Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Prescott Valley Charter School
School Name: Prescott Valley School
Site Visit Date: March 2, 2015

Required for: Renewal
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
[A.1] **2015 Data** **DIBELS Lexile and GE 14/15** **Quizzes and unit assessments (from question 4)** **6th Math Assessments** **8th ELA Assessments** **9th ELA Assessments** **Algebra 1 Assessments (Qtr 1-4)** **Kindergarten Assessments**	**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:** • Galileo is a comprehensive, standards-based instructional improvement system providing assessments and instructional tools, and containing an embedded instructional effectiveness assessment system designed to help district implement education effectiveness initiatives. Used with grades K-12. • DIBELS is a form of curriculum-based measurement (CBM), used for universal screening and progress monitoring in the acquisition of early literacy skills. This form of brief assessment (1 minute) measures oral reading fluency and identifies difficulties in the acquisition of basic early literacy skills so that early support can be provided to avoid later reading difficulties. Used with grades K-6. • Engage NY Mid and End of Unit assessments from curriculum resources are used for ELA and Math to assess student mastery of standards taught in each unit.
[A.2] **Board Meeting Approval** **Evaluation of AIMSWeb DIBELS** **Evaluation of Assessment Systems** **Summary of Evaluation to Board**	**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:** The governing board adopted the current assessment system in 2011. • Assessments were created as part of the curriculum mapping process requiring teachers to created end of unit assessments. • Rubrics were used to evaluate assessments system and a recommendation was made to administration prior to board approval.
[A.3] **Evidence Galileo aligned to CC** **Instructional Plans** **Predictions and Outcomes** **Standards Mastery Data Analysis from Galileo** **Assessment system alignment to instruction** **FY14 Instructional Analysis Tool**	**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:** • The curriculum maps identify assessments for each unit taught to assess the curriculum that is taught. • Engage NY materials include mid-unit and end of unit assessments • Galileo Benchmark blueprints demonstrate alignment of assessments to ACCR standards.

3-8, 9-12 **PVS Reading Fluency Goals**	• Instructional model is teacher-led direction instruction. Assessments demonstrate alignment with the instructional methodology.
[A.4] **Data PLC sign in sheets** **Instructional Plans** **Quiz and end of unit assessment data** **Quiz and unit assessments** **14/15 PVS Galileo** **2015 Data** **DIBELS lexile and GE 14/15** **ISS loge** **PD Schedule** **PVS 14/15 Calendar** **Resource Adoption Matrix** **Predictions and Outcomes**	**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:** • Galileo Instructional Effectiveness pre/post assessments are administered in August and May of each year in reading and math • Galileo benchmarks are administered in October, December and March in reading and math • DIBELS benchmarks are administered in August, December, and May in reading • DIBELS data is analyzed by administration and shared with individual teachers. • Teachers also use ongoing quizzes, mid-unit and end of unit assessments aligned to the charter's curriculum maps to inform instruction on a more frequent basis.
[A.5] **Data PLC sign in sheets** **Instructional Performance trackers** **Instructional Plans** **Intervention Alerts** **Predictions and Outcomes** **2015 Data** **DIBELS Lexile and GE 14/15** **PD Schedule**	**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:** • Instructional staff meets in PLCs after each Galileo benchmark to analyze student level outcomes using the Intervention Alert and the Instructional Performance Tracker in Galileo to develop an instructional plan for spiraling of content not yet mastered. Currently analysis takes place 3 times per year. • At the time of instructional plan development staff compare outcomes to prior predictions and also evaluate individual student progress on each standard not mastered.

[A.6] **Instructional Plans** **Action plan sample** **Categorical Growth Summary** **FY2014 Instructional Analysis Tool** **K-12 Math and Reading categorical growth**	**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:** • Analysis is used to drive the development of instructional plans to allow for the integration of re-teaching/spiraling of standards not yet met into upcoming instructional concepts/standards. • Instructional and curricular effectiveness is monitored by administration using the school performance dashboard in Galileo to determine if categorical growth has been maintained or not. Teachers not maintaining categorical growth between benchmarks are placed on an action plan and provided with instructional coaching to improve outcomes. • The charter also uses the Instructional Analysis Tool annually to determine instructional and curricular effectiveness. • Galileo categorical growth summary reports are used to monitor and evaluate instructional effectiveness. Results are based on Galileo growth data to identify whether teacher are maintaining or improving student growth.
[A.7] **Data PLC sign in sheets** **Instructional Plans** **PD Schedule 14/15**	**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:** • The development of the instructional plan is how the charter adjusts curriculum and instruction in a timely manner for struggling students, up to 3 times per year, depending on student outcomes specifically in math and reading. • Instructional plans are created and student Galileo assessment data is analyzed in October, January, and March.

[A.8] **Instructional Plans** **Reteach assessment scores** **14/15 schedule semester** **Bottom 25 DIBELS** **Bottom 25 Tracker**	**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:** • Non-proficient students in grades K-6 are also progress monitored on a weekly basis using DIBELS in reading. • Reteach assessment scores are used to monitor student proficiency of students that did not reach mastery goals on classroom assessments and received additional reteach. These scores show the results of monitoring whether students were able to achieve mastery after a reteach.
[A.9] **Instructional Plans** **RAZ assessment data** **DIBELS progress monitoring** **ELL Tracker** **ILLP Progress Reports (monitoring instruction question 8)**	**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:** • ELL students are supported by a reading specialist and are progress monitored weekly using DIBELS for reading. Additional developmental reading assessments are conducted weekly using RAZ to ensure ELLs continue to show improvement based on interventions provided by the reading specialist. • ELL students that are not proficient on Galileo benchmarks are identified through the instructional plan development process and tiered support is planned and delivered in the mainstream classroom through the instructional plan and through differentiation. • ILLP demonstrate quarterly monitoring of progress toward goals.
[A.10]	**N/A**

[A.11] **IEP** **Instructional plans** **Present Level Assessment data** **Progress Reports** **SPED Tracker**	**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:** • Present level assessments are administered quarterly by certified special education teachers based on IEP goals and outcomes are shared via progress reports issued quarterly by the special education teacher and SLP, and shared with parents, students, teachers and the administration. • SWD that are not proficient on Galileo benchmarks are identified through the instructional plan development process and tiered support is planned and delivered in the mainstream classroom through the instructional plan and through differentiation. • Non-proficient SWD in grades K-6 are also progress monitored on a weekly basis using DIBELS in reading.