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 confirmed on site for The Shelby School

Evidence Requested	Reviewed at Site Visit
Progress monitoring documentation	• DIBELS and Great Leaps for Reading
Benchmark assessment documentation	• DIBELS and Great Leaps assessment reports and testing booklets.
Teacher and aide monitoring documentation	• Adopted evaluation forms • Adopted teacher evaluation framework documents
Review and evaluation of student summative testing	• AIMS analysis in addendum report
Teacher meeting and in-service documentation	• Literacy/Math committee meeting agendas
Professional development calendars and agendas	• Professional development agendas
Plan for implementation of Arizona Framework for Measuring educator Effectiveness	• Framework evaluation timeline and activities document

Math intervention documentation	• No documentation provided
Literacy and math committee documentation	• Meeting agendas

Staff requested further information regarding areas not addressed in the Demonstration of Sufficient Progress. The table below identifies whether or not those areas were determined to be sufficient.

Evidence Requested	Evidence Provided	Sufficient
Data demonstrating improved academic achievement in Math	• For 6th and 9th grade only	
Data demonstrating increases in student growth in Reading	• DIBELS assessment data • Great Leaps assessment data	
Data specific to students with growth percentiles in the lowest 25% in Math	• Provided 2013 AIMS data	
Data specific to students with growth percentiles in the lowest 25% in Reading	• Provided 2013 AIMS data	
Data specific to students with disabilities	• Provided 2013 AIMS data	
A curriculum that contributes to increased student growth in Math	• Adopting Everyday Math for 2013-2014 • Lesson plans • Pacing guide • Standards checklist	

A curriculum that contributes to increased student growth in Reading	• Lesson plans • Pacing guide • Standards checklist	
A curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25% in math	• No math intervention documentation provided	
A curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25% in reading	• Reading intervention materials • Pacing guides • Standards checklists	
Curriculum that contributed to increased student proficiency in math	• Lesson plans	
Curriculum that contributes to increasing student proficiency to expected performance levels in Math for ELL, FRL, and students with disabilities.	• Lessons plans	
Curriculum that contributed to increased student proficiency in Math for FRL students	• Lesson Plans	
Curriculum that contributed to increased student proficiency in Math for students with disabilities	• Lesson plans • Small class size allows for accommodations	
Curriculum that contributed to increased student proficiency in Reading for students with disabilities	• Lesson plans • Small class size allows for accommodations	
A plan for monitoring the instruction of the AZ Academic Standards into instruction	• Pre-observation conference form • Notes from classroom observations • Post-observation conference form • Teacher performance evaluation form	

Professional development that contributed to increased student growth in math	• Teacher/aide meeting agendas • Professional development calendar for 2012-2013 • Agendas and attendance log for professional development sessions 2012-2013 • Literacy/Math committee meeting agendas	
Professional development that contributed to increased student growth in reading	•	
Professional development that contributed to increased student growth for students with growth percentiles in the lowest 25% in math	•	
Professional development that contributed to increased student growth for students with growth percentiles in the lowest 25% in reading	•	
Professional development that contributed to increased student proficiency in math	•	
Professional development that contributes to increasing student proficiency to expected performance levels in Math for ELL, FRL, and students with disabilities.	•	
Professional development that contributed to increased student proficiency in Math for FRL students	•	
Professional development that contributed to increased student proficiency in Math for students with disabilities	•	
Professional development that contributed to increased student proficiency in Reading for students with disabilities	•	