Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Deer Valley Charter Schools, Inc.
School Name: Deer Valley Academy
Site Visit Date: April 21, 2015

Required for: Renewal
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
[A.1] a. Comprehensive Assessment – Language Arts/Mathematics b. Student Performance Data (grouped by year)	**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:** • AIMS Results • Pre and Post Tests • Common Assessments (finals) • DVA Comprehensive 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.2] a. English Language Arts Curriculum b. Math Curriculum c. Professional Development 1. Agendas	**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:** • Content area teachers work as a team to identify the assessments that best align to curriculum, meet the standards, include high level thinking skills and maintain academic rigor. • The DVA Comprehensive Assessment was developed by a team of experts in their field. The process included the following: ○ Team preparation/objective ○ Materials gathered – AIMS practice tests, sample Common Core Standards Assessments, DVA curriculum and CCRS documents ○ Meeting dates established ○ Review of all materials ○ Identify standards and align questions ○ Compile questions in math, reading and writing ○ Formulate the assessment and establish testing schedule ○ Profession development session for overview of assessment ○ Pilot testing ○ Review results and adjust assessment ○ Finalize DVA Comprehensive Assessment

	○ Implement/administer assessment ○ Gather results/analyze data ○ Present data to teachers
	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] a. Benchmark Slide Presentation b. Common Core Presentation c. Student Performance Data (grouped by year) d. English Language Arts Curriculum e. Lesson Plans 2014-2015 1. Blank forms 2. Completed forms f. Math Curriculum	**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:** • **Teachers are tasked with following the pacing guides, preparing daily lessons and activities that address curriculum standards.** • **Monitoring instruction is accomplished by observation and evaluation to ensure the alignment of curriculum, instruction and 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.4] a. Student Performance Data (grouped by year) b. Teacher Evaluation Forms 1. Blank forms 2. Completed forms	**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:** • **DVA has developed and implemented a comprehensive assessment that is administered twice yearly.** • **Pre and post assessments continue to be administered during each of the (6) DVA sessions.** • **Data is provided to teachers in PD sessions that follow administration of the 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.5]
a. Student Performance Data (grouped by year)
	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:
	• DVA collects data during each of the six sessions. For example:
	  ○ Pre assessments given in first week of each session
	  ○ Mid-term assessments given in the third week of each session
	  ○ Post assessments given in the last week of each session
	  In each case, the data is collected, analyzed and charted.
	• All data analysis is presented to teachers in PD and/or staff meeting sessions.

	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]
a. Student Performance Data (grouped by year)
b. Professional Development
  1. Agendas
c. Teacher Evaluation Forms
  1. Blank forms
  2. Completed forms
	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:
	• Reviewing test results, commonly missed questions and possible gaps in instruction reveal critical information used to adjust instruction as necessary to ensure standards are taught and students are learning.
	• Teachers receive immediate feedback on pre assessments and mid-terms so that instructional adjustments can take place.

	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] a. Curriculum Process b. Teacher Evaluation Forms 1. Blank forms 2. Completed forms c. Walk Throughs	**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:** • Teachers are able to establish a baseline in each session to measure student achievement and identify content skill levels that assist them in daily lesson planning. • Mid-term tests provide the next substantial measure for each of the six sessions. Teachers evaluate student progress and communicate achievement to both students and parents. • Results from pre/post and mid-terms are analyzed and charted by the administrators with feedback to teachers. Academic trends and skill sets are identified and used to modify/adjust lessons as necessary for improvement in student performance. • Teachers were provided the assessment data and concepts at the October (2014) professional development session. Discussion regarding instructional methods and content concepts were discussed. Implementation of the modifications in mathematics and language arts began during session 3. • Assessments are given in fall and spring of each year, which provides focus as the curriculum revision timeline is implemented to resolve significant areas that appear to require improvement. • Instructional issues are targeted in observations and evaluations and teachers are given support in order to adjust their instruction. • A process is set in place to obtain feedback regarding curriculum adjustments that are needed. The administration solicits feedback on common assessment and standards based curriculum from the teachers, and if common issues arise, adjustments are made quickly.
	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] a. Student Performance Data (grouped by year) b. Tutoring Program 1. Description 2. Growth charts 3. Tutoring schedule	**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:** • Tutoring teachers are given concept-based assessments, and the needed reteaching can be individualized for each student. • Previously, AIMS data would serve as an exit ticket in order to allow students to opt out of tutoring. • Pre and post test data is used to monitor the effectiveness of tutoring.
	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]	**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)
	N/A
[A.10]	**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] **a.** Student Performance Data (grouped by year) **b.** IEP 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 students with disabilities **The documents provided demonstrate evidence of the following:** • Each student's IEP is implemented in class and monitored during the academic session by the special education teacher, who collaborates with the classroom teachers in order to progress monitor annual goals from the IEPs. • Pre and post assessments are given in the tutoring session to identify each student's area of need and specific skills for reinforcement. • Progress reports are provided to students at the mid-term and follow-up calls are made for any student not meeting the academic standards. • Assessment data for students with special needs is broken down into skills sets and concepts. The analysis is compiled and provided to the classroom teacher.

	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.