Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: George Gervin Youth Center, Inc.
School Name: George Gervin Prep Academy
Site Visit Date: April 16, 2015

Required for: Expansion - Grade Level
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
[A.1] **1.ATI Invoice** **2.Beyond Text Book Contract** **3.R,W,M,S Benchmark** **4.Common Formative Samples** ***Assessment Calendar***	**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:** • Assessment Technology Inc.'s (ATI) – Galileo • Beyond Textbooks (BT) – common formative assessments used to drive school-wide interventions and enrichment programs. - • Teacher developed assessments and assignments – used as formative assessments representing pre and post data collected in the classroom based on what the teacher has taught and explained. • Reading Assistance – Used as a formative assessment tool that measures a student's reading proficiency.
	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.After Action Report** **2.School/Instructional Profile**	**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 team then develops a profile of what is needed of the assessment instrument to improve teaching and learning and address the follow key factors: [see page 26 of DSP Report for detailed elements]. • To find the most effective instruments the annual review team is required to seek at least three different types of programs and vendors. • Once instruments are identified a conversation about the strengths and weaknesses of each program and an analysis is performed and a selection is made. Part of the decision-making process is to research and interview all the potential vendors.
	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.Pacing Calendar** **2.Beyond Text Book data sheet** **3.Wiki** **4.Unwrapped Document** **5.Common Formative** **6.Benchmark 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:** • Weekly common formative assessments ensure that teachers have completed the intended outcomes, which are required in the curriculum, and the students are performing at the appropriate level. Assessment for learning, enables teachers to incorporate small mini assessments directly into the instruction so the teacher may modify the instruction as needed.
	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.BT Trackers (formative weekly** **2.Benchmark (summative quarterly)** **3.AZELLA (summative annually)** **4.AIMS/AZMerit (summative annually)** **5.Teacher Classroom Assessments (formative weekly)** **6.Common Formative (formative weekly)** ***Pacing Calendar*** ***Assessment Calendar***	**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:** • Summative Data is collected as follows: Intervals on the ATI Galileo System to assess student progress are administered in August, October, January, March and May of the academic year. • Formative Data collection: BT Common formatives are administered after each standard is completed. These Common Formatives drive the Districts daily 5th period intervention and enrichment groups and activities. • Formative – Teacher developed assessments are done on a daily and weekly basis using warm-ups, and end of the week formative assessments. • Formative – Reading Assistance used daily is a real time assessment program that give the student direct feedback on their individual reading skills. • AZELLA is an annual assessment.
	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] **1.Weekly Data Academic Review Agendas (weekly)** **2.Enrich and Reteach (daily/weekly)** **3.Grade Level Formative Meeting (weekly) BT Formatives** **4.End of Year Data Review (annually)** ***After Action Report*** ***Agendas with data analysis***	**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:** • Weekly – formative assessments performed by the teacher and School Improvement Teams analyze data every Friday to determine students who are eligible for the enrichment group (score of 80% or better) and those students who must attend reteach. The meetings determine the intervention and enrichment groups for the week, as evidenced by the Enrich/Reteach lists. • Annual Analysis four objectives are reviewed: 1) Curriculum Alignment to ACCRS; 2) Level of rigor is maintained; 3) Cognitive demands are being met; and 4) Content Alignment (vertical/horizontal are being maintained). The After Action Report provides evidence of the annual analysis. • Quarterly Analysis is looking to monitor instructional content with specific objectives. The quarterly meeting results are evidenced by the Intervention Lists, particularly those for the Reading FHACT interventions, which identify an extra weekly intervention determined by benchmark results.
	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] Annual Curriculum Review ***(After Action Report)*** ***Galileo Aggregate Multi-Test Report***	**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:** • Information reviewed includes the assessment results proved by the Teacher generated assessments, Galileo and BT Common Formative Assessments. This assessment information identifies gaps and student deficiencies related to ineffective instruction. The Charter Holder identified that a comparison of student data from the Galileo Multi Test Reports identified an instructional deficiency that was addressed through peer coaching, • In addition this information opens questions related to curricular effectiveness so we perform an item analysis at the District level looking for areas of concern related to multiple teachers and/or across multiple grades. This occurs annually. The After Action Report identifies gaps in the use of data from supplemental materials.
	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] **2.Formative Trackers (weekly)** ***Enrich/Reteach Lists***	**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:** • Instruction is assessed for content and/or pedagogy deficiencies on a lesson-by-lesson basis. This is also accomplished daily through classroom observations, weekly review of classroom activities and formative assessment data, quarterly based on benchmark results and annually based on summative assessment data. • The Charter Holder provided evidence through the Enrich/Reteach lists that analysis of assessment data is used to make timely adjustments to curriculum and instruction.
	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] **2.Formative Trackers (weekly)** ***Enrich/Reteach Lists***	**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:** • So weekly through the common formative tracker system students' proficiency levels are charter by class. Once the class ranking is determined by the BT formative assessment a plan of action is implemented for targeted re teacher strategies and materials.
	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] ***AZELLA Report*** ***ILLP Sample***	**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:** • So weekly through the common formative tracker system students' proficiency levels are charter by class. Once the class ranking is determined by the BT formative assessment a plan of action is implemented for targeted reteacher strategies and materials. • The Charter Holder uses the AZELLA assessment to monitor the performance of ELL students against the goals set in their ILLP
	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**
[A.11] **1.Formative Tracker (weekly)** **2.Reteach/Enrich Lessons** **5.Student Profile** **6.IEP Goals Worksheet** ***Progress Monitoring Sheets***	**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:** • So weekly through the common formative tracker system students' proficiency levels are charter by class. Once the class ranking is determined by the BT formative assessment a plan of action is implemented for targeted reteacher strategies and materials. • The first formative is given to identify students in need of reteach. There is also a parallel formative available to provide students a second opportunity to demonstrate mastery of the standard. • Progress monitoring using Galileo
	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.