Title 1 math teacher documentation	• Math Credentials, • Math Flow Chart, • enrollment report for Title 1, • Math Teacher Title 1 Questionnaire
• Tutoring documentation	• Tutoring log and sign-in sheets
• Classroom observations and informal walkthrough documentation	• Classroom Walk Through Checklist, Post Walkthrough Observation Form
• Teacher evaluations	• Sample teacher evaluations
• BASI data	• Not provided

Staff requested further information regarding areas not sufficiently addressed in the Demonstration of Sufficient Progress:

Evidence Requested	Evidence Provided	Sufficient
Curriculum: The narrative describes disjointed efforts to develop or address school curriculum aligned with Arizona Academic Standards. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth for non-proficient students from one performance band to the next in Math.	• Curriculum maps • Pacing guides for Math, Reading, and Science • Lesson plans	
Curriculum: The narrative describes disjointed efforts to develop or address school curriculum aligned with Arizona Academic Standards. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth for non-proficient students from one performance band to the next in Reading.	• Curriculum maps • Pacing guides for Math, Reading, and Science • Lesson plans	
Curriculum: The narrative does not describe a school curriculum aligned with Arizona	• Curriculum maps • Pacing guides for Math, Reading, and	

Academic Standards. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Math for ELL students, FRL students, and students with disabilities.	Science • Lesson plans • IEP sample • Program of Study requirements of a student with disablities	
Curriculum: The narrative does not describe a school curriculum aligned with Arizona Academic Standards. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Reading for ELL students, FRL students, and students with disabilities.	• SkillsTutor • Lesson plans that include mondifications	
Assessment: The narrative describes that the school has not developed or is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting growth of non-proficient students from one performance band to the next in Math.	• Nova Net data demonstrating growth • Galileo aggregate Multi Test Report and Development Profile for each subject area – this does not demonstrate growth because it only includes one test point. • Benchmark testing system outline from Principal's meeting	
Assessment: The narrative describes that the school has not developed or is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting growth of non-proficient students from one performance band to the next in Reading.	• Nova Net data demonstrating growth • Galileo aggregate Multi Test Report and Development Profile for each subject area – this does not demonstrate growth because it only includes one test point. • Benchmark testing system outline from Principal's meeting	
Assessment: The narrative does not describe a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Math for ELL students, FRL students, and students with disabilities.	• No additional documentation provided	
Assessment: The narrative does not describe a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor	• No additional documentation provided	

student growth. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Reading for ELL students, FRL students, and students with disabilities.		
Professional Development: The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for ELL students, FRL students, and students with disabilities.	• Special Education In Service Sign In sheet from 8/13/13 • Certificate of completion for SPED professional development from 8/13/13 • No documentation of PD related to FRL or ELL	
Professional Development: The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for ELL students, FRL students, and students with disabilities.	• Special Education In Service Sign In sheet from 8/13/13 Certificate of completion for SPED professional development from 8/13/13 • No documentation of PD related to FRL or ELL	

Demonstration of Sufficient Progress Site Visit

Charter/School Name: E-Institute –Taylion Virtual Charter Representative: Timothy Smith
Date: 9/19/13
Staff: Lisa Weisberg, Martha Morgan

The table below reflects the materials/items referenced in the Demonstration of Sufficient Progress and whether the evidence was confirmed:

Evidence Requested	Confirmed at Site Visit
• Nova Net data	• N/A
• Galileo data	• N/A
• Pacing guides	• N/A
• Curriculum maps	• Math, English course descriptions and syllabi
• Title 1 math teacher documentation	• Math Credentials, • Math Flow Chart, • Enrollment report for Title 1 • Math Teacher Title 1 Questionnaire
• Tutoring documentation	• Tutoring log and sign-in sheets
• Classroom observations and informal walkthrough documentation	• N/A
• Teacher evaluations	• Sample online teacher evaluation but no completed evaluations
• BASI data	• N/A
• Lesson plans	• Course outlines and Math and Language Arts syllabi
• Professional development	• Calendar of professional development activities for prior two years

Staff requested further information regarding areas not sufficiently addressed in the Demonstration of Sufficient Progress:

Evidence Requested	Evidence Provided
Curriculum: The narrative describes disjointed efforts to develop or address school curriculum aligned with Arizona Academic Standards. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25% in Math.	• Course syllabi for Math, English • Pacing guides for Math, English embedded in course syllabi • Lesson plans • Course completion reports • Course withdrawal reports
Curriculum: The narrative describes disjointed efforts to develop or address school curriculum aligned with Arizona Academic Standards. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25% in Reading.	• Course syllabi for Math, English • Pacing guides for Math, English embedded in course syllabi • Lesson plans • Course completion reports • Course withdrawal reports
Curriculum: The narrative does not describe a school curriculum aligned with Arizona Academic Standards.	• Course syllabi for Math, English

The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Math for ELL students, FRL students, and students with disabilities.	• Pacing guides for Math, English embedded in course syllabi • Lesson plans • Course completion reports • Course withdrawal reports • IEP sample Program of Study requirements of a student with disabilities
Curriculum: The narrative does not describe a school curriculum aligned with Arizona Academic Standards. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Reading for ELL students, FRL students, and students with disabilities.	• Course syllabi for Math, English • Pacing guides for Math, English embedded in course syllabi • Lesson plans • Course completion reports • Course withdrawal reports • IEP sample Program of Study requirements of a student with disabilities
Assessment: The narrative describes that the school has not developed or is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth for students with growth percentiles in the lowest 25% in Math.	• AIMS Fall 2012 results • AIMS Spring 2013 results • Tracker for AIMS Fall 2012 math results by subgroup but no subgroup membership identified • Tracker for AIMS Spring 2013 math results by subgroup but no subgroup membership identified
Assessment: The narrative describes that the school has not developed or is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth for students with growth percentiles in the lowest 25% in Reading.	• AIMS Fall 2012 results • AIMS Spring 2013 results • Tracker for AIMS Fall 2012 reading results by subgroup but no subgroup membership identified • Tracker for AIMS Spring 2013 reading results by subgroup but no subgroup membership identified
Assessment: The narrative does not describe a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Math for ELL students, FRL students, and students with disabilities.	• AIMS scores broken out by subgroups; subgroup membership not identified; reported but not analyzed
Assessment: The narrative does not describe a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. The narrative provided did	• AIMS scores broken out by subgroups; subgroup membership not identified; reported but not analyzed

not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Reading for ELL students, FRL students, and students with disabilities.	
Professional Development: The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for ELL students, FRL students, and students with disabilities.	• Special Education In Service Sign In sheet from 8/13/13 • Certificate of completion for SPED professional development from 8/13/13 • No documentation of PD related to FRL or ELL
Professional Development: The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for ELL students, FRL students, and students with disabilities.	• Special Education In Service Sign In sheet from 8/13/13 • Certificate of completion for SPED professional development from 8/13/13 • No documentation of PD related to FRL or ELL