Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Camino Montessori
School Name: Camino Montessori
Site Visit Date: April 17, 2015

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

Document Name/Identification	Intended Purpose and Discussion Outcome
[A.1] **Montessori Compass** **STAR Assessment data** **Math Test 1.9** **Math Test 2.9** **Math Test 3.9** **Compass Checklist**	**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:** • observation & anecdotal assessments recorded in the Classroom Dashboard by the teacher this collects academic data as well as other behavioral information about students • Montessori Compass student progress • STAR assessment for benchmark & screening • teacher made assessments to monitor growth (Pre and post-test) in specific areas • Compass Checklist
	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] **Instructional Team Mtg – Assessment Plan**	**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:** • Instructional team meeting minutes and related documents identify the topics discussed for the development of the assessment plan. Components for the assessment system are derived from "Getting the most out of STAR Assessments". STAR assessments are one of the assessment tools used by Camino Montessori.
	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] **Grade K Compass Standards ELA-MATH** **Grade 1 Compass Standards ELA and MATH** **Grade2 Compass Standards ELA and MATH** **Grade 3 Compass Standards ELA and MATH** **STAR Early Literacy CCSS Alignment**	**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:** • Compass Checklist records student task performance of students as assessment of student mastery the standard associated with the task. • Lessons have embedded assessments that have been with aligned with the standards. The standards are identified in curriculum crosswalk documents to identify which specific standards are assessed in each lesson.
	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] **STAR Assessment Data** **Instruct Team Mtg- ASSESSMENT PLAN** **Math Test 1.9** **Math Test 2.9** **Math Test 3.9** **Compass checklist**	**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:** • The intervals for data analysis coincide with our STAR benchmark and screening assessment windows. Three benchmarks are administered each year. • Formative assessments - They are used to identify students' strengths as well as learning deficiencies or gaps these are given three times a year. • Interim assessments - provide a "snap shot" of students' progress, and serve instruction, evaluation, and prediction purposes and occur on an ongoing basis. • Summative assessments—serve an important accountability purpose for school and classrooms and occur on an ongoing basis. • Classroom Assessments—teachers will use to obtain information and provide feedback about students' progress on important learning outcomes that are not easily assessed with other assessment formats are scheduled three times a year.
	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] **Inst Team Mtg Data 2014-11-14** **Instructional Meeting 2015-02-20**	**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 intervals for data analysis coincide with our STAR benchmark and screening assessment windows and are scheduled to occur within 5-10 school days after testing is completed. • Agendas were provided that identify analysis of assessment data. Data reports reviewed and analyzed with accompanying data were attached.
	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] **Instructional Meetings (11-14-2014,1-30-2015, 2-20-2015, 3-6-2015)** **Compass Checklist** **STAR Data** **Compass Observations**	**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:** • Compass Checklist and observation records document frequent observations of student behavior which identify the historical record of student activity and behavior which lead up to student presentation and mastery of skills. • During student presentation teachers assess the type of follow-up activity required for the student based on their analysis of student performance of the task. This information is captured in Compass observations. • STAR data is used as a validator of daily instruction and assessment. Math and Reading results are used to identify areas for specific interventions based on student performance.
	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] **STAR Reports** **STAR Instructional Planning – EI Class Fall and Winter** **Compass observations** **STAR Diagnostic – Class - Fall**	**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:** • Summative at intervals: Monthly basis, based on screening and assessment tools • STAR data is used as a validator of daily instruction and assessment. Math and Reading results are used to identify areas for specific interventions based on student performance. Benchmark results are analyzed three times a year. • Compass observations record adjustments made to curriculum and instruction. Students are identified for instructional and planning groups. Instructional planning groups are targeted for instruction for specific skills. Ongoing progress monitoring is used to evaluate student progress. • Class diagnostic reports are used to monitor student progress within specific skill sets that are part of the instructional planning groups.
	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] **STAR Fall-Winter Progress Monitor** **STAR Data** **STAR Instructional Planning – EI Class Fall and Winter**	**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 initial Screening Report identifies the bottom 25%, then a Diagnostic Report can be run for individual students, or as a subgroup, and data indicates targeted core literacy and numeracy skills that student and/or group may be ready to learn. • Interventions are set up In the STAR system, and specific goals/targets for learning can be set, and then Student or Group Monitoring Progress Reports can be analyzed to assess the effectiveness of the 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] **STAR Fall-Winter Progress Monitor** **STAR Data** **STAR Instructional Planning – EI Class Fall and Winter** **ILLP Quarterly Progress Reports**	**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:** • Interventions can be set up In the STAR system, and specific goals/targets for learning can be set, and then Student or Group Monitoring Progress Reports can be analyzed to assess if students are responding to the intervention. • We use information gained from the AZELLA assessments, both current and past performance, to assist in ascertaining assessment adaptations for each student. • ILLP documents record quarterly progress reports of student progress toward goals. The documents record quarterly updates of student progress.
	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] **STAR Fall-Winter Progress Monitor** **STAR Data** **STAR Instructional Planning – EI Class Fall and Winter**	**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:** • Interventions can be set up In the STAR system, and specific goals/targets for learning can be set, and then Student or Group Monitoring Progress Reports can be analyzed to assess if students are responding to the intervention. • **Relevant documents**: Generated reports and data analysis summaries, Identified intervention strategies, goals, & progress data
	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] **STAR Fall-Winter Progress Monitor** **STAR Data** **STAR Instructional Planning – EI Class Fall and Winter** **IEP Goals and progress monitoring toward goals.**	**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:** • Interventions can be set up In the STAR system, and specific goals/targets for learning can be set, and then Student or Group Monitoring Progress Reports can be analyzed to assess if students are responding to the intervention. • In addition, the IEP process includes planning for necessary adaptations & accommodations related to each student's specific needs.
	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.