Demonstration of Sufficient Progress Evidence Reviewed at Site Visit

Kin Dah Lichi'i Olta'

The table below reflects the materials/items referenced in the Demonstration of Sufficient Progress and were reviewed on site for Kin Dah Lichi'i Olta':

Evidence Requested	Reviewed at Site Visit
Curriculum maps, pacing guides, pacing calendars and other curriculum relevant materials	• Curriculum maps • Pacing guides, pacing calendars • Lesson planning calendar
Benchmark data for this school year	• NWEA student growth summaries for reading and math, growth goal reports, benchmark data results for beginning, middle and end of year • AIMSweb Tier Transition Reports
Calendar of assessments	• Assessment schedule including type, timeframe, person responsible • Cumulative, benchmark, and intervention assessment list
Anything related to current implementation of a Response to Invention model	• RtI action plans • Benchmark scores for RtI groups
Daily lesson plans, including those with ELL modifications	• Lesson plans • Scope and Sequence
Evidence of training/professional development related to implementation of the Arizona State Standards (CCSS)	• Professional development agendas for CCSS implementation, NCTM training and resources, NWEA • POs for staff registration
Student progress monitoring documentation with subgroup breakdown	• Progress monitoring data by grade but not subgroup
Evidence of use of NWEA assessments and professional development using NWEA DesCartes	• NWEA student growth summaries, growth goal reports, benchmark data results for beginning, middle and end of year • NWEA report on breakdown of overall RIT scores

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. "✓" indicates

Evidence Requested	Evidence Provided	Sufficient
Implementation of a curriculum that contributes to increased student growth in reading	• Curriculum maps • Pacing guides, pacing calendars • Voyager Passport Reading Journeys intervention curriculum • RtI tiered intervention plans • Detailed lesson plans which include additional instructional time daily for reading intervention	✓

Implementation of a plan for monitoring the integration of the Arizona Academic Standards into instruction in math and reading	• Formal evaluation documentation including completed teacher evaluations • Classroom observation reports • Lesson plan review process	✓
Implementation of a plan for monitoring and documenting increases in student growth in reading	• NWEA student growth summaries, growth goal reports, benchmark data results for beginning, middle and end of year • NWEA report on breakdown of overall RIT scores • AIMSweb Tier Transition Reports • Voyager Passport Reading Journeys benchmark assessments by RtI group	✓
Implementation of a professional development plan that contributed to increased student growth in reading	• Professional development agendas for CCSS implementation, NWEA • Professional development provided by the Bureau of Indian Education • Math and Reading coaches provide job-embedded professional development	✓
Implementation of a curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25% in math and reading	• Voyager Passport Reading Journeys reading intervention curriculum • VMath program used for math intervention • RtI tiered intervention plans • Detailed lesson plans which include additional instructional time for reading intervention	✓
Implementation of a plan for monitoring and documenting student growth for students with growth percentiles in the lowest 25% in math and reading	• NWEA student growth summaries for reading and math, growth goal reports, benchmark data results for beginning, middle and end of year • AIMSweb Tier Transition Reports	✓
Implementation of a professional development plan that contributed to increased student growth for students with growth percentiles in the lowest 25% in math and reading	• Professional development agendas for implementation of Common Core State Standards, NCTM training and resources, NWEA • Math and Reading coaches	✓
Implementation of a curriculum that contributes to increased student proficiency in math and reading	• Holt and Scholastic core reading programs • Voyager Passport to Reading Journeys supplemental intervention curriculum • Saxon Math core math program • VMath supplemental intervention curriculum	✓
Implementation of a plan for monitoring and documenting student proficiency in math and reading	• NWEA student growth summaries for reading and math, growth goal reports, benchmark data results for beginning, middle and end of year • AIMSweb Tier Transition Reports • Journeys benchmark data	✓
Implementation of a professional development plan that contributes to increased student proficiency in math and reading	• Professional development agendas for CCSS implementation, NWEA • Professional development provided by the Bureau of Indian Education	✓

Implementation of a curriculum that contributes to increasing student proficiency to expected performance levels in math and reading for ELL, FRL, and students with disabilities	• Voyager Passport Reading Journeys program used for supplemental reading intervention • VMath program used for math intervention • Math lesson plans includes ELL small group instruction • SPED pull-out model for reading; full inclusion model for math • Increased instructional time in math and reading beyond regular classroom schedule • Reading and Math specialists coach teachers, including lesson modeling and assisting with data analysis	✓
Implementation of a plan for monitoring and documenting student proficiency in math and reading for ELL, FRL, and students with disabilities	• RtI action plans • Benchmark scores for RtI groups	✓
Implementation of a professional development plan that contributes to increased student proficiency in math and reading for students in the following categories: ELL, FRL, and SPED	• Math and Reading coaches provide job-embedded professional development and support for subgroups	✓