Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Camino Montessori
School Name: Camino Montessori
Site Visit Date: April, 2015

Required for: Expansion - Grade Level
Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome
[D.1] **Data Charts DSP – Final** **STAR_Early_Literacy_MATH-3**	**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 demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.** • The STAR_Early_Literacy_MATH-3 presents the data underlying the charts provided in the DSP. A review of this data confirmed the findings from the analysis of the data presented in the charts. The data shows an improvement in the increase in median percentile rank from 5 points in FY14 (between the Fall and Winter administrations) to 17 points in FY15 (between the Fall and Winter administration) The data provided by the Charter Holder demonstrates improved academic performance in Student Median Growth (SGP) – Math.
[D.2] **Data Charts DSP – Final** **STAR_Early_Literacy_READING-3**	**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 demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Reading.** • The STAR_Early_Literacy_READING-3 presents the data underlying the charters provided in the DSP. A review of this data confirmed the findings from the analysis of the data presented in the charts. The data shows an improvement in the increase in median percentile rank from 6 points in FY14 (between the Fall and Spring administrations) to 18 points in FY15 (between the Fall and Winter administration) The data provided by the Charter Holder demonstrates improved academic performance in Student Median Growth (SGP) – Reading.
[D.3] **Data Charts DSP – Final** **STAR_Early_Literacy_MATH-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 demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math.** • The STAR_Early_Literacy_MATH-3 presents the data underlying the charts provided in the DSP. A review of this data confirmed the findings from the analysis of the data presented in the charts. The data shows an

	improvement in the increase in median percentile rank from 7 points in FY14 (between the Fall and Winter administrations) to 31 points in FY15 (between the Fall and Winter administration) • The data provided by the Charter Holder demonstrates improved academic performance in Student Median Growth (SGP) bottom 25% - Math.
[D.4] **Data Charts DSP – Final** **STAR_Early_Literacy_READING-3**	**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 demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Reading.** • The STAR_Early_Literacy_READING-3 presents the data underlying the charts provided in the DSP. A review of this data confirmed the findings from the analysis of the data presented in the charts. The data shows an improvement in the increase in median percentile rank from 7 points in FY14 (between the Fall and Winter administrations) to 41 points in FY15 (between the Fall and Winter administration) • The data provided by the Charter Holder demonstrates improved academic performance in Student Median Growth (SGP) bottom 25% - Reading.
[D.5] **Data Charts DSP – Final** **STAR_Early_Literacy_MATH-3**	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing – Math **The documents provided demonstrate evidence of improved academic performance in Percent Passing – Math** • The STAR_Early_Literacy_MATH-3 shows an improvement in the increase in percent of students labeled At/Above from 6 percentage points in FY14 (between the Fall and Winter administrations) to 32 percentage points in FY15 (between the Fall and Winter administration). • As of the Winter benchmark in FY14 49% of students were labeled as At/Above, in FY15 this increased to 67% of students labeled as At/Above.
[D.6] **Data Charts DSP – Final** **STAR_Early_Literacy_READING-3**	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing – Reading **The documents provided demonstrate evidence of improved academic performance in Percent Passing – Reading.** • The STAR_Early_Literacy_READING-3 shows an improvement in the increase in percent of students labeled At/Above from 11 percentage points in FY14 (between the Fall and Winter administrations) to 14 percentage points in FY15 (between the Fall and Winter administration).

[D.7] **Data Charts DSP – Final** **STAR_Early_Literacy_MATH-3**	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, ELL – Math **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Math.** • The STAR_Early_Literacy_Math-3 shows an improvement in the increase in percent of ELLs labeled At/Above from no change in FY14 (between the Fall and Winter administrations) to 50 percentage points in FY15 (between the Fall and Winter administration). • As of the Winter benchmark in FY14 40% of ELLs were labeled as At/Above in Math, in FY15 this increased to 50% of ELLs were labeled as At/Above in Math.
[D.8] **Data Charts DSP – Final** **STAR_Early_Literacy_READING-3**	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, ELL – Reading **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Reading.** • The STAR_Early_Literacy_READING-3 shows an improvement in the increase in percent of students labeled At/Above from no change in FY14 (between the Fall and Winter administrations) to 50 percentage points in FY15 (between the Fall and Winter administration). • As of the Winter benchmark in FY14 20% of ELLs were labeled as At/Above in Reading, in FY15 this increased to 50% of ELLs were labeled as At/Above in Reading.
[D.9] **Data Charts DSP – Final** **STAR_Early_Literacy_MATH-3**	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, FRL – Math **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Math.** • The STAR_Early_Literacy_Math-3 shows an improvement in the increase in percent of students labeled At/Above from a decline of 10 percentage points in FY14 (between the Fall and Winter administrations) to 34% in FY15 (between the Fall and Winter administration). • As of the Winter benchmark in FY14 40% of FRL-eligible students were labeled as At/Above in Math, in FY15 this increased to 67% of FRL-eligible students were labeled as At/Above in Math.

[D.10] **Data Charts DSP – Final** **STAR_Early_Literacy_READING-3**	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, FRL – Reading **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Reading.** • The STAR_Early_Literacy_READING-3 shows an improvement in the increase in percent of students labeled At/Above from 15 percentage points in FY14 (between the Fall and Winter administrations) to 19 percentage points in FY15 (between the Fall and Winter administration).
[D.11] **Data Charts DSP – Final** **STAR_Early_Literacy_MATH-3**	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, Students with disabilities – Math **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Math.** • The STAR_Early_Literacy_MATH-3 shows an improvement in the increase in percent of students labeled At/Above from no change in FY14 (between the Fall and Winter administrations) to 50 percentage points in FY15 (between the Fall and Winter administration). • As of the Winter benchmark in FY14 33% of students with disabilities were labeled as At/Above in Math, in FY15 this increased to 75% of students with disabilities were labeled as At/Above in Math.
[D.12] **Data Charts DSP – Final** **STAR_Early_Literacy_READING-3**	**Charter holder indicated the intended purpose of the document was to demonstrate:** improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading **The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading.** • The STAR_Early_Literacy_READING-3 shows an improvement in the increase in percent of students labeled At/Above from no change in FY14 (between the Fall and Winter administrations) to 25 percentage points in FY15 (between the Fall and Winter administration).