Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: The Griffin Foundation, Inc.
School Name: Children Reaching for the Sky Preparatory, Future Investment Middle School

Site Visit Date: April 7, 2015
Required for: Renewal
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
[A.1] **1. Galileo (ATI) Assessment Reports** **2. AZ Dash Reporting Services - Administration Assessment Reports** **2a. AZDash Reporting Services - Teacher Dashboard Directions** **2b. AZDash Reporting Services - Teacher Dashboards** **3. 2014_15 3rd Grade ELA Pre** **3a. 2014_15 5th Grade Math Pre** **3b. 2014_15 7th Grade Math** **3c. 2014_15 8th Grade ELA** **3d. 2014_15 Grade 4 Math Pre** **3e. 2014_15 Grade 6 ELA** **4. Dibels Benchmark Goals** **4a. Dibels 1st Grade Assessment Sample** **4b.Dibels Kindergarten Assessment Sample** **5. Help Me To Learn Phonics-Teacher Report** **6. Star Reading and Star Math Sample** **7. Professional Development Training on ATI**	**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:** • Galileo (ATI) Assessment software and AZ-DASH Reporting Services are used to monitor student academic growth and progress while attending the Griffin Foundation Schools. Galileo benchmarks are administered three times a year. • Students take various assessments to monitor academic growth: Star Math and Star Reading assessments to determine ability levels on students for instruction grouping. DIBELS assessments are used in grades K-3, with benchmarking occurring three times during the year. Other software that is used from grades 4-8, Star Reading and Star Math are also administered three times a year, Help Me to Learn Phonics/reading used for Kindergarten – 3rd grade, and the charter holder stated that Zip Zoom was used for Kindergarten and 1st grade SEI. For FY15 the school did not have an SEI program in Kindergarten and 1st grade, so no evidence for this assessment was available. **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.2] **1. Galileo (ATI) Assessment Reports** **2. AZ Dash Reporting Services - Administration Assessment Reports** **2a. AZDash Reporting Services -**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for designing or selecting the assessment system **The documents provided do not demonstrate evidence of the following: The documentation provided at the site visit described the assessment system and the assessment tools used.** **The documents provided do not demonstrate evidence of the described processes because: no evidence was provided**

Teacher Dashboard Directions **2b. AZDash Reporting Services - Teacher Dashboards** **3. ATI Comprehensive Assessment System** **3a. ATI Instructional Effectiveness** **3c. Star Math and Star Reading Assessment System** **4. Response to Assessment #2 (NEW)**	**to demonstrate a process for designing the assessment system. Documents provided described the assessment system and assessment tools used, but no documentation of meetings or decision making that results in the design of the described assessment system were provided.** **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.3] **1. CRS Standards Binder Sample Pages ELA** **1a. CRS Standards Binder Sample Pages Math** **1b. CRS Standards Binder Sample Pages Science** **1c. FIMS Standards Binder Sample Pages ELA** **1d. FIMS Standards Binder Sample Pages Math** **2. CRS Kinder Lesson Plan** **2a. CRS 3rd Grade Lesson Plan** **2b. CRS 4th Grade Lesson Plan** **2c. FIMS ELA Lesson Plans** **2d. FIMS Entrepreneurship Lesson Plans** **2e. FIMS Science Lesson Plans** **3. CRS Lesson Plan Checklist** **3a. FIMS Lesson Plan Checklist** **4. Galileo (ATI) Assessment Reports** **5. Instructional Pacing-Curriculum Mapping** **6. ATI Alignment with Common Core** **6a. ATI Test Blueprint**	**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:** • Our Galileo assessment system is aligned to the curriculum through AZ Common Core Standards and classroom lesson plans with the use of an Instructional Pacing Guide. The designers of this software have worked closely with the Arizona Department of Education to meet the needs of schools' assessment requirements • Formative assessments are created weekly by teachers to assess the standards that are taught during the week. Lessons plans and formative assessments were reviewed to verify alignment of standards taught and standards assessed. **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.4] **1. Galileo (ATI) Assessments Test Building Design (teacher created 3rd grade math formative assessment)** **2. Pre-test, Mid-test, Post-test Benchmark** **3. CRS Standards Binder Sample Pages ELA** **3a. CRS Standards Binder Sample Pages Math** **3b. CRS Standards Binder Sample Pages Science** **3b. FIMS Standards Binder Sample Pages ELA** **3c. FIMS Standards Binder Sample Pages Math** **4. ATI Class Development Profile from Formative** **4.a ATI Formative Assessment - Teacher Made** **5. CRS Kinder Lesson Plan** **5a. CRS 3rd Grade Lesson Plan** **5b. CRS 4th Grade Lesson Plan** **5c. FIMS ELA Lesson Plans** **5d. FIMS Entrepreneurship Lesson Plans** **5e. FIMS Science Lesson Plans** **6. CRS Lesson Plan Checklist**	**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:** • GFSD conducts annual State summative assessments that provide information on how our students are doing relative to annual Arizona Common Core standards, i.e., long-term learning goals. Formative assessment is embedded in classroom instruction and provides immediate information on short-term learning goals. • Galileo benchmark assessments are administered three times a year. • The use of Galileo ATI and Test Building Design allow teachers to perform both formative and summative assessments. • Teachers are able to create their own assessments based on classroom instructions and AZ Common Core Standards. 3rd and 4th grade formative assessment for Math samples were provided.
	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.5] **AZ Dash Student Reports Math and Reading** **1. Galileo (ATI) Assessments Test Building Design** **2. Pre-test, Mid-test, Post-test Benchmark** **3. Analysis of Student Classroom Data** **4 & 5. SLO-Student Learning Objective-Score Sheet** **8a. Printing ATI Reports_Data Analysis** **8b. Singapore Math Training and Survey Sheets** **8c. ELL Trainings** **8d. CRS Singapore Math Strategies Conference** **8e. CRS Kinder Common Core Training** **8f. CRS AZmerit ELA and Math Blueprints** **8g.AZDash Training and Survey Sheets** **8h.CRS ATI Creating Test** **8i. PD Training Documents** **9. CRS Lesson Plan Checklist**	**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:** • Teachers are trained on the 3rd Wednesday of each monthly by our Computer Technology Instructor during our scheduled Professional Development (PD) on Galileo Assessment (ATI), AZ-Dash, AIMS/AMERIT assessments, and Data Review/Analysis. • At the beginning of the year teachers analyze AZ-Dash results for Math, Reading, and Writing to identify specific topics for students to receive intervention instruction. • Each Benchmark assessment period (Pre-Test, Mid-Test, and Post-Test), teachers conduct analysis of students/classroom data by completing the Analysis of Student/Classroom Data form and the Student Learning Objective (SLO). The SLO document identifies a specific goal for the student based on baseline scores.
	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.6] **1. Teacher Evaluation Form** **2. Classroom Observation Form** **3. CRS Kinder Lesson Plan** **3a. CRS 3rd Grade Lesson Plan** **3b. CRS 4th Grade Lesson Plan** **3c. FIMS ELA Lesson Plans** **3d. FIMS Entrepreneurship Lesson Plans** **3e. FIMS Science Lesson Plans** **4. Curriculum Instruction Data (CIP) Team Agenda-Meeting** **5. CRS Lesson Plan Checklist** **6. Response to Assessment #6 (NEW)**	**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:** • **Class Development Profile Grid reports are created in the Galileo ATI assessment system for formative and benchmark assessments. The reports classify each student, for each standard, and identifies the students as Learned, Ready Now, Ready Soon, Ready Later.** **The documents provided do not demonstrate evidence of the following:** • **How the information in the class development profile grid is used to evaluate instructional and curricular evidence.** **The documents provided do not demonstrate evidence of the described processes because: the reports provide the results of the analysis from formative and benchmark assessments, but do not identify how this information is used to evaluate whether the instruction or curriculum is effective.**
	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.7] **1. CRS Kinder Lesson Plan** **1a. CRS 3rd Grade Lesson Plan** **1b. CRS 4th Grade Lesson Plan** **1c. FIMS Science Lesson Plans** **1d. FIMS ELA Lesson Plans** **1e. FIMS Entrepreneurship Lesson Plans** **2. CRS Lesson Plan Checklist** **2a. FIMS Lesson Plan Checklist** **3. Instructional Pacing-Curriculum Mapping** **4. ATI Class Development Profile Grid Report-Benchmark** **5. Classroom Observation Form**	**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:** • A benchmark assessment that provides good information for planning instruction would provide data on how well students have learned these concepts. • Teachers use the results from the benchmark assessments to plan subsequent math instruction. When administered across classrooms, grade levels, or content areas, benchmark assessment results provide teachers an opportunity for collaborative reflection, analysis, and action. Their Instructional Pacing Guide helps to AZ Common Core Standards assist in the development on instruction and ensuring that the standards are met. • Teachers meet quarterly and provide notes on curriculum maps to identify adjustments to pacing and curricular content to be incorporated into next year's curriculum map or for adjustments for the upcoming quarter.

6. GFSD's Agenda Meeting Template **7. Teacher Evaluation Form**	**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.8] 7. Classroom Intervention Student Growth File 7a. FIMS Classroom Intervention Student Growth File **1. Galileo (ATI) assessment reports (High or Moderate Risk**	**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%. **The documents provided demonstrate evidence of the following:** • Intervention Student Growth File documents record, for individual students, the date and time of intervention instruction, the specific intervention lesson that occurred, specific notes, and the results of evaluation for the intervention lesson. Documents were provided for both school sites.

Students) 2nc Grade 13_14 **1a. Galileo (ATI) assessment reports (High or Moderate Risk Students) 3rd Grade 13_14** **1b. Galileo (ATI) assessment reports (High or Moderate Risk Students) 4th Grade 13_14** **1c. Galileo (ATI) assessment reports (High or Moderate Risk Students) 5th Grade 13_14** **1d. Galileo (ATI) assessment reports (High or Moderate Risk Students) 6th Grade 13_14** **1e. Galileo (ATI) assessment reports (High or Moderate Risk students) 7th Grade 13_14** **1f. Galileo (ATI) assessment reports (High or Moderate Risk students) 8th Grade 13_14** **2. Lower and Upper Result charts, AZ-Dash reporting services** **2a. Lower and Upper Results 3rd Grade** **2b. Lower and Upper Results 4th Grade** **2c.Lower and Upper Results 5thGrade** **3. Response to Assessment #8 (NEW)**	**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.9] **1. Galileo (ATI)-Aggregate Multi-Test Report ELL Students ELA** **1a. Galileo (ATI)-Aggregate Multi-Test Report ELL Students Math** **1b Galileo ATI assessments Aggregate Multi-Test Report ELL**	**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 (ELLs) **The documents provided demonstrate evidence of the following:** • The SEI classroom (2nd and 3rd grade) teacher created her own SLO document based on the benchmark results. • Formative assessments are created by the SEI classroom teacher. • Students with ILLPs are progress monitored quarterly to monitor progress toward goals.

Student ELA **1c. Galileo ATI assessments Aggregate Multi-Test Report ELL Student Math** **2. ELL Student Classification Report** **2a. FIMS AZELLA Basement and Classification** **3. CRS ELL Reports ADE Common Log On** **3a. FIMS ELL Reports ADE Common Log On** **4. Response to Assessment #9 (NEW)**	**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.10] **N/A**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students **N/A**
	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.11] **1. Galileo (ATI)-Aggregate Multi-Test Report SPED Students ELA** **1a. Galileo (ATI)-Aggregate Multi-Test Report SPED Students Math** **1b. Galileo ATI assessments Aggregate Multi-Test Report SPED Students ELA** **1c. Galileo ATI assessments Aggregate Multi-Test Report SPED Students Math** **2. Response to Assessment #11 (NEW)**	**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:** • Star Math and Star Reading are administered three times a year to students with disabilities. FY15 Star Math and Star Reading reports include a beginning of year and middle of year benchmark assessment. • Student IEPs include progress reports evaluating student progress toward goals.
	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.