Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: The Odyssey Preparatory Academy, Inc. (TOPA)
School Name: Odyssey Institute for Advanced and International Studies (OIAIS)

Site Visit Date: January 20, 2015
Required for: Expansion - Grade Level, Enrollment Cap
Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome
[D.1]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) - Math **The documents provided do not demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.** **The documents provided do not demonstrate improved academic performance because:** No documents or analysis were provided by the Charter Holder which demonstrated improved student growth in Math through comparisons of valid and reliable data for comparable periods from the prior and current years. A review of the documents provided by the Charter Holder is presented below. The Charter Holder provided a comparison of AIMSweb MCAP (Math Concepts and Applications) scores from the Spring 2014 to Winter 2015. The graphs show the 6th, 7th, and 8th grade cohorts (FAY and non-FAY) of 2014-15 compared to their Spring 2013-14 assessment results, showing increased percentage of students rated in the risk category of "Meets" in 6th and 8th grades, no change in the percentage of students listed as "Meets" in the 7th grade, a decreased percentage of students listed as "At Risk" in grades 6, 7, and 8, and a decreased percentage listed as "Approaches" in 6th and 8th grades. The Charter Holder said that the assessment measures risk levels, not mastery of specific standards, and shows that more students grew to meet the increased grade level expectations in the current year. However, the graphs show a one-time change and not an improvement in the change seen in comparable periods from year to year. The Charter Holder also said that the improvement in risk levels was due to the interventions they had made, including leveling math classes and starting an after school math lab. However, while the data indicates a positive change in proficiency in grades 6 and 8, it does not show improved rate of growth. Thus, this data does not demonstrate improved academic performance in SGP. The Charter Holder presented a comparison of aggregated AIMSweb MCAP and MCOMP (Math Computation) Rate of Improvement (ROI) scores for Fall 2014 to Winter 2015 for grades 6-8, which showed on a nationally normed scale aggregate growth at the 39th percentile. The Charter Holder also presented 2014 AIMS data showing an average SGP for grades 5-7 (the same cohort in the prior year) at the 35th percentile in Math. The Charter Holder stated that while growth in this group is not at the level of the Board's expectations, the current year ROI figures do show increased growth. As these documents were presented as evidence without written analysis only at the end of the site visit, and were not in the electronic folder of evidence provided to Board staff as required, Board staff is unable to further analyze the documents to confirm the Charter Holder's calculations that show the improvement in growth. Thus, this data does not demonstrate improved academic performance in SGP. The Charter Holder provided the AIMSweb Tier Transition Report, which shows graphs of the percentage of students by intervention tier from Fall 2013, through Winter 2014, Spring 2014, to Fall 2014, by grade cohort for current grades 6-8. The Charter Holder did not

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	discuss this document during the site visit, and it while it was provided during the site visit, the Charter Holder removed it from the electronic folder of evidence provided at the end of the site visit. During the site visit, Board staff reviewed the document, and found that in a fall-fall comparison, the document shows increase in percentage of students listed as Tier 1 in grades 6 (+15%) and 8 (+40%), and a decline in grade 7 (-7%). While the data indicates a positive change in proficiency in grades 6 and 8, it does not show improved rate of growth in comparable periods from year to year. Thus, this data does not demonstrate improved academic performance in SGP. The Charter Holder also provided a comparison of the PSSS (Preliminary SAT Scoring Service) Spring 2013 median scale score compared to the Spring 2014 median scale score for the current year's 10th and 11th grade cohorts in Math. The Charter Holder stated that the PSSS is a practice test for the PSAT, and provides information on performance in Math domains that have a close correspondence to Common Core Standard Conceptual Categories, but that as the test is only given in the spring, they do not have current year data to compare. Their analysis indicates an increase in the median score by 3 points on the PSSS scale for each grade, but no analysis was provided to relate these scores to SGP, nor was analysis provided to relate the PSSS scale score to performance on AIMS. Thus, this data does not demonstrate improved academic performance in SGP. The Charter Holder also provided a comparison of average PSSS student score by Math disaggregated by domain for 2013 and 2014 administrations of the PSSS, and analysis by domain for class of 2016 and class of 2017, showing improvement in 7 of 9 domains for each class. The Charter Holder explained that while the analysis document indicates the years of the data were 2012 and 2013, the actual years were 2013 and 2014 due to a misreading of the data documents. These documents show an overall improvement in proficiency in areas related to the ACCR Standards, but do not provide data showing improved rate of student growth. In addition, data was provided for two prior years, but not for the current year since the test is only given in the spring. Thus, this data does not demonstrate improved academic performance in SGP. The Charter Holder also provided a comparison of Method Test Prep (MTP) Data for grades 9, 10, 11 for Fall 2014 and Winter 2015. According to the Charter Holder, all students in grades 9-11 took two practice college admissions tests in the current year. The students who are taking Geometry have taken two MTP practice ACT tests, and students currently taking Advanced Algebra took two MTP practice SAT tests. The results show an improvement in average ACT score of 2 points on the ACT scale, and an improvement in average SAT score of 115 points on the SAT scale, but did not provide analysis relating the scores to each other or to SGP. Also, this data only shows improvement in the current year, and does not provide a year-to-year comparison. Thus, this data does not demonstrate improved academic performance in SGP.
[D.2]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) - Reading **The documents provided do not demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.** **The documents provided do not demonstrate improved academic performance because:** No documents or analysis were provided by the Charter Holder which demonstrated improved student growth in Reading through comparisons of valid and reliable data for comparable periods from the prior and current years. A review of the documents provided by the Charter Holder is presented below. The Charter Holder provided graphs showing AIMS Web MAZE (Reading Comprehension) scores , comparing the 6th, 7th, and 8th grade

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	cohorts (FAY and non-FAY) of 2014-15 to their Spring 2013-14 assessment results, showing increased percentage of students listed as "Meets", a lower percentage of students listed as "At Risk", and a lower percentage listed as "Approaches" in all three grades. The Charter Holder said that the assessment measures risk levels, not mastery of specific standards, and shows that more students grew with the increased grade level expectations. However, the graphs show a one-time change and not an improvement in the change seen in comparable periods from year to year. The Charter Holder also said that the improvement in risk levels was due to the interventions they had made, including employment of a quarterly ELA teacher coach. However, while the data indicates a positive change in proficiency in grades 6-8, it does not show improved rate of growth. Thus, this data does not demonstrate improved academic performance in SGP. The Charter Holder provided two documents together, one of which presents the 2015 AIMSweb ROI Reading scores for each classroom in grades 6-8, and a second which presents the results of AIMS 2014. The Charter Holder said a comparison of these two documents indicates that the 2015 Fall-to-Winter ROI for Reading (MAZE) scores (against the national norm) would, on average, be higher for each grade than the cohort's 2014 AIMS SGP scores in Reading, and thus show evidence of improved growth. These documents were presented as evidence without written analysis only at the end of the site visit, and were included in the electronic folder of evidence. Board staff was unable to confirm the calculations that show the improvement in growth as stated by the Charter Holder. In Board staff's analysis of the data, while 6th grade improved from 2014 median SGP of 39 as 5th graders to an average 50th percentile ROI of 41.6 (+2.6 percentage points), 7th grade declined from 2014 median SGP of 39 as 6th graders to average 50th percentile ROI of 37.1 (-1.9), and 8th grade declined from 2014 median SGP of 39.5 as 7th graders to 2015 average 50th percentile ROI of 27.9 (-11.6). An average of these three figures indicates a decline in Reading growth in the current year. Thus, this data does not demonstrate improved academic performance in SGP. The Charter Holder also provided the AIMSweb Class distribution by Scores and Levels for grade 7, Fall 2014-2015. This document identifies individual students by intervention tier, with the number correct and lexile level for Fall 2014. The Charter Holder did not discuss this document during the site visit, and no analysis provided to connect the data to SGP. The document only shows raw data for a single grade, and does not show comparison to prior year. Thus, this data does not demonstrate improved academic performance in SGP. The Charter Holder also provided a comparison of the PSSS Spring 2013 median scale score compared to the Spring 2014, median scale score for the current year's 10th and 11th grade cohorts in Reading. The Charter Holder did not discuss this document during the site visit. Their analysis indicates an increase in the median score by 4.3 points on the PSSS scale for 10th grade, and 1.9 points for 11th grade, but no analysis was provided to relate these scores to SGP, nor was analysis provided to relate the PSSS scale score to performance on AIMS. In addition, data was provided for two prior years, but not for the current year. Thus, this data does not demonstrate improved academic performance in SGP.
[D.3]	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math **The documents provided do not demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math.** **The documents provided do not demonstrate improved academic performance because:** No documents or analysis were provided by

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the Charter Holder which demonstrated improved growth in Math for students in the bottom 25% through comparisons of valid and reliable data for comparable periods from the prior and current years. A review of the documents provided by the Charter Holder is presented below.

The Charter Holder provided a comparison of median Math SGP for the bottom 25% in grades 6-8 from AIMS for 2013 and 2014. The analysis shows an increase in SGP of 23 points in grade 6 to 46, an increase of 15 points in grade 8 to 47, and a decline in 7th grade of 4 points to 47. The Charter Holder stated that this document shows a trend in increasing SGP in Math for students in the bottom 25%. However, while data was provided for two prior years, the document does not show current year data. Thus, this data does not demonstrate improved academic performance in SGP for students in the bottom 25% in Math.

The Charter Holder also provided a document listing AIMS raw data for 2014 for grades 6-8, including the bottom 25%. Shows individual scale scores and performance levels on AIMS. The Charter Holder did not discuss this document during the site visit, and no analysis provided to connect the data to improved academic performance in SGP. Thus, this data does not demonstrate improved academic performance in SGP for students in the bottom 25% in Math.

The Charter Holder also provided an analysis of AIMSweb and IXL (an online Math support program used by students in the bottom 25%) data for grades 6-8 from Fall and Winter, 2014-2015. The document shows average scores for Number Sense, Ratios and Proportions (Statistics for grade 8) and Equations and Expressions. The Charter Holder stated that the data shows the improvement in scores from the Fall to Winter AIMSweb benchmark in ACCR Standard domains covered by IXL. 6 of the 9 domains show improvement in proficiency. The document also shows High School average IXL scores in Algebraic Representation and Functions and Relationships. Both show improvement in proficiency, and combined these documents indicate an overall increase in proficiency in the current year. However, no analysis was provided to indicate how the documents demonstrate increased growth in Math for students in the bottom 25% compared to the prior year, and no analysis of the rate of change compared to the same period in the prior was provided to demonstrate improved growth. Thus, this data does not demonstrate improved academic performance in SGP for students in the bottom 25% in Math.

The Charter Holder also provided the AIMSweb Class-At-A-Glance Report for grade 8, Winter 2015, which shows for each student relative strengths and weaknesses by Common Core domain in Math. The document also includes IXL performance by Strand, showing, for one student, performance by strand on ACCR Math Standards. The Charter Holder did not discuss this document during the site visit, and no analysis was provided to show how this document demonstrated increased growth in Math for students in the bottom 25% compared to the prior year.

The Charter Holder also provided a comparison of the PSSS Spring 2013 median scale score compared to the Spring 2014 median scale score for the current year's 10th and 11th grade bottom 25% cohorts in Math. The Charter Holder's analysis in the document indicates an increase in the median score by 5 points on the PSSS scale for bottom 25% students in grade 10, and by 4 points for bottom 25% students in grade 11. The Charter Holder did not discuss this document during the site visit, and no analysis was provided to relate these scores to SGP. In addition, while data was provided for two prior years, the document does not show current year data as this assessment is only given in the spring. Thus, this data does not demonstrate improved academic performance in SGP for students in the bottom 25% in Math.

The Charter Holder also provided an analysis of practice ACT and SAT scores from Method Test Prep (MTP) assessments for Fall 2014

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	to Winter 2014. The results show an improvement in average ACT score of less than one point on the ACT scale, and an improvement in average SAT score of 49 points on the SAT scale. The Charter Holder did not discuss this document during the site visit, and no analysis was provided to relate these scores to SGP. In addition, while data was provided for two prior years, the document does not show current year data as this assessment is only given in the spring. Thus, this data does not demonstrate improved academic performance in SGP for students in the bottom 25% in Math.
[D.4]	**Charter Holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading **The documents provided do not demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading.** **The documents provided do not demonstrate improved academic performance because:** No documents or analysis were provided by the charter holder which demonstrated improved growth in Reading for students in the bottom 25% through comparisons of valid and reliable data for comparable periods from the prior and current years. A review of the documents provided by the Charter Holder is presented below. The Charter Holder provided a comparison of median Reading SGP for the bottom 25% in grades 6-8 from AIMS for 2013 and 2014. The analysis shows a decrease in SGP of 6 points in grade 6 to 45, a decrease of 6 points in grade 7 to 44, and a decrease of 7 points in grade 8 to 38. During the site visit, the Charter Holder did not provide analysis showing how this document demonstrates increased growth in Reading for the bottom 25%. Board staff's analysis finds the data presented shows an overall decline in growth in Reading for students in the bottom 25% in the prior year, and does not provide data for the current year. Thus, this data does not demonstrate improved academic performance in SGP for students in the bottom 25% in Reading. The Charter Holder also provided a document listing AIMS raw data for 2014 for grades 6-8, including the bottom 25%. The document shows individual scale scores and performance levels on AIMS. The Charter Holder did not discuss this document during the site visit, and no analysis provided to connect the data to improved academic performance in SGP. Thus, this data does not demonstrate improved academic performance in SGP for students in the bottom 25% in Reading. The Charter Holder also provided a comparison of the PSSS Spring 2013 median scale score compared to the Spring 2014 median scale score for the current year's 10th and 11th grade bottom 25% cohorts in Reading. The Charter Holder's analysis in the document indicates an increase in the median score by 6.3 points on the PSSS scale for bottom 25% students in grade 10, and by 8.4 points for bottom 25% students in grade 11. The Charter Holder did not discuss this document during the site visit, and no analysis was provided to relate these scores to SGP. In addition, while data was provided for two prior years, the document does not show current year data as this assessment is only given in the spring. Thus, this data does not demonstrate improved academic performance in SGP for students in the bottom 25% in Reading.

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[D.5]	**Charter Holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing – Math **The documents provided do not demonstrate evidence of improved academic performance in Percent Passing – Math.** **The documents provided do not demonstrate improved academic performance because:** No documents or analysis were provided by the Charter Holder which demonstrated improved proficiency in Reading through comparisons of valid and reliable data for comparable periods from the prior and current years. A review of the documents provided by the Charter Holder is presented below. The Charter Holder provided a comparison of AIMSweb MCAP scores from the Spring 2014 to Winter 2015 school years. The graphs shows the 6th, 7th, and 8th grade cohorts (FAY and non-FAY) of 2014-15 compared to their Spring 2013-14 assessment results, showing increased percentage of students rated in the risk category of "Meets" in 6th and 8th grades, no change in the percentage of students rates in the risk category of "Meets" in the 7th grade, a decreased percentage of students listed as "At Risk" in grades 6-8, and a decreased percentage listed as "Approaches" in 6th and 8th grades. The Charter Holder said that the assessment measures risk levels, not mastery of specific standards, and shows that more students grew with the increased grade level expectations. The Charter Holder also said that the improvement in risk levels was due to the interventions they had made, including leveling math classes and starting an after school math lab. This data does indicate a positive change in proficiency in grades 6 and 8, and shows no decrease in proficiency in grade 7. Thus, this data only provides evidence of improved academic performance in Math percent passing for students in grades 6 and 8. The Charter Holder provided graphs and analysis showing the change in PSSS average scale scores for current 10th and 11th grade cohorts from Spring 2013 to Spring 2014. The graphs show an average increase of about 3 points in the PSSS scale for each grade. The Charter Holder stated that the PSSS assessment provides data in domains that correspond closely to the conceptual categories of the ACCR Standards, but that the PSSS scale did not correspond to AIMS passage, and was not based on the Common Core or Arizona State standards. No analysis was provided to indicate a relationship between PSSS scale scores and proficiency as measured by AIMS. In addition, data was provided for two prior years, but not for the current year. Thus, this data did not demonstrate improved academic performance in percent passing in Math. The Charter Holder also provided a comparison of Method Test Prep Data for grades 9, 10, 11 for Fall 2014 and Winter 2015. According to the Charter Holder, all students in grades 9-11 took two practice college admissions tests in the current year. The students who are taking Geometry have taken two practice ACT tests, and students currently taking Advanced Algebra took two practice SAT tests. The results show an improvement in average ACT score of 2 points on the ACT scale, and an improvement in average SAT score of 115 points on the SAT scale, but did not indicate how many students took each assessment, and did not provide analysis relating the scores to each other or to the passing score for AIMS. Also, this data only shows improvement in the current year, and does not provide a year-to-year comparison. Thus, this data does not demonstrate improved academic performance in Math percent passing. The Charter Holder presented a spreadsheet including analysis of Fall 2015 AIMS results for 11th grade students who had not passed AIMS Math in 10th grade. The document showed that for 35 11th graders who took the AIMS Math retest, 13 moved to Meets, and 1 improved from FFB to Approach. While this document was presented during the site visit, it was not added to the electronic folder of evidence provided at the site visit. This document provides evidence that some previously non-proficient high school students have shown improvement, but does not provide data regarding overall student proficiency in the current year, or a comparison to comparable data for the prior year. Thus, this data did not demonstrate improved academic performance in percent passing in Math.

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[D.6]	**Charter Holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, ELL – Math **The documents provided do not demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Math.** **The documents provided do not demonstrate improved academic performance because:** No documents or analysis were provided by the Charter Holder which demonstrated improved proficiency in Math for ELL students through comparisons of valid and reliable data for comparable periods from the prior and current years. A review of the documents provided by the Charter Holder is presented below. The Charter Holder provided a comparison of AIMSweb data showing a comparison of ELL student passing rates in Math Concepts and Applications and Math Computation for Spring 2014, Fall 2014, and Winter 2015. The data shows a consistent improvement in Concepts and Applications (from 18% in Spring 2014 to 43% in Winter 2015), and a decline in Computation from Spring 2014 to Winter 2015 (36% to 25%), but an improvement from Fall to Winter (17% to 25%). The Charter Holder stated that the scores represent 6 students identified as ELL students in Spring 2014, and that three of those students tested out of the ELL program for Fall 2014, but were kept in the data to provide comparable figures. The Charter Holder stated that the scores from the prior and current year are not directly comparable due to changes in the standards tested. The data does not show a consistent improvement in Math proficiency as one measure improved and a second declined, and does not show improvement for comparable periods from the prior and current years. Thus, this data does not demonstrate improved academic performance in Percent Passing for ELL students in Math. The Charter Holder provided reports showing data for AIMSweb scores for individual students listed by intervention tier, and the change from Fall 2014 to Winter 2015 in Math Computation for 6th grade. The document does not clearly indicate which students are identified as ELL. The Charter Holder did not discuss this document during the site visit, and no analysis was provided to show how this document demonstrated improved proficiency for ELL students. Thus, this data does not demonstrate improved academic performance in Percent Passing for ELL students in Math.

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[D.7]	**Charter Holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, ELL – Reading **The documents provided do not demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Reading.** **The documents provided do not demonstrate improved academic performance because:** No documents or analysis were provided by the Charter Holder which demonstrated improved proficiency in Reading for ELL students through comparisons of valid and reliable data for comparable periods from the prior and current years. A review of the documents provided by the Charter Holder is presented below. The Charter Holder provided a comparison of AIMSweb data showing a comparison of ELL student passing rates in Reading MAZE for Fall 2014 and Winter 2015. The data shows improvement from 12% in the Fall to 18% in the Winter. The Charter Holder stated that the scores represent 6 students identified as ELL students in Spring 2014, and that three of those students tested out of the ELL program for Fall 2014, but were kept in the data to provide comparable figures. The Charter Holder also stated that there were no scores from the prior year due to the passing of a teacher. The data shows improvement in Reading proficiency in the current year, but does not show improvement for comparable periods from the prior and current years. Thus, this data does not demonstrate improved academic performance in Percent Passing for ELL students in Reading. The Charter Holder provided reports showing data for AIMSweb scores for individual students listed by intervention tier, and the change from Fall 2014 to Winter 2015 in MAZE Comprehension for 6th grade. The document does not clearly indicate which students are identified as ELL. The Charter Holder did not discuss this document during the site visit, and no analysis was provided to show how this document demonstrated improved proficiency for ELL students. Thus, this data does not demonstrate improved academic performance in Percent Passing for ELL students in Reading.

I, Hugh Thompson, completed this Site Visit Inventory after the site visit conducted by the Arizona State Board of Charter Schools on January 20, 2015. [illegible]

I, Megan Olson, received a copy of this document following the site visit conducted by the Arizona State Board of Charter Schools on January 20, 2015. Megan Olson

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