Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Painted Desert Demonstration Projects, Inc.
School Name: STAR Charter School
Site Visit Date: May 1, 2014

Required for: Renewal
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
The STAR School System of Developing and Revising Curriculum	**Charter holder indicated the intended purpose of the document was to demonstrate: the system for developing and revising curriculum.** **ASBCS staff: observed a description of the commonly agreed-on elements that are found in every classroom, common methods of assessment (some specific to a grade or grade range), and a description of recent changes to the curriculum.** **A copy of this document was taken because: it provides evidence of a fragmented approach the school uses to develop and revise curriculum aligned to standards.**
STAR Faculty Meeting 11/15/2013 Agenda	**Charter holder indicated the intended purpose of the document was to demonstrate: the system for developing and revising curriculum.** **ASBCS staff: observed that it listed discussions regarding the curriculum maps, AIMSWeb first quarter data, and portfolios.** **A copy of this document was taken because: it provides evidence of a fragmented approach the school uses to develop and revise curriculum aligned to standards.**
STAR Beginning of the Year Tentative Itinerary for July 15-19	**Charter holder indicated the intended purpose of the document was to demonstrate: the system for developing and revising curriculum.** **ASBCS staff: observed that the teachers were scheduled to share themes to be covered in core curricular areas aligned to ELA and Math; different assessment tools for evaluating the students;** **A copy of this document was taken because: it provides evidence of a fragmented approach the school uses to develop and revise curriculum aligned to standards.**

April 11 Important Faculty Meeting	Charter holder indicated the intended purpose of the document was to demonstrate: the system for developing and revising curriculum. ASBCS staff: observed that curriculum maps were developed independently by each teacher in July and shared. A copy of this document was taken because: it provides evidence of a fragmented approach the school uses to develop and revise curriculum aligned to standards.
April 7th Newsletter	Charter holder indicated the intended purpose of the document was to demonstrate: the system for developing and revising curriculum. ASBCS staff: observed a communication of the expectations that teachers have created curriculum maps for the next school year. A copy of this document was taken because: it provides evidence of a fragmented approach the school uses to develop and revise curriculum aligned to standards.
Montessori Curriculum Correlation: • Preschool & Kindergarten • 1st, 2nd, 3rd	Charter holder indicated the intended purpose of the document was to demonstrate: a curriculum including supplemental curriculum aligned to the standards. ASBCS staff: observed that the documents list Montessori learning activity and materials, correlating the anchor standard and the 3rd grade CORE standard with the specific learning activity and materials. A copy of this document was taken because: it provides evidence of a fragmented approach the school uses to implement curriculum aligned to standards.
Basic Overview	Charter holder indicated the intended purpose of the document was to demonstrate: a curriculum including supplemental curriculum aligned to the standards. ASBCS staff: observed a description of the Montessori work cycle including weekly plans or lesson lists, and alignment of each lesson to Common Core standards. A copy of this document was taken because: it provides evidence of a fragmented approach the school uses to implement curriculum aligned to standards.

3rd & 4th grade Curriculum Map for Voices Reading	Charter holder indicated the intended purpose of the document was to demonstrate: a curriculum including supplemental curriculum aligned to the standards. ASBCS staff: observed identification of theme by themes, date range, topics covered; states that correlation to standard is covered in report card. A copy of this document was taken because: it provides evidence of a fragmented approach the school uses to implement curriculum aligned to standards.
STAR School 3rd Grade Performance Report Card/ 4th grade performance Report Card – template used as key for curriculum map	Charter holder indicated the intended purpose of the document was to demonstrate: a curriculum including supplemental curriculum aligned to the standards. ASBCS staff: observed that standards are identified by the quarter taught, with some marked C for "Constant all year"; report card indicates when standard was introduced, partially mastered, fully mastered. A copy of this document was taken because: it provides evidence of a fragmented approach the school uses to implement curriculum aligned to standards.
5th & 6th grade curriculum map for Math and ELA	Charter holder indicated the intended purpose of the document was to demonstrate: a curriculum including supplemental curriculum aligned to the standards. ASBCS staff: observed a listing by quarter of: standards taught, assessment used, instructional materials A copy of this document was taken because: it provides evidence of a fragmented approach the school uses to implement curriculum aligned to standards.
7th and 8th Grade Curriculum Map for Math	Charter holder indicated the intended purpose of the document was to demonstrate: a curriculum including supplemental curriculum aligned to the standards. ASBCS staff: observed a listing by quarter of: standards taught, assessment used, instructional materials A copy of this document was taken because: it provides evidence of a fragmented approach the school uses to implement curriculum aligned to standards.

7th and 8th Grade Curriculum Map for ELA	Charter holder indicated the intended purpose of the document was to demonstrate: a curriculum including supplemental curriculum aligned to the standards. ASBCS staff: observed a listing by theme of: standards taught, assignment, due date A copy of this document was taken because: it provides evidence of a fragmented approach the school uses to implement curriculum aligned to standards.
Email March 18-19, 2014 between Vikki Thomas and Steve Babcock re ixl.com	Charter holder indicated the intended purpose of the document was to demonstrate: the system for developing and revising curriculum. ASBCS staff: observed a discussion of ixl.com as a curricular resource, and successmaker for Math and Language Arts A copy of this document was taken because: it provides evidence of a fragmented approach the school uses to develop and revise curriculum aligned to standards.
Email August-November 2012 between John Long of Explore Learning and Steve Babcock re purchase and adoption of Gizmos; The Research Behind Gizmos; Email from Tom Tomas to Dr. Sorenson regarding the implementation of Gizmos, May 1, 2014	Charter holder indicated the intended purpose of the document was to demonstrate: the system for developing and revising curriculum. ASBCS staff: observed that it outlines the purchasing process for curricular resources, and provides some evidence of the process for adopting curriculum. A copy of this document was taken because: it provides evidence of a fragmented approach the school uses to develop and revise curriculum aligned to standards.
Mastery Checklist from Montessori Compass(original on iPad for each student) 1st and 2nd grades Math	Charter holder indicated the intended purpose of the document was to demonstrate: a curriculum including supplemental curriculum aligned to the standards. ASBCS staff: observed it tracks student progress to lesson by page reference. A copy of this document was taken because: it provides evidence of a fragmented approach the school uses to implement curriculum aligned to standards.

Montessori Compass on iPad used PreK to 2nd	**Charter holder indicated the intended purpose of the document was to demonstrate: a curriculum including supplemental curriculum aligned to the standards.** **ASBCS staff: observed that it allowed teachers to assign lessons to students based on their mastery level. The lessons are aligned to CC standards within the program** **A copy of this document** was **taken through a screenshot emailed to SS because: it provides evidence of a fragmented approach the school uses to implement curriculum aligned to standards.**
NAMC Montessori Math Lesson Binder grade 2	**Charter holder indicated the intended purpose of the document was to demonstrate: a curriculum including supplemental curriculum aligned to the standards.** **ASBCS staff: observed that the lessons were in sequence.** **A copy of this document** was not **taken because: it was reviewed on site and found to provide evidence of a fragmented approach the school uses to implement curriculum aligned to standards.**
3rd Quarter Jupiter Grades student printout with weekly results – January and February 2014 (used in 3rd – 8th)	**Charter holder indicated the intended purpose of the document was to demonstrate: a curriculum including supplemental curriculum aligned to the standards.** **ASBCS staff: observed a listing of dates, assignments, score (indicating mastery level with 4 being proficient), Worth (showing value) and whether an assignment is missing.** **A copy of this document** was **taken because: it provides evidence of a fragmented approach the school uses to implement curriculum aligned to standards.**
Scope and Sequence Grade 3 – Math Minutes, Daily Reading, Daily Math (Used 3-6), Daily Science, Florida Center for Reading	**Charter holder indicated the intended purpose of the document was to demonstrate: a curriculum including supplemental curriculum aligned to the standards.** **ASBCS staff: observed that the lists identify the lesson and what week it will be taught for Daily Reading, Math, and Science; and center activities for supplemental areas.** **A copy of this document** was **taken because: it provides evidence of a fragmented approach the school uses to implement curriculum aligned to standards.**

Weekly Work Cycle Grade 3-4	**Charter holder indicated the intended purpose of the document was to demonstrate: a curriculum including supplemental curriculum aligned to the standards.** **ASBCS staff: students completion of assignments for the week based on the Scope and Sequence documents, and including supplementary curriculum.** **A copy of this document** was **taken because: it provides evidence of a fragmented approach the school uses to implement curriculum aligned to standards.**
The Complete Common Core State Standards Kit Grade 3	**Charter holder indicated the intended purpose of the document was to demonstrate: a curriculum including supplemental curriculum aligned to the standards.** **ASBCS staff: Observed that the cards listsed the 3rd grade standards in both formal and student-friendly "I can" language to share expectations with students.** **A copy of this document** was not **taken because: it is a resource teachers use in their room.**
List of Teacher Assistance Team Meetings for year with status of student; Intervention process description; student initial screening form; Curriculum Material - SPED; Referral for Child Study form; Child Study Intervention Plan; Intervention Plan log form	**Charter holder indicated the intended purpose of the document was to demonstrate: curriculum including supplementary curriculum that contributes to increased learning of students with disabilities.** **ASBCS staff: observed a system for identifying and supporting students with disabilities as evidenced by curriculum materials, meeting logs, and completed forms.** **A copy of these documents** was **taken because: they show evidence of a system to adopt curriculum to meet the needs of students with disabilities.**
STAR School Title I Grant Program Measures for Federal Performance Reporting; log of weekly intervention minutes by student and interventionist	**Charter holder indicated the intended purpose of the document was to demonstrate: curriculum to contribute to the learning of students in the lowest 25%.** **ASBCS staff: observed that the template form lists the person responsible for intervention for the range of grades in Reading and Math, and tracks the time spent with students on materials from the regular classroom assignments.** **A copy of this document** was **taken because: they provide evidence of a system to implement curriculum to meet the needs of students with performance in the lowest 25%.**

Hertha's SPED Minutes tracking intervention with SPED students by month; intervention/ observation notebook	**Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum including supplementary curriculum that contributes to increased learning of students with disabilities.** **ASBCS staff: observed that the template form lists the person responsible for intervention for the range of grades in Reading and Math, and tracks the time spent with students;** **A copy of this document** was not **taken because: it includes student identifiable information, but they show evidence of a system to implement curriculum to meet the needs of students with disabilities.**
Teaching Assistance Team Meeting, April 14, 2014	**Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum including supplementary curriculum that contributes to increased learning of students with disabilities.** **ASBCS staff: observed evidence of a system to implement curriculum to meet the needs of students with disabilities.** **A copy of these documents** was **taken because: they show evidence of a system to implement curriculum to meet the needs of students with disabilities.**
The STAR 3 to 3rd Project Curricular Films DVD and Pamphlet	**Charter holder indicated the intended purpose of the document was to demonstrate: the process used by the school to adapt and implement curriculum aligned to the standards.** **ASBCS staff: was not able to view the films on site.** **A copy of this document** was **taken because: there was not time to review the full film during the site visit.**
3rd/4th Math Testimony	**Charter holder indicated the intended purpose of the document was to demonstrate: implementation of a curriculum including supplemental curriculum aligned to the standards.** **ASBCS staff: observed an overview of the 3rd/4th math curriculum describing curricular resources and assessments.** **A copy of this document** was **taken because: it provides evidence of a fragmented approach the school uses to implement curriculum aligned to standards.**

I, Hugh Thompson, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on May 1, 2014 _____.

I, Mark Sorenson, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on May 1, 2014 _____.

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Painted Desert Demonstration Projects, Inc.
School Name: STAR Charter School
Site Visit Date: May 1, 2014

Required for: Renewal
Evaluation Criteria Area: Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
STAR School Teacher Assessment	**Charter holder indicated the intended purpose of the document was to demonstrate: a process to evaluate the quality of instruction.** **ASBCS staff: observed an overview and goals, frequency of observations** **A copy of this document** was **taken because: they provided evidence of a system to evaluate the quality of instruction.**
STAR School Clinical Observation Notes for Domains 1 and 2 (planning & preparation; classroom environment) from August 2013 for all grades	**Charter holder indicated the intended purpose of the document was to demonstrate: a process to evaluate the quality of instruction.** **ASBCS staff: observed observation notes, feedback to teacher** **A copy of this document** was not **taken because: of the volume of documentation.**
Second Quarter STAR Teacher Evaluations for Domain 3 (Instruction) from November 2013 for	**Charter holder indicated the intended purpose of the document was to demonstrate: a process to evaluate the quality of instruction, and monitor the integration of ACCRS into instruction.** **ASBCS staff: observed observation notes and feedback, with lesson plans including feedback for 1-2, 3-4. Observation demonstrates monitoring of instruction aligned to the standards, differentiation for students in lowest 25%.** **A copy of this document** was **taken because: they provided evidence of an approach to monitor the integration of ACCRS into instruction and a system to evaluate the quality of instruction, including instruction aimed at students with growth percentiles in the lowest 25%.**

I, Hugh Thompson, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on May 1, 2014 _____.

I, Mark Sorensen, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on May 1, 2014 _____.

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Painted Desert Demonstration Projects, Inc.
School Name: STAR Charter School
Site Visit Date: May 1, 2014

Required for: Renewal
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
Newsletter of August 19-23	**Charter holder indicated the intended purpose of the document was to demonstrate: a comprehensive assessment system based on clearly defined performance measures.** **ASBCS staff: observed an expectation that formative (benchmark) assessments be completed on a schedule.** **A copy of this document** was **taken because: it provides evidence of a comprehensive assessment system based on clearly defined performance measures aligned with curriculum and instructional methodology and includes data collection from multiple assessments.**
Words Their Way Inventory 7-8; Mastery Checklist – Math; Jupiter Grades student record; Performance Record for 3-4 ELA; 5th/6th grade Formative Assessment Data Collection for ELA;	**Charter holder indicated the intended purpose of the document was to demonstrate: a comprehensive assessment system based on clearly defined performance measures including data collection from multiple assessments.** **ASBCS staff: observed formative assessment records including: 1st/2nd Mastery Checklist – Math*, Performance Record 3rd Phonemic/Phonics; 3rd Phonics*; 3rd Structure*; 3rd Fluency Connected; 3rd Vocabulary 1 and 2; 3rd Word Analysis; 4th Advanced Phonics*; 4th Fluency; 4th Vocab 1; 4th Vocab 2; 4th Comprehension 1 & 2; 5th-6th Formative Assessment Data Collection*; 7-8 Words Our Way Spelling Inventory*** **A copy of this* document** was **taken because: A copy of this document** was **taken because: it provides evidence of a comprehensive assessment system based on clearly defined performance measures aligned with curriculum and instructional methodology and includes data collection from multiple assessments.**
AIMSWeb 1st Fall, Math	**Charter holder indicated the intended purpose of the document was to demonstrate: a comprehensive assessment system based on clearly defined performance measures including data collection from multiple assessments.** **ASBCS staff: observed that 1st grade AIMSWeb includes multiple components: oral counting, quantity discrimination, number identification, missing number, mathematics concepts and applications.** **A copy of this document** was not **taken because: of the volume of material**

1st-8th Voices Oral Reading Assessment	**Charter holder indicated the intended purpose of the document was to demonstrate: a comprehensive assessment system based on clearly defined performance measures including data collection from multiple assessments.** **ASBCS staff: observed leveled groups based on fluency and comprehension.** **A copy of this document** was not **taken because: of the volume of materials**
3rd-8th AIMSWeb Math Concepts and Applications score reports, Fall and Winter	**Charter holder indicated the intended purpose of the document was to demonstrate: a comprehensive assessment system based on clearly defined performance measures including data collection from multiple assessments.** **ASBCS staff: observed math benchmarking assessment results, grouping students by nationally normed percentiles.** **A copy of this document** was not **taken because: of the volume of material.**
Voices Tracking Spreadsheet	**Charter holder indicated the intended purpose of the document was to demonstrate: a comprehensive assessment system based on clearly defined performance measures including data collection from multiple assessments.** **ASBCS staff: observed ELA performance data for three administrations in the 12-13 school year and two in the 13-14 school year.** **A copy of this document** was not **taken because: it includes Charter holder indicated the intended purpose of the document was to demonstrate: a comprehensive assessment system based on clearly defined performance measures including data collection from multiple assessments.** **ASBCS staff: observed math benchmarking assessment results, grouping students by nationally normed percentiles.** **A copy of this document was not taken because: it contains student identifiable information.**

I, Hugh Thompson, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on May 1, 2014 [signature].

I, Mark Sorensen, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on May 1, 2014 [signature].

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Painted Desert Demonstration Projects, Inc.
School Name: STAR Charter School
Site Visit Date: May 1, 2014

Required for: Renewal
Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
Newsletters : Oct 14-18, 2013; Oct 21-25; Oct 28-Nov 1;	**Charter holder indicated the intended purpose of the document was to demonstrate: a comprehensive PD plan that is aligned with teacher learning needs.** **ASBCS staff: 0bserved evidence of schoolwide PD including: Words Our Way (newly adopted curriculum, October & November);** **A copy of this document** was **taken because: it provided evidence of a comprehensive PD plan aligned to teacher need.**
Certificates of participation or Course Completion for individual coursework for each teacher	**Charter holder indicated the intended purpose of the document was to demonstrate: a comprehensive PD plan that is aligned with teacher learning needs.** **ASBCS staff: observed documentation of PD attendance at Montessori and math PD as part of school PD goals, courses completed towards individual PD goals, including courses aimed at improving instruction for ELL students.** **A copy of this document** was not **taken because: of the volume of materials.**
PD Goals for each teacher	**Charter holder indicated the intended purpose of the document was to demonstrate: : a comprehensive PD plan that is aligned with teacher learning needs.** **ASBCS staff: observed indication of individual areas of need.** **A copy of this document** was not **taken because: of the volume of materials.**
Presentation materials for January 16, 24 by Dr. Sigmund Boloz on Words Their Way	**Charter holder indicated the intended purpose of the document was to demonstrate: a PD Plan focused on areas of high importance and supports high quality implementation.** **ASBCS staff: observed documentation of the resources provided to teachers to support high quality implementation of the strategies.** **A copy of this document** was not **taken because: of the volume of materials.**

I, Hugh Thompson, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on May 1, 2014 ACTLC.

I, Mark Sorensen, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on May 1, 2014 Mark Sorensen.

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Painted Desert Demonstration Projects, Inc.
School Name: STAR Charter School
Site Visit Date: May 1, 2014

Required for: Renewal
Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome
Data and analysis will be sent within 48 hours	**Charter holder indicated the intended purpose of the document was to demonstrate:** **ASBCS staff:** **A copy of this document** Choose an item. **taken because:**

I, ALCTM Hugh Thompson, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on May 1, 2014 ALCTM.

I, Mark Sorensen, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on May 1, 2014 Mark Sorensen.