Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Tucson Preparatory School
School Name: Tucson Preparatory School
Site Visit Date: March 23, 2015

Required for: Annual Report
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
[A.1] Explanation of Documents Brigance, spreadsheet of all scores over the last two years. WRAT-4 spreadsheet of all scores over the last two years. AIMS data Stanford 10 data Meeting Notes	**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 assessments that the charter holder utilizes are the WRAT 4, Brigance, AIMS, and Stanford 10. • Students are assessed immediately after enrollment with the Brigance (Comprehensive Test of Basic Skills and the WRAT-4 (Wide Achievement Test 4). Through the use of these assessments the school can evaluate a student's ability to read, spell, comprehend sentences, and computation of Mathematical problems at enrollment.
[A.2] Explanation of Documents Team Meeting minutes Board minutes ADE Mandate AIMS Data Stanford 10 Data Brigance WRAT-4	**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's board meets annually to sign the "Declaration of Curricular and Instructional Alignment" • The summative assessments are provided by ADE. • The charter holder has information from the publisher for the TABE (Test of Basic Adult Education) including its alignment to the common core and a flow chart regarding how to use TABE results. • At one meeting a discussion occurred about "possible change of assessment test for better eval purposes – TABE Test D&A." **The documents provided do not demonstrate evidence of the following:** • A process for designing and selecting the assessment system. • The currently used assessments were researched and selected due to their ability to provide the teachers with a grade score which determines how far behind a student may be in the area of Math and Reading. The two assessments are utilized for placement with all students. **The documents provided do not demonstrate evidence of the described processes because:** • Documents were not available to demonstrate process for selecting current assessments • While documents demonstrate that the charter holder had gathered information about TABE no process was

	documented to demonstrate a selection process or a process to evaluate needs.
[A.3] Explanation of Documents Reading Course Syllabi Math Course Syllabi Minutes from meetings Minutes from meetings 2 Minutes from meetings 3 ACCR Standards- Reading ACCR Standards- Math Instructional Practice Evidence Guide for Common Core Standards.	**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:** • ACCR Standards-English: This document demonstrates English class assignments, how to earn credits, and the ACCR standards that are included in the course. • ACCR Standards-Math: This document demonstrates Math class assignments, how to earn credits, and the ACCR standards that are included in the course. • Math syllabi: the charter holder provided syllabi for remedial classes in math. The document identifies the names of "academic standards" areas to be met, course objectives, and the standards that are aligned to the archived academic standards. • Reading syllabi: the charter holder provided syllabi for remedial classes in reading. The document identifies goals and requirements for articles, short stories, and poetry. • Meetings indicate that the charter holder administers an assessment when students are enrolled and assigns coursework and student schedules and assigns IEP accommodations based on student performance. • Meeting notes indicate that "teachers gave input and reaffirmed test scores in many cases with what they have seen in class." **The documents provided do not demonstrate evidence of the following:** • An assessment system aligned to the curriculum and instructional methodology **The documents provided do not demonstrate evidence of the described processes because:** • The charter holder's representatives on several occasions stated they are not administering assessments aligned with curriculum and collecting data based on instruction. • The charter holder has stated that they are looking to creating an assessment that will do this by adopting TABE. Currently, there is no assessment used as an ongoing measure of student progress.
[A.4] Explanation of Documents Board Meeting Professional Development Brigance WRAT-4	**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:** • The intervals utilized to assess student progress are:

AIMS Stanford 10	○ Formative: Upon enrollment, students are given the Brigance and the WRAT-4 to determine learning strengths/gaps in Reading and Math and the appropriate placement for content classes. ○ Summative: Students are administered AIMS/Stanford10/AzMerit(2015) on mandated dates by ADE each academic year. ○ The charter holder stated that they use classroom based formative assessments. **The documents provided do not demonstrate evidence of the following:** • The charter holder is using formative or benchmark assessment to measure student progress. **The documents provided do not demonstrate evidence of the described processes because:** • The charter holder's representatives on several occasions stated they are not administering assessments aligned with curriculum and collecting data based on instruction. • The charter holder has stated that they are looking to creating an assessment that will do this by adopting TABE. Currently, there is no assessment used as an ongoing measure of student progress. • The charter holder provided a classroom based assessment for the history course, but did not provide these for other courses.
[A.5] Explanation of Documents Brigance results WRAT-4 results AIMS results Stanford 10 results Weekly meeting minutes	**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:** • Upon enrollment, students are given the Brigance and the WRAT-4 to determine learning strengths/gaps in Reading and Math and the appropriate placement for content classes. • The charter holder has raw data for Brigance, WRAT-4, AIMS and Sanford 10. • The charter holder's meeting minutes indicate that they "discussed weaknesses and strengths in math, reading, and writing. Preliminary accommodations were discussed for students. Further accommodations will be made as students renew IEPs, 504s, and other school records arrive." Additionally the minutes indicate the discussed "Teachers gave input and reaffirmed test scores in many cases with what they have seen in class. Student behavior has had some correlation with test scores." • The school has created remedial courses. • The charter holder has created a chart for some students that evaluates the change in performance for students who take multiple administrations of the Brigance and WRAT-4 tests. **The documents provided do not demonstrate evidence of the following:** • Before the beginning of school, administration, teacher and staff meet to analyze AIMS and Stanford 10 data.

	Based upon the results of the review of data, new courses have been added to meet the student's proficiency gaps in Reading and Math. • Upon enrollment, evaluation of the student's academic proficiency is completed with the administration of the WRAT-4 and Brigance. Based on that data, the students are enrolled in appropriate performance level courses. • The assessment data is analyzed during weekly meetings with administrators, teachers and staff to discuss each week's progress and any areas of need. These meetings can be a brief review of a particular student's progress, or may take the form of a particular students' progress, or may take the form of an intensive, comprehensive Child Family Team meeting. The outcome of the meetings can be development of new strategies, placement in a lower level course, and/or recommendations for tutoring. **The documents provided do not demonstrate evidence of the described processes because:** • While the charter holder has created remedial courses and assigns students to those courses, there is no evidence that the development of these courses or student assignments are based on an analysis of data. • The charter holder does not have a formative/ongoing assessment and no data is available from such a system to engage in analysis of data. • While the charter holder produced calculations that identified the change in Brigance and WRAT-4 scores for some students, no analysis of this information was conducted or provided.
[A.6] Explanation of Documents Brigance results New Reading course syllabi New Math course syllabi Teacher Evaluation Instructional Effectiveness Meeting Notes	**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:** • Upon enrollment, students are given the Brigance and the WRAT-4. • The charter holder has raw data for Brigance, WRAT-4, AIMS and Sanford 10. The charter holder completed calculations to determine the percentage of students at 6th grade level. • The charter holder's meeting minutes indicate discussions include: "Teachers gave input and reaffirmed test scores in many cases with what they have seen in class. Student behavior has had some correlation with test scores." The Charter Holder's minutes also indicate that the teachers give updates on new students and status reports on other students. The minutes also reflect changes to staffing assignments. • The school has created remedial courses. • The charter holder has created a chart for some students that evaluates the change in performance for students who take multiple administrations of the Brigance and WRAT-4 tests. **The documents provided do not demonstrate evidence of the following:**

	• how the analysis is used to evaluate instructional and curricular effectiveness **The documents provided do not demonstrate evidence of the described processes because:** • the documents demonstrate anecdotal discussions and changes, but do not provide evidence to demonstrate an intentional use of data to evaluate instructional and curricular effectiveness. • The documents indicated changes to staffing assignments do not provide any reason for these changes. • The remedial courses do not provide any information about why or how they were created and do not clearly indicate a connection to the data provided. • While the charter holder has raw data there is no evidence to demonstrate systematic evaluation or use of the data. Further there is no ongoing formative data used to evaluate progress or the factors contributing thereto.

[A.7]
Explanation of Documents
Weekly meeting minutes
Weekly meeting minutes
New course syllabi
Lesson Plans
	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:
	• Upon enrollment, students are given the Brigance and the WRAT-4 to determine learning strengths/gaps in Reading and Math and the appropriate placement for content classes.
	• The charter holder has raw data for Brigance, WRAT-4, AIMS and Sanford 10. The charter holder completed calculations to determine the percentage of students at 6th grade level.
	• The charter holder's meeting minutes indicate discussions include:
	  ○ "Moving a few students to the conference room for remediation seems to be helping. Monitor progress"
	  ○ Notes regarding student behavior issues/disability issues.
	  ○ Notes regarding students with disabilities (accommodations)
	• The school has created remedial courses.
	• The charter holder has created a chart for some students that evaluates the change in performance for students who take multiple administrations of the Brigance and WRAT-4 tests.
	
	The documents provided do not demonstrate evidence of the following:
	• The analysis sheds light upon when to add or delete courses based upon need. Teachers add activities and curricula changes to address needs and gaps resulting from analysis of student performance data.
	• Adjustments are made to best meet the needs of the struggling students. Intervals of adjusting curriculum can be immediate or at grade report time.

	• Principal, teachers, and staff meet weekly to adjust curriculum and instruction if necessary. **The documents provided do not demonstrate evidence of the described processes because:** • the documents demonstrate anecdotal discussions and changes, but do not provide evidence to demonstrate an intentional use of data to evaluate instructional and curricular effectiveness. • The documents indicated changes to staffing assignments do not provide any reason for these changes. • The remedial courses do not provide any information about why or how they were created and do not clearly indicate a connection to the data provided. • While the charter holder has raw data there is no evidence to demonstrate systematic evaluation or use of the data. Further there is no ongoing formative data used to evaluate progress or the factors contributing thereto.
[A.8] Explanation of Documents Brigance WRAT-4 AIMS data Stanford 10 data Tutoring sign-in sheets Class rosters IEP	**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 evidence of the following:** • Upon enrollment, students are given the Brigance and the WRAT-4. The charter holder also administers AIMS and Stanford 10. • Tutoring sign in sheets were provided for one student. • Students are enrolled in courses including Strategic Reading and English Proficiency Development. • Student IEPs are completed. • Gradebooks provided for the remedial courses indicate that no assignments have been graded or assessed. **The documents provided do not demonstrate evidence of the following:** • How will the assessment system assess students with proficiency in the bottom 25%/non-proficient students to determine and monitor the effectiveness of supplemental instruction and curriculum? **The documents provided do not demonstrate evidence of the described processes because:** • No evidence was provided to demonstrate that the school assesses non-proficient students to determine and monitor the effectiveness of supplemental instruction and curriculum. • The charter holder does not have a formative/ongoing assessment and no data is available from such a system to engage in analysis of data.
[A.9]	**n/a**
[A.10]	**n/a**
[A.11] Explanation of Documents	**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

Brigance results WRAT-4 results Student Schedule AIMS Scores Tutoring sign-in sheets IEP	**The documents provided demonstrate evidence of the following:** • Upon enrollment, students are given the Brigance and the WRAT-4. The charter holder also administers AIMS and Stanford 10. • Tutoring sign in sheets were provided for one student. • Students are enrolled in courses including Strategic Reading and English Proficiency Development. • Student IEPs are completed. • Gradebooks provided for the remedial courses indicate that no assignments have been graded or assessed. **The documents provided do not demonstrate evidence of the following:** • How will the assessment system assess students with disabilities to determine and monitor the effectiveness of supplemental instruction and curriculum? **The documents provided do not demonstrate evidence of the described processes because:** • No evidence was provided to demonstrate that the school assesses non-proficient students to determine and monitor the effectiveness of supplemental instruction and curriculum. • The charter holder does not have a formative/ongoing assessment and no data is available from such a system to engage in analysis of data.