Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Legacy Schools
School Name: Encore Arts Academy
Site Visit Date: May 12, 2015

Required for: Renewal
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome	
[A.AS.1] **Assessment Planner** **Grades K-2 DIBELS Next Composite Score Worksheet** **C.7.3 Formative Results** **Intervention Alert report**	**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 assessments include benchmark assessments are administered five times throughout the year as evidence by the Assessment Planner, which addresses the standards that were assessed at each benchmark. • Galileo assessments include Formative Assessment Results that address standards that did not receive and 80% passing. The Formative Results provide what percentage was mastered and according to the Charter Holder that percentage is the Instructional Effectiveness Assessment result. • DIBELS score worksheets for an individual students indicating the student is being progress monitored at the beginning, middle and end of the year. This assessment is used for students K-2. • A report is created through Galileo titled the Intervention Alert report that provides the teacher the standards that students mastered or did not. This document results in the creation of the prescribed formative assessments assessed using Galileo which in turn will provide the Instructional Effectiveness Assessment result for each formative 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.AS.2] **C.3.3 Curriculum Committee** **C.3.4 Curriculum Evaluation Rubric** **C.3.5 Galileo K-12 Online** **C.3.6 Curriculum Meeting** **Encore Arts Academy Curriculum Committee** **Element of Turnaround Process** **C.3.1 Leadership Team Processes and Procedures**	**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:** • Participation of Director, Principal, RTI Coordinator, Title I Director and representative teachers as evidenced through leadership team meetings and curriculum evaluation rubrics for the evaluation and selection of Galileo. Curriculum Committee document identifies each member of the curriculum committee and their specific responsibilities. • The yearly evaluation process uses the Curriculum Evaluation Rubric. The rubric records the evaluation of the Galileo Instructional and Assessment Resources. • Team meets monthly to review data, analyzes and interprets data, and uses a problem solving process to make decisions. • The Charter Holder presented a list of members involved in a meeting where during the evaluation of the	

	comprehensive assessment system conducted in the summer it was established that DIBELS would be considered for K-2 only. No date was provided on the three documents reviewed which included the roster of those who attended and the Element of Turnaround Process document. **Final Evaluation:**	
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[A.AS.3] **C.1.3 Lesson Plan Map** **C.1.9 Core Knowledge Sequence** **Assessment Planner** **Formative Results** **Intervention Alert report**	**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:** • Each objective is mapped with a pacing guide to ensure instruction of all standards throughout the year. The map includes when the student is assessed to determine mastery of a specific standard. • The Assessment Planner outlines the standards that are assessed for each benchmark, including the pre-test. • Mastery is documented according to benchmark and formative assessment results. • The Intervention Alert report identifies which standards are less than 60% proficient and require further 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.AS.4] **Assessment Planner** **C.7.3 Formative Results** **DIBELS worksheet** **DIBELS schedule using Move On When Reading plan** **C.1.6 Weekly Lesson Plan**	**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:** • Benchmark assessments were given 4 times this year which include a pre-test and three benchmarks. • Formative assessments are given more frequently throughout the year as teachers determine which standards are not mastered at 80% as evidence by the dates indicated on the Formative Results document. • DIBELS worksheet for each individual student displays the scores each one received at the beginning, middle and end of year monitoring. The Move On When Reading plan indicates the intervals for progress monitoring. The Charter Holder provided a document that indicates the timeframes for submission of the DIBELS data but did not have a title indicating it was for DIBELS progress monitoring. • Lesson plan format requires teacher to include what they are doing for Formative assessments in the classroom. **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.AN.5] **Data Meeting Protocol and Sign-In** **Intervention Alert** **Dialog Monitoring** **Class Test Scores Report** **Meeting notes March 5, 2015** **Data Decisions** **RtI program** **Leadership Data Team Meeting notes-handwritten**	**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 were provided professional development sessions on data-driven instruction and using the Galileo system. On a weekly basis teachers meet to discuss the benchmark and formative data during team meetings and data meetings. • The Data Meetings are being conducted quarterly and meeting notes reflect they are conducted weekly. In addition, Leadership Data Team meetings are conducted. The Charter Holder provided hand-written notes that indicate data was discussed, no date was provided on the meeting notes to indicate when the meeting took place and who from the leadership team attended. • Dialog Monitoring report is used by the interventionist to discuss data with the classroom teachers that instruct the intervention group. This follows the RtI program model and the cut scores that have been determined when discussing data. • Class Test Score Reports provide how teachers reviewed the data and identified students that required intervention based on a series of benchmark assessments that had been administered. **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.AN.6] **Data Meeting Protocol and Sign-In** **Intervention Alert** **Dialog Monitoring** **Class Test Scores Report** **Meeting notes March 5, 2015** **Data Decisions** **RtI program** **Leadership Data Team Meeting notes-handwritten**	**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:** • Teachers were provided professional development sessions on data-driven instruction and using the Galileo system. On a weekly basis teachers meet to discuss the benchmark and formative data during team meetings and data meetings. • The Data Meetings are being conducted quarterly and meeting notes reflect they are conducted weekly. In addition, Leadership Data Team meetings are conducted. The Charter Holder provided hand-written notes that indicate data was discussed, no date was provided on the meeting notes to indicate when the meeting took place and who from the leadership team attended. • Dialog Monitoring report is used by the interventionist to discuss data with the classroom teachers that instruct the intervention group. This follows the RtI program model and the cut scores that have been determined when discussing data. • Class Test Score Reports provide how teachers reviewed the data and identified students that required intervention based on a series of benchmark assessments that had been administered. • The Standards-Based assessment data in the intervention report is used to determine mastery of each objective. The Instructional Effectiveness Tool is data driven to guide 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.ADJ.7] **Intervention Alert report** **Formative Results** **C.1.6 Weekly Lesson Plan**	**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:** • The Intervention Report is printed out for each teacher after each benchmark. This report guides the teacher in lesson planning and in creating formative assessments to address standards that were assessed as 60%. • Data results can be accessed immediately after testing as evidenced by the color-coded Intervention Alert report and the Formative Results provide the dates when the additional assessments are given. **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.S.8] **Data Meeting Protocol and Sign-In** **Data Decisions** **RtI program** **Class Test Scores Report** **Formative Results**	**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:** • Dialog Monitoring report is used by the interventionist to discuss data with the classroom teachers that instruct the intervention group. This follows the RtI program model and the cut scores that have been determined when discussing data. • Class Test Score Reports provide how teachers reviewed the data and identified students that required intervention based on a series of benchmark assessments that had been administered. • The Standards-Based assessment data in the intervention report is used to determine mastery of each objective. The Instructional Effectiveness Tool is data driven to guide instruction. • Encore Arts Academy uses RTI to identify students' strengths and areas of weakness. • Implementation of a three-tiered model of instruction using progress monitoring data to drive instructional decisions. **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.S.9] **Class Test Scores Report** **Data Meeting Protocol and Sign-In** **Data Decisions** **RtI program** **Formative Results**	**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:** • ELL students are disaggregated and tracked in intervention groups. Identify in report highlighted labeled ELL. • The Standards-Based assessment data in the intervention report is used to determine mastery of each objective. The Instructional Effectiveness Tool is data driven to guide instruction. • Encore Arts Academy uses RTI to identify students' strengths and areas of weakness. • Implementation of a three-tiered model of instruction using progress monitoring data to drive instructional decisions. **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.S.10] **Not Applicable**	**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 **Not Applicable**	
	☐ 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.S.11] **Not Applicable**	**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 **Not Applicable**	
	☐ 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.