

GOALS ATTAINMENT
Changes to original charter
Corrective Action Plan

DaVinci Charter School, #459
(Garden City Community School)

resulting from IPCSC Letter of Defect
January 13, 2011

EXERPT from GARDEN COMMUNITY CHARTER SCHOOL's
ORIGINAL CHARTER

B. Assessment

The role of assessment and evaluation is to help and encourage the learner. In our system, assessment and evaluation are utilized by learners for empowering feedback rather than being feared as extrinsic and authoritarian judgment. Furthermore, assessment and evaluation are designed to measure and reflect true understanding and application of knowledge rather than memorized facts and rote skills.

(GCCS/DaVinci Image of Education)

1. Measurable Educational Standards

The measurable educational standards of DaVinci Charter School are defined in terms of the demonstration of working knowledge or deep understanding in classroom-level performances. These performances will be designed to meet Idaho Standards objectives and any additional standards developed within school. Correlation to Idaho Standards will be explicitly demonstrated. Teachers will also use a variety of other formal and informal assessments, such as self-assessment, peer assessment, quizzes, tests, and work sampling, to gauge student progress.

Among the other measurable educational standards we will employ are performance benchmarks on standardized assessments employed by the State of Idaho. These benchmarks are targets that exceed current achievement levels of schools that serve Garden City students.

Idaho Reading Indicator

65% of Grade 1, Grade 2, and Grade 3 equivalent students will achieve corresponding grade-level scores on the Idaho Reading Indicator by the end of their third year in attendance. DaVinci's goal is to show individual student growth with all students (K-3) as they progress through their school years or enter mid-year from other educational placements.

Idaho Standards Achievement Test

While DaVinci knows students test results will show higher results as they progress through our unique educational learning process, the following are realistic goals that have been set for ISATs:

65% of Grade 3 equivalent students will achieve a Proficient or Advanced score on the Reading, Language, and Math ISATs

65% of Grade 4 equivalent students will achieve a Proficient or Advanced score on the Reading, Language, and Math ISATs

65% of Grade 5 equivalent students will achieve a Proficient/Advanced score on the Reading, Math, and Language ISAT tests

65% of Grade 6 equivalent students will achieve a Proficient/Advanced score on the Reading, Math, and Language ISAT tests

65% of Grade 7 equivalent students will achieve a Proficient/Advanced score on the Reading, Math, and Language ISAT tests

65% of Grade 8 equivalent students will achieve a Proficient/Advanced score on the Reading, Math, and Language ISAT tests

DMA & DWA TESTS ARE NO LONGER USED IN IDAHO

If any of these goals are not met, DaVinci will re-examine its instructional practices and make appropriate improvements.

2. Measuring Student Progress

In the DaVinci model, we emphasize assessment that enhances learning. Learners will be encouraged to see assessments as learning experiences and as challenges. They will not be used as extrinsic motivators. The remainder of this section describes the blended modes of assessment that will be employed to monitor learner progress and ensure accountability within the system.

a. Classroom Assessments

Teachers will routinely employ formal and informal classroom assessments in order to gauge learners' understanding and skills. Some assessments will be drawn from commercially available curricula in use, such as the math texts. Learners will be encouraged to evaluate their own learning as well.

b. Performance-Based and Authentic Assessment

Performance-based and authentic assessments will be designed along with classroom units by teacher and by students in collaboration with teachers as part of the CLD process. These assessments will be devised with reference to Essential Learnings elements and Idaho Standards, goals, and objectives. They will be presented in the form of authentic and realistic situations that challenge learners across different learning areas and multiple intelligences.

Learners will learn to participate in the evaluation of their own performances alongside teachers. Both will be looking for evidence of, at a minimum, working knowledge, and preferably deep understanding. Exemplary work samples will be chosen and recorded in student portfolios.

c. Standardized Assessments

All students are required by Idaho law to take statewide standardized assessments, including the Idaho Reading Indicator, the Direct Math Assessment, the Direct Writing Assessment, and the ISAT tests. Although the GCCS does not employ the conventional age-grading system within the school, these tests will be administered to students at the grade level that is equivalent for their age, and according to the schedule required by state laws governing standardized testing.

In addition, administrative law requires that students enrolled in the DaVinci Charter School participate in the National Assessment of Educational Progress (NAEP), if the school is selected.

4. Accountability for Meeting Measurable Student Educational Standards

A public education system should be always seeking its purpose within the larger context of stakeholder aspirations and the conditions of a changing world. The term "stakeholder" includes everyone that is affected by the education system, which means everyone in the community, children and adults, present and future. We maintain that educational programs and policies should be adapted to the community, the school, the classroom, and the learner. School curriculum should continually be examined and constructed to reflect community ideals. We also seek to foster a system that learns as it fosters learning among individuals. Therefore, the system is built around a living spiral of design that explicitly bridges aspirations, assumptions, values, intentions, plans, actions, and results.

(GCCS/DaVinci Image of Education)

In DaVinci Charter School, everyone is considered accountable for meeting measurable student educational standards. This includes students, staff, parents, local District and state administrators, and the system itself.

Students are held accountable through the choices they make in the design of units, the effort that they put in, and the strategies that they employ to improve their progress. Feedback on performance will be very clear to them through the multi-faceted assessment approach used by the school. If students do not make adequate progress in progressing through standards and Essential Learnings, they consequently are guided to invest more time in those areas until they are making adequate progress.

Teachers and school administration are accountable for meeting measurable student educational standards through the progress that their students make through standards and Essential Learnings, as well as via classroom assessments, work sampling and portfolios, and standardized exams. Another channel of accountability is the rate at which students are drawn toward particular teachers when choices are available. Teachers must also consistently uphold the “4R’s” principles and the school discipline policy, which is important to the atmosphere of the school as a learning community.

Parents are held accountable by being expected to attend parenting education classes and by being asked to be an active participant in the life of the school, by which they may better understand what is happening in the classroom and in the lives of their children.

District and state administrators are held accountable for adequate funding, for open communication, and for making cooperation and coordination of support services as simple and effective as possible.

The DaVinci system itself is accountable through its core design. If the design is not adequately equipping learners for success, then the entire design spiral – from Image of Education to Design Solutions that have been implemented – will be examined by the Community Council for areas of weakness in adapting to the realities of how students learn, to the needs of the community, or to available resources. The Image of Education can be altered, new Design Solutions can be generated, and policies and methodologies can be changed to strengthen the school and its learners. *