Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Omega Alpha Academy
School Name: Omega Alpha Academy School
Site Visit Date: April 8, 2015

Required for: Renewal
Evaluation Criteria Area: Assessment

Document Name/Identifi8cation	Intended Purpose and Discussion Outcome
[A.1] **•1: Chapter Tests End of unit assessments (Pg. 49).** **•2: Shurley - Chapter Quizzes (Pg. 50).** **•3: Saxon Tests (Pg. 51).** ***Galileo Quiz Builder*** ***Galileo Benchmark Assessments*** ***PowerSchool Grade Books***	**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:** • Interim Assessment takes place occasionally throughout a larger time period. Feedback to the learner is still quick, but may not be immediate - Chapter test; extended essay; a project scored with a rubric. The Charter Holder presented evidence of the implementation of curriculum based assessments and Galileo Quizzes. • Summative Assessment takes place at the end of a large chunk of learning, with the results being primarily for the teacher's or school's use. Results may take time to be returned to the student/parent, feedback to the student is usually very limited, and the student usually has no opportunity to be reassessed. - Benchmarking, Final exams; Major cumulative projects, research projects, and performances. The Charter Holder presented evidence of the implementation of Galileo benchmark assessments and curriculum-based summative assessments.
	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] ***Curriculum Meeting, Jan 14, 2014*** ***Email, Nov. 13, 2013*** ***Email, Oct. 31, 2014***	**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 provided evidence of school communications describing frustrations with AIMSweb (Email, Curriculum Meeting), including problems interpreting data and getting support. • The Charter Holder provided an email describing a conversation with ADE regarding the allowability of Galileo as a progress monitoring tool. **The documents provided do not demonstrate evidence of the following:** • a reflection process on current practices was implemented and key indicators were identified for selecting the

	Galileo Assessment tool. The Charter Holder described how the leadership team reviewed the features and benefits of Galileo vs. AIMSweb, but stated that no record was kept of this process. **The documents provided do not demonstrate evidence of the described processes because:** • No evidence was provided by the Charter Holder regarding the evaluation or selection of the current assessment system.
	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] ***G.A. Scale (pg. 03)*** ***Pre-Post G.A. Scale Scores (pg. 03)*** ***PLC Meeting Material***	**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:** • The Charter Holder presented evidence that the Galileo assessments were aligned to the curriculum through the ACCR Standards, and to the instructional methodology through the formative assessment results analyzed through the G.A. Scale PLC Meetings.
	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: Benchmark Administration Schedule (pg. 122)** **3to1 Inputting** ***G.A. Scale (pg. 03)*** ***Pre-Post G.A. Scale Scores (pg. 03)*** ***PLC Meeting Material*** ***Galileo Benchmark Assessments***	**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:** • There are a total of 5 assessments delivered by the Galileo Assessment tool: 1 Pre-assessment to be administered within the first two weeks of school, 3 benchmark Assessments to be administered upon the completion of each quarter, and 1 Post-Assessment to be administered at the end of the year. • Teachers are required to document at least one formative assessment weekly – this may be an in class assessment, project, and/or quiz. G.A. Scale (Pre/Post 1-2 week tests)

	• Formative weekly assessments documented by the 3:1 ratio inputting
	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] ***G.A. Scale (pg. 03)*** ***Pre-Post G.A. Scale Scores (pg. 03)*** ***PLC Meeting Material*** ***Galileo Benchmark Assessments*** ***Analyzing Assessment Flowchart*** ***Galileo Intervention Alert***	**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:** • The assessment system provides teachers with time in the master schedule to analyze assessment data. This is specifically held every Thursday, after school, PLC meetings. • Data is analyzed after each assessment interval. • The Charter Holder presented the Analyzing Assessment Data flowchart, describing the process used following each benchmark administration, and examples of the Intervention Alert and G.A. Scale PLC Meeting forms showing the consistent analysis of data according to the plan.
	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] ***G.A. Scale (pg. 03)*** ***Pre-Post G.A. Scale Scores (pg. 03)***	**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:** • The Charter Holder presented examples of the Intervention Alert and G.A. Scale PLC Meeting forms showing the consistent analysis of data according to the plan.
	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] ***G.A. Scale (pg. 03)*** ***Pre-Post G.A. Scale Scores (pg. 03)*** ***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:** • The Charter Holder presented examples of the Intervention Alert and G.A. Scale PLC Meeting forms showing the consistent analysis of data according to the plan. • The Charter Holder presented Lesson Plans indicating the instruction of ACCR standards identified by the G.A. Scale PLC Meetings.
	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] ***Intervention Goal Sheet*** ***Galileo Student Assessment History Report*** ***Tier 1-3 Intervention Model*** ***Bottom Quartile Spreadsheet*** ***A+ Student Progress Report***	**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:** • The Charter Holder described how the assessment system is used to monitor the performance of students in the bottom 25% through the Tiered Intervention program. • The Charter Holder stated that standards not being met by the bottom 25% were inputted into the A+ system, and the students needed to demonstrate mastery on the A+ Assessment Report to exit intervention.
	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] ***Galileo Individual Development Profile Report*** ***A+ Student Progress Report***	**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:** • The Charter Holder provided Galileo Individual Development Profile Report, which is printed out by the ILLP Coordinator for each ELL student following each benchmark assessment, and provided to each teacher, showing mastery level by standard, to identify students in need of intervention.

	• The Charter Holder stated that standards not being met by ELL students were inputted into the A+ system, and the students needed to demonstrate mastery on the A+ Assessment Report to exit intervention.
	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 **The documents provided demonstrate evidence of the following:** **The documents provided do not demonstrate evidence of the following:** • **N/A** **The documents provided do not demonstrate evidence of the described processes because:**
	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.11] ***Resource Room Daily Sign-in, PowerSchool Quick Lookup A+ Student Progress Report***	**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:** • The Charter Holder described how the progress of students with disabilities is monitored through attendance in the Resource Room, with frequesnt checks through PowerSchool of performance on formative and interim assessments. • The Charter Holder stated that standards not being met by the students with disabilities were inputted into the A+ system, and the students needed to demonstrate mastery on the A+ Assessment Report to exit intervention.
	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.