Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Desert Sky Community School, Inc.
School Name: Desert Sky Community School
Site Visit Date: February 17, 2015

Required for: Annual Report
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
[A.1] **Assessment Q#1 Math Worksheets** **Borrowing Math Chalkboard G2** **CARS & CAMS Pretest FY13** **Cupcake Chalkboard Math G1** **Daily Math Skills Tally** **DSCS THE USE OF PORTFOLIO ASSESSMENT IN EVALUATION** **Lesson Plan Guide ACCRS Aligned** **Main Lesson Book Rubric - LA Coady 2014** **Math Worksheets** **MOWR Plan** **Multiple Formature Assessments G3 Fall 2014** **Observation_Evaluation** **Sight Word Tally** **Skills Assessment G3 Excerpt** **Story for adding and subtracting by 2** **Teacher Memo AIMS Scores (2)** **Teacher Memo AIMS Scores** **Student Lesson Books** **Formative assessments 2nd grade** **2014.2015 Leadership Team Faculty Mtg other Meeting Notes (pg. 8)** **DIBELS results**	**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:** • DIBELS is administered a minimum of three times per year. • Portfolio-based assessment of the students' main lesson books with accompanying drawings and paintings, as well as projects as demonstrated in student lesson books reviewed on-site. • Skills assessments in the classroom also include daily or weekly assessments of math facts, spelling, vocabulary, phonics, math fluency, and other work that improves with practice. • Specialized assessments may be used to pinpoint areas of need. Assessments such as the CAMS (Comprehensive Assessment for Mathematic Strategies), TEMA, and Woodcock Johnson, are useful in planning intervention. • Assessment Sequence for primary grade students (K-3) identifies assessments and the frequency for administering the assessment tools.
[A.2] **2012_2013 Leader Team Assessment_Curriculum_Student Achievement** **2014_2015 Leadership Team Meeting**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for designing or selecting the assessment system **The documents provided do not demonstrate evidence of the following:** • The Leadership team consults with the core teachers, the Reading Specialist, and Interventionist

Notes **2014_2015 Leadership Team_Faculty Meeting_Assessment_Curriculum_Student Achievement** **Leadership Team Meeting Notes 2012_2013** **Bonnie Rivers (excerpt)**	• The assessment system is designed to meet the following parameters: Comply with requirements of charter schools; Provide teachers useful and meaningful data for improving student learning; Feasible implementation with our staffing, resources, and funding; Compatible with Waldorf education methods and child-development; Consult with other Charter Schools on purchased programs and methods that have been successful for them. • Formative assessments are part of the Waldorf instructional model and are a component of classroom instruction. • Bonnie Rivers (excerpt) identifies specific objectives that drive formative instruction. Classroom formative instruction is selected to provide information to teachers to allow for evaluation of students based on the objectives. • 2012_2013 Leader Team Assessment Curriculum Student Achievement document (page 2) includes a description of the timeline for improvement of math proficiency records the administrative and pedagogical review of pilot intervention. **The documents provided do not demonstrate evidence of the described processes because:** Leadership team minutes demonstrate discussions of changes to components of the assessment system and assessments and decisions made regarding assessments which demonstrate an ad hoc approach rather and not a systematic approach to designing and selecting assessments.
[A.3] **MOWR Plan** **Skills Checklist G2 Excerpt with Standard FY14** **Student Lesson Books** **Formative assessments 2nd grade** **CAMS Assessment books and teacher guide (reviewed on-site)**	**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:** • Assessments such as DIBELS, CARS, and CAMS align to the curriculum by way of standards, and are used at minimal intervals, to identify students in need of additional support, and to direct instructional practice. • CAMS pre and post tests identify Common Cores standards. • Portfolio-based assessment of the students' main lesson books with accompanying drawings and paintings, as well as projects as demonstrated in student lesson books reviewed on-site. • Skills assessments in the classroom also include daily or weekly assessments of math facts, spelling, vocabulary, phonics, math fluency, and other work that improves with practice.

[A.4] **MOWR Plan** **Quarterly Progress Reports**	**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:** • In addition to daily formative assessments that direct instruction, and annual summative state-standardized testing in the Spring, teachers write progress reports 4 times per year (October, December, March, and May) reflecting classroom assessments of skills and projects/portfolios. • DIBELS benchmark assessments are conducted three times a year, and more often for students receiving intervention.
[A.5] **2012_2013 Leader Team Assessment_Curriculum_Student Achievement** **2014_2015 Leadership Team_Faculty Meeting_Assessment_Curriculum_Student Achievement** **Lesson Plan G4_5 Math Feb 2015** **Quarterly Progress Reports** **Skills Checklist G2 Excerpt with Standard FY14** **Formative assessments 2nd grade**	**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 compile progress reports four times a year. • The Reading Specialist administers the DIBELS assessments, and refers concerns to the Leadership Team which collects teacher input as well, and analyzes for a decision to monitor or intervene with supports (in-class, afterschool tutoring, or refer to Reading Specialist). • At weekly faculty meetings assessment results are brought to teachers to reflect and inform instructional practice. Based on discussion students are identified for tutoring.
[A.6] **2014.2015 Leadership Team Faculty Mtg other Meeting Notes for Teacher Prof. Den.Eval Correct the Action** **Formative Assessment Notes on Lesson Plan** **Meeting Notes Teacher.LT Notes** **Professional Development Eval Corrective Action 2012.2013** **Formative Assessment Notes on Lesson Plan** **Diagnostic Results**	**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:** • At weekly faculty meetings assessment results are brought to teachers to reflect and inform instructional practice. Based on discussion students are identified for tutoring. • Diagnostic results are used for placement of students and adjustments to instruction and curriculum based on fluency levels (reading) and calculations (math).

[A.7] **Block Rotation Revision to Meet Student Need** **Formative Assessment Notes on 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:** • Adjustment to instruction may be made at very short intervals as teachers analyze brief formative assessments. • Analysis shared at weekly faculty meetings may also prompt teachers adjust instructional practice and/or pilot specific curricular adjustments. • Formative Notes on Lesson Plan identify specific changes to instruction or curriculum for individual students based on formative assessment results.
[A.8] **MOWR Plan** **Formative assessments for progress monitoring**	**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:** • Individualized student assessments aligned to specific standards and skills are used to monitor student progress.
[A.9] **N/A**	**Not Applicable**
[A.10] **FRL** **Formative assessments for progress monitoring**	**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:** • Individualized student assessments aligned to specific standards and skills are used to monitor student progress.
[A.11] **Documentation of Student Progress_Progress Monitoring**	**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:** • Student progress toward IEP goals is reported quarterly. Student mastery of goals is recorded on the form. • Specialized assessments may be used to pinpoint areas of need. Assessments such as the TEMA, and Woodcock Johnson, are useful in planning intervention.

I, Steve Sarmento, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on February 17, 2015.

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I, Shelly Adrian, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on February 17, 2015.

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