Demonstration of Sufficient Progress Evidence Reviewed at Site Visit

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The Shelby School

The table below reflects materials/items referenced in the Demonstration of Sufficient Progress that were requested and/or reviwered on site for The Shelby School :

Evidence Requested	Evidence Reviewed at Site Visit
Process for reviewing and selecting curriculum programs used by Reading and Math Committee	• Literacy/Math Committee Meeting minutes – committee notes identify participants, assigned Rensch to research, indicate information presented and vote taken • McGraw Hill Education Packing List – materials purchased, shipped after start of school year, did not arrive until September, school used electronic materials until arrival • Teacher Edition Reading Materials – all adopted several years earlier, no evidence of adoption process
Curriculum program alignment to Arizona College and Career Ready Standards	• lesson plan documents – only created for the first month of school, not available for any grades/subjects after first month of school • Everyday Mathematics Month-by-Month Overview – text provided pacing identifies for each grade level, K-6, key mathematical activities/ideas to be taught on a month-by-month plan according to sections/units in the textbook • ELA/Common Core Standards for Reading – teacher created "tracker" of ACCR ELA Standards for each grade level, the date taught, the date re-taught, the date reviewed, the date assesses and the date reassessed; not supported by documentation to demonstrate the curriculum and lessons actually address the standards • Correlation of Everyday Mathematics to the Common Core State Standards for Mathematics - identify the Everyday Mathematics lesson, pages, and common core standards to which the lessons align • Glencoe Math Common Core State Standards - documents identify the lesson, pages, and common core standards to which the lessons align
ALEKS program alignment to Arizona College and Career Ready Standards	• ALEKS data reports documents – do not indicate whether there is alignment to ACCR standards, some "topics" overlap with ACCR topics, but it is unclear whether these address the content of the standards at the appropriate rigor level
Use of ALEKS and Everyday Math programs to monitor progress	• ALEKS data reports documents – provided for some but not all students, unclear how these data reports are used, charter holder could not explain certain reports, no analysis provided
Administration of AIMS Sample Math Test	• No evidence provided
Use of Read Naturally program to monitor progress	• Read Naturally Live Students At-a-Glance data report documents – provided for some but not all students,

	identify student scores in fluency and comprehension and the reading level and stories completed for each student, unclear how these data reports are used, no analysis provided

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

Evidence Requested	Evidence Provided
Curriculum: A system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with the standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams. *SGP Math* *SGP Reading* *SGP Math Bottom 25%* *SGP Reading Bottom 25%* *Improvement Math* *Improvement Reading* *Percent Passing Math* *Percent Passing Reading* *Composite School Comparison* *ELL Math and Reading* *FRL Math and Reading* *SPED Math and Reading* *State Accountability* *Graduation* *Persistence*	• lesson plan documents – only created for the first month of school, not available for any grades/subjects after first month of school • teacher calendars with Teacher Edition Textbooks for ELA/Reading – textbooks are used, "lesson plans" are the teacher edition lesson guides, board staff cross walked the lessons with the ACCR standards, teacher calendars, and ELA/Common Core Standards for Reading and found that the lessons did not clearly align to the standards • ELA/Common Core Standards for Reading – teacher created "tracker" of ACCR ELA Standards for each grade level, the date taught, the date re-taught, the date reviewed, the date assesses and the date reassessed; not supported by documentation to demonstrate the curriculum and lessons actually address the standards at appropriate rigor level • Reading Progress, student activities, Selection Lesson Plan" documents from the textbooks for ELA – standards identified by teachers on the Reading Progress documents did not match to ACCR standards, activities did not align to ACCR standards • Literacy/Math Committee Meeting Minutes – demonstrate review of intervention programs and review of student progress in intervention programs
Instruction: A system to monitor the integration of the standards into instruction and evaluate the instructional practices of the teachers' evidence by lesson plan review, formal teacher evaluations informal classroom observations, standards checklists, data review teams, and standards-based assessments. *SGP Math* *SGP Reading* *SGP Math Bottom 25%* *SGP Reading Bottom 25%* *Improvement Math* *Improvement Reading*	• ELA/Common Core Standards for Reading – teacher created "tracker" of ACCR ELA Standards for each grade level, the date taught, the date re-taught, the date reviewed, the date assesses and the date reassessed; not supported by documentation to demonstrate the curriculum and lessons actually address the standards • Literacy/Math Committee Meeting Minutes – demonstrate review implementation of bi-monthly observations, but observations do not address instructional effectiveness/strategies or implementation of standards, rather the observations address the need to cover certain topics in math • Teacher Performance Evaluation- teacher evaluations are completed by other teachers, none provide constructive

Percent Passing Math *Percent Passing Reading* *Composite School Comparison* *ELL Math and Reading* *FRL Math and Reading* *SPED Math and Reading* *State Accountability* *Graduation* *Persistence*	feedback, observations do not align to areas of observation or support evaluation findings, evaluations do not address needs of subgroup students
Assessment: A system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessment, common /benchmark assessments and data review teams. *SGP Math* *SGP Reading* *SGP Math Bottom 25%* *SGP Reading Bottom 25%* *Improvement Math* *Improvement Reading* *Percent Passing Math* *Percent Passing Reading* *Composite School Comparison* *ELL Math and Reading* *FRL Math and Reading* *SPED Math and Reading* *State Accountability* *Graduation* *Persistence*	• Read Naturally Live Students At-a-Glance data report documents – provided for some but not all students, identify student scores in fluency and comprehension and the reading level and stories completed for each student, unclear how these data reports are used, no analysis provided; do not indicate whether there is alignment to ACCR standards • ALEKS data reports documents – provided for some but not all students, unclear how these data reports are used, charter holder could not explain certain reports, no analysis provided; do not indicate whether there is alignment to ACCR standards, some "topics" overlap with ACCR topics, but it is unclear whether these address the content of the standards at the appropriate rigor level • Literacy/Math Committee Meeting Minutes – indicate BuckleDown ordered in February/March to act as assessment to diagnose weaknesses and the workbooks would be used to remediate weaknesses; indicate the schedule was set for the year for DIBELS Benchmark testing and results were reviewed ; indicate discussions about intervention programs and placement in intervention programs based on DIBELS results; indicate the committee reviewed first half of the year student performance based on grades, ALEKS and Read Naturally results
Professional Development: a professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. *SGP Math* *SGP Reading* *SGP Math Bottom 25%* *SGP Reading Bottom 25%* *Improvement Math* *Improvement Reading* *Percent Passing Math* *Percent Passing Reading* *Composite School Comparison*	• Professional Development Calendar 2013-2014 - professional development offerings were external webinars, focused on the implementation of the common core, no evidence of PD intended to address identified teacher learning needs • Teacher Workshop Evaluation Summary Sheet - summarizes teacher evaluations of PD • Professional development resources and support materials – support materials from PD webinars/sessions to help implement

ELL Math and Reading *FRL Math and Reading* *SPED Math and Reading* *State Accountability* *Graduation* *Persistence*	
Data	• Average Course Mastery Reports by grade level and Knowledge Per Slice reports from ALEKS – no analysis provided, charter holder could not explain meaning of reports; reports not provided for all students; no comparative data provided • Read Naturally Live Students At-a-Glance school-wide reports and Read Naturally Live Student Level Summary student level reports - no analysis provided; reports not provided for all students; no comparative data provided
Data Analysis	• None provided