Demonstration of Sufficient Progress

DSP Report

Charter Holder Name: Desert Sky Community School, Inc.
School(s): Desert Sky Community School
Date Submitted: January 7, 2015
Purpose of Demonstration of Sufficient Progress *(check one):*

- ☒ Annual Monitoring
- ☐ Interval Review
- ☐ Renewal
- ☐ Failing School
- ☐ Expansion Request

Academic Dashboard Year *(check all that apply)*:

- ☒ FY2013
- ☒ FY2014

Directions:

A. Locate and download "Demonstration of Sufficient Progress Process and Instructions" from the Board's website or the Help files on ASBCS Online. Read the instructions carefully and view the DSP Online Technical Assistance presentation before starting.
   a. To locate the "Demonstration of Sufficient Progress Process and Instructions" on the Board's website:
      i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
      ii. Locate the "For Charter School Operators" section in the middle of the page.
      iii. Select the "Performance Expectations & Reviews" link.
      iv. Select the "Academic Interventions" tab.
      v. Scroll down to the "Demonstration of Sufficient Progress" section.
      vi. Locate and download the "Demonstration of Sufficient Progress Process and Instructions".

   b. To locate the "Demonstration of Sufficient Progress Process and Instructions" on ASBCS Online:
      i. Go to ASBCS Online (http://online.asbcs.az.gov)
      ii. Log in using the user name and password of the Charter Representative
      iii. If you do not remember your password, locate the "Forgot Password" icon on the log in page and click it to reset your password. You will receive an email from the ASBCS System Administrator (charterschoolboard@asbcs.az.gov) with instructions.
      iv. Locate the "Help" section of the Dashboard.
      v. Select "Online Help"

vi. Locate and download the “Demonstration of Sufficient Progress Process and Instructions”.

c. To locate the DSP Online Technical Assistance presentations on the Board’s website:
   i. Go to the Arizona State Board for Charter Schools website (www.asbcs.az.gov)
   ii. Locate the “For Charter School Operators” section in the middle of the page.
   iii. Select the “Performance Expectations & Reviews” link.
   iv. Select the “Academic Interventions” tab.
   v. Scroll down to the “Demonstration of Sufficient Progress” section.
   vi. Locate and click the link for the DSP Online Technical Assistance presentation you wish to view.

d.

B. Complete the template by providing a clear and concise written answer for each question. The suggested word count is no more than 400 words per question. In addition, list the names of all documents that serve as evidence of implementation of the process described in the answer. Reference evidence listed in the Charter Holder’s Performance Management Plan when listing evidence of implementation.

Area I: Data

Charter Holders with multiple schools must complete the Data area for each school that received an Overall Rating of "Does Not Meet", "Falls Far Below" or "No Rating" on the current Academic Dashboard.[1] The Charter Holder must copy and paste the entire Data area for each school.

School Name: Desert Sky Community School

Dashboard Ratings for All Measures					
Measure	Prior Year Dashboard		Current Year Dashboard		Data Required for Report
	Meets Exceeds	Does Not Meet Falls Far Below No Rating	Meets Exceeds	Does Not Meet Falls Far Below No Rating	
Student Median Growth Percentile (SGP) - Math	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP) – Reading	☒	☐	☒	☐	☐
Student Median Growth Percentile (SGP), Bottom 25%,- Math	☐	☒	☐	☒	☒
Student Median Growth Percentile (SGP), Bottom 25%,- Reading	☐	☒	☐	☒	☒
Improvement – Math (Alternative High Schools Only)	☐	☐	☐	☐	☐
Improvement – Reading (Alternative High Schools Only)	☐	☐	☐	☐	☐
Percent Passing – Math	☐	☒	☐	☒	☒
Percent Passing – Reading	☒	☐	☐	☒	☒
Subgroup, ELL – Math	☐	☒	☐	☒	☒
Subgroup, ELL – Reading	☐	☒	☐	☒	☒
Subgroup, FRL – Math	☐	☒	☐	☒	☒
Subgroup, FRL – Reading	☒	☐	☒	☐	☐
Subgroup, students with disabilities – Math	☐	☒	☐	☒	☒
Subgroup, students with disabilities – Reading	☒	☐	☒	☐	☐

[1] If the Charter Holder is completing the DSP process as part of an amendment or notification request, follow the directions provided in the amendment or notification instructions.

High School Graduation Rate	☐	☐	☐	☐	☐
Academic Persistence (Alternative Schools Only)	☐	☐	☐	☐	☐

Data for All Applicable Measures and Subgroups

1. **What year-over-year comparative data demonstrates improved academic performance? Describe and provide data for each measure that does not meet the Board's standards in the relevant Academic Dashboards. Clearly label all data to demonstrate which measure(s) it addresses.**

Directions: Prepare graphs, tables, or data charts to include in the template that address all measures that do not meet the Board's academic standards for either of the two most recent years. The Charter Holder must provide comparative year-over-year data and analysis generated from valid and reliable assessment sources that demonstrates and evaluates the change in academic performance for all required measures for at least the two most recent school years. The Charter Holder must provide data for each school operated by the Charter Holder that does not meet the Board's academic expectations and must:

- clearly label all data to demonstrate which measure(s) it addresses,
- provide data generated from valid and reliable assessment sources,
- limit all data to no more than one page per measure per content per school, and
- redact all student identifiable information.

CHART 1: Math Progress

Grade 3 & 4 students score on Woodcock-Johnson III Test of Achievement in February 2014, compared to their scores as Grade 4 & 5 students in January 2015. This score for Math Calculation Skills is charted as a grade level equivalent.

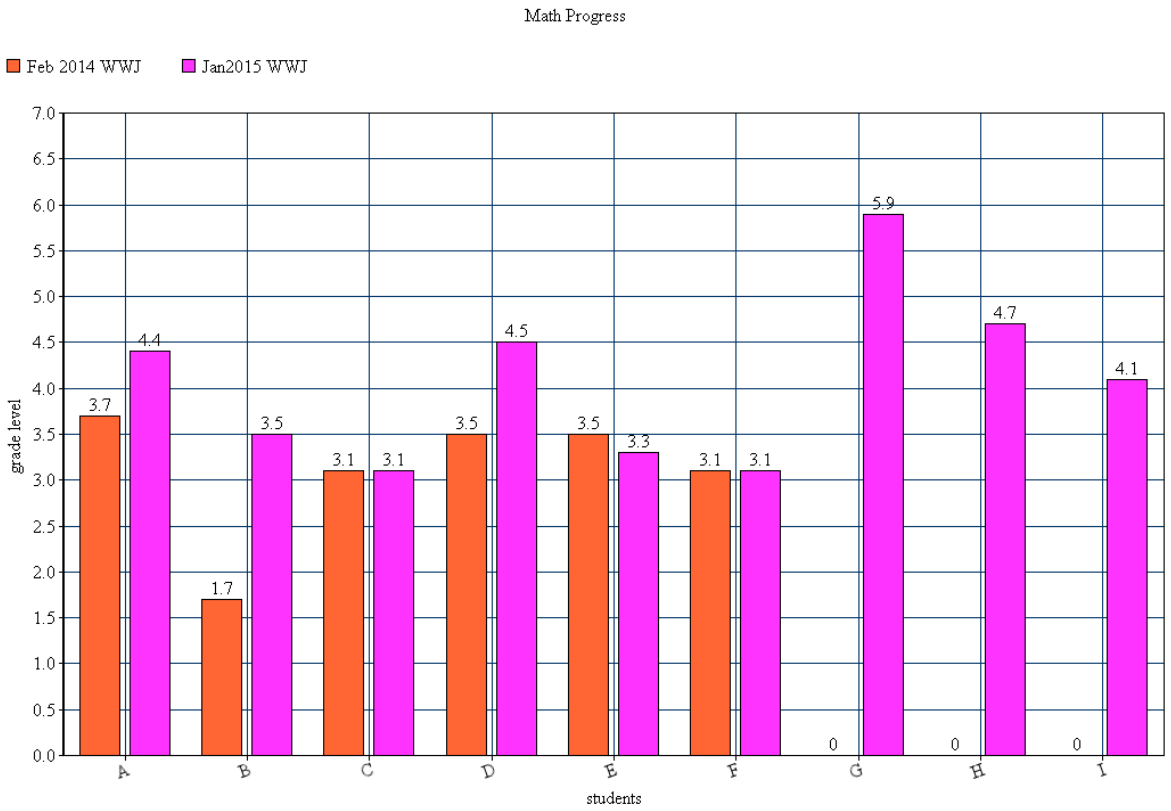
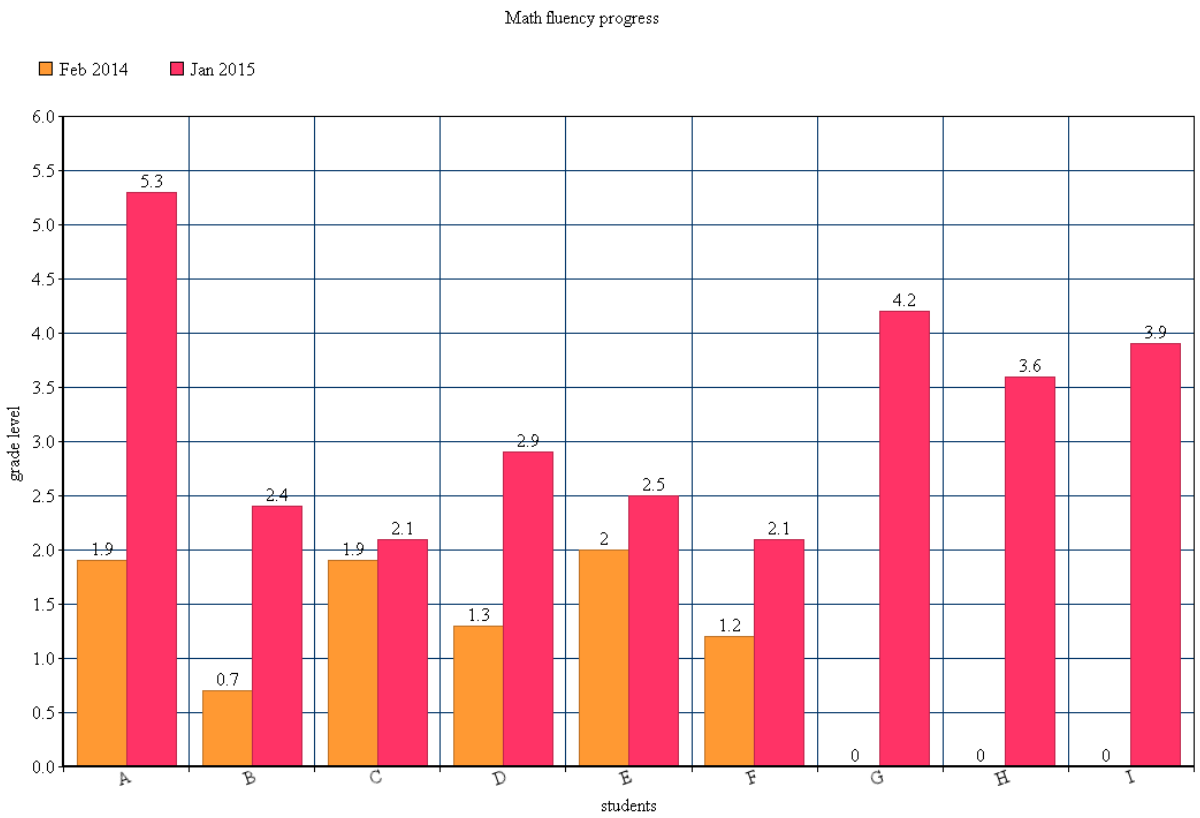


CHART 2. PROGRESS IN MATH FLUENCY

Grade 3 & 4 students score on Woodcock-Johnson III Test of Achievement in February 2014, compared to their scores as Grade 4 & 5 students in January 2015. This score for Math Fluency is charted as a grade level equivalent.



Note: The 'bottom25%' also showed improvement.

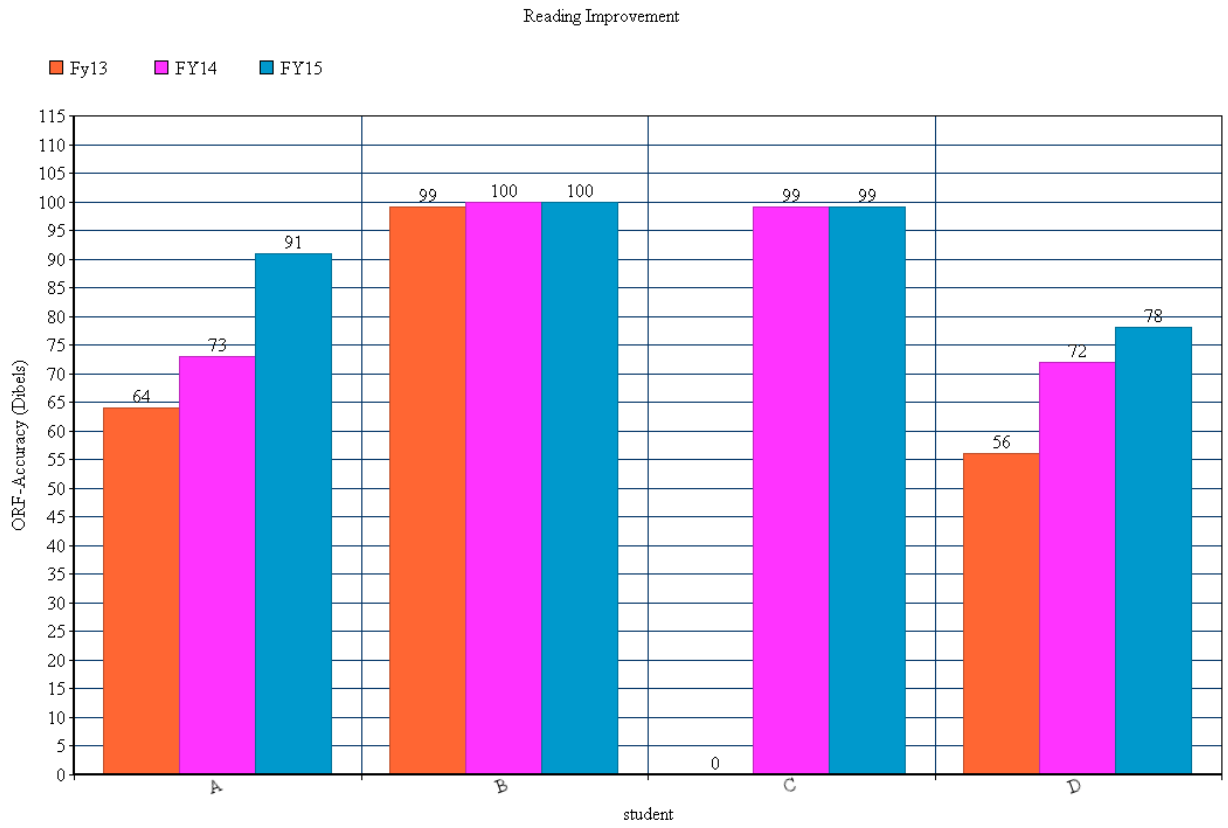


CHART 3. Reading Improvement, of bottom 25%

Valid and Reliable Data
2. How does the Charter Holder know that the data described above is valid and reliable?
Answer (suggested word count is 400 words): Data is from Woodcock-Johnson (Math) Test of Achievement, and from DIBELS. Tests were administered by trained Reading Specialist & Interventionist.

Conclusions Drawn From Data

3. What analysis has the Charter Holder conducted for each measure that does not meet the Board's academic performance expectations? What are the results from the analysis?

Answer (suggested word count is 400 words):
Per the Continuous Improvement Plan, as developed when we were a Title I school, the Leadership Team (SA & LAC) review and discuss all measures, including those that do not meet the Board's academic performance. Discussion included how to support teachers in identifying student needs and prioritized what support to bring.
The AIMS data does not meet the ASBCS's standards in several measures for FY2013 and FY2014. Although students participate in mental math practice in class, lower reading skills may limit the students' ability to perform on the (written) math AIMS. So, Desert Sky has focused upon improving literacy. Our improved growth scores in Reading reflect this work. While maintaining growth in Reading, Desert Sky is addressing the gaps in Math achievement.

Actions taken based on FY12 AIMS Math data included assigning the pedagogical mentor to teach the Grade 5 students, as well as support all teachers in improving math instruction, and a nation-wide search for a teacher who could also bring additional Math support school-wide. Unfortunately the teacher hired in November 2013 left the school in early Spring, and another teacher stepped in to finish the year with the Grade 3&4 students, supported by the school's pedagogical mentor. Students were assessed by Interventionist with WWJ Math to find identify needs, and the Interventionist also supported the teacher in beginning the CAMS program pre-test.

Because of the small size at our K-5 school, the academic performance of the whole school is tied to this one classroom of students –this combined Grade 3 and 4 class in FY13 (with mostly 3rd graders) became a Grade 3 and 4 (with mostly 4th graders) in FY14. In fact, in FY14, there were no Grade 5 students at the school at all, and our total AIMS results were comprised of these students.

The same teacher continued through FY14 with the students. One of the features of Waldorf education at Desert Sky is that the teachers loop with the students up through the grade levels, providing consistency and understanding of students' needs and best learning styles. Although the school no longer afforded a pedagogical mentor, the teachers were supported by the Leadership Team, by the resource teacher (a trained Reading Specialist and Interventionist), and by weekly sharing of best practices and concerns as a professional learning community. Through the year, the Leadership Team focused on documentation of instruction and student achievement. For the Grade 3 and 4 students, curriculum included a Math block on Fractions, as well as continued strengthening of the four operations. After the Spring evaluation meeting, the teacher was placed on an improvement plan, largely related to follow-through with curriculum and instruction in a timely manner, which she completed. Despite professional development over the Summer, teaching effectiveness was not in evidence through Autumn. A new teacher began with the class in January 2015, who will also consult with the Interventionist, and become their afterschool tutor, to support their math progress.

We expect to see improved student achievement as measured by AZ Merit in Spring 2015. In addition to the actions described in support of the current Grade 4 and 5, the teachers of Grade 3 and Grade 2 students have provided documentation of student progress. Teachers use this data formatively to adjust instruction. Weekly tutoring afterschool supports students identified as needing additional help.

Area II: Curriculum

Evaluating Curriculum	
1. What is the Charter Holder's process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?	
Answer (suggested word count is 400 words): Curriculum evaluation and development is an ongoing process. Desert Sky's Board policy part 7 "Instructional Programs" authorizes the Administration and Faculty to develop the school's curriculum, and maintain alignment with AZ State Standards. The Leadership Team (Administrator Shelly Adrian and SpEd & Federal Programs Coordinator Laura Alvarado-Coady) conducts Needs Assessment each Spring, and reviews curriculum in light of AIMS scores, new standards (as applicable), and stakeholder(teacher) input. Faculty as stakeholders are brought into discussion about potential changes in curriculum, either in weekly Faculty Meeting, or individually if the change affects only one Grade. Board and Principal (Administrator Shelly Adrian) approve Curriculum and Alignment.	List documents that serve as evidence of implementation of this process: Leadership team notes, agenda Faculty agenda, notes Declaration of Curricular Alignment filed with ADE
2. How does the Charter Holder identify gaps in the curriculum?	
Answer (suggested word count is 400 words): The Leadership Team identifies gaps in the curriculum by three processes: a. Analysis of AIMS data, DIBELS, and other standardized assessments may suggest that curriculum gaps. b. Review of documents and resources, such as 'Waldorf and Common Core' by the Alliance for Public Waldorf Education, which identifies where the traditional	List documents that serve as evidence of implementation of this process: Faculty agenda Leadership team notes\agenda

Waldorf curriculum is strong, and where there may be gaps with Common Core. c. Stakeholder input from experience and trainings that suggest there may be a gap.	
Adopting/Revising Curriculum	
3. What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?	
Answer (suggested word count is 400 words): Leadership Team suggests curriculum adjustments for faculty consideration and board approval.	List documents that serve as evidence of implementation of this process: Faculty agenda
4. Who is involved in the process for adopting or revising curriculum?	
Answer (suggested word count is 400 words): Led and coordinated by the Leadership Team, all stakeholders may be involved in the process. The Leadership Team is comprised of the 1. Administrator, Shelly Adrian, who is also the Principal. A founder of the school and trained in Waldorf Administration, Ms. Adrian holds a MA in Anthropology and left her dissertation research with Smoking mothers on welfare to write the Desert Sky charter. 2. SpEd Coordinator, Laura Alvarado-Coady, with extensive experience in both Waldorf education and mainstream Special Education. 3. Pedagogical Mentor (currently vacant). Stakeholders include teachers and board members. For example, a board member will be attending a Waldorf conference session on Digital Literacy and subsequently will share suggestions with the Leadership Team.	List documents that serve as evidence of implementation of this process: Resume for Shelly Adrian, M.A. A Resume for Laura Alvarado-Coady, M.A.Ed. Team meeting dates / Agendas
5. When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	
Answer (suggested word count is 400 words):	List documents that serve as evidence of

Evaluation of curriculum changes is coordinated by the Leadership Team, and may include teachers, board members, and other stakeholders. Ultimately, the Leadership Team is responsible for the selection recommendation. Criteria for selection include: 1. Does it fit with our mission, goal, and accountability of providing a full public Waldorf curriculum 2. Feasibility in terms of staffing, supplies, space, and funding.	implementation of this process: Waldorf Education and State Standard Alignment documentation – (Bonnie Rivers, M.A., California), and the Waldorf Alliance for Public Schools documentation Copy of MOWR plan
Implementing Curriculum	
6. What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	
Answer (suggested word count is 400 words): Desert Sky Community School, Inc operates one school, K-5, with 65 students currently enrolled. Three features of our Waldorf program support consistent implementation of the curriculum: 1. Teachers loop with the students from Grade One through Five, attending summer trainings at a Waldorf Training center. 2. Core teachers meet weekly during the school year for a two-hour faculty meeting which includes sharing best practices in instruction, setting school norms for classroom routines, etc. Part-time subject teachers and regular substitutes meet with core teachers at least once a year to participate in collegiality. 3. The Administrator coordinates a beginning-of-the-year (August) and end-of-the-year (June) in-service at which faculty receive information, are given expectations, follow up questions that have arisen through the school year, coordinate school assembly topics, share best practices, and brainstorm on	List documents that serve as evidence of implementation of this process: In-service agenda, August and May Sample from Lesson plan binders See performance evaluation checklist that aligns to ADE Highly Qualified Teacher evaluation (submitted yearly). Sections A – D. Agenda of visit, grade levels and teacher notes.

improving all areas of the school. In addition, the currently un-funded pedagogical mentor position includes supporting teachers in consistent implementation. During the school year, the leadership team performs observations & walkthroughs, as well as review of lesson plans.	
7. What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year?	
Answer (suggested word count is 400 words): In FY2013, our pedagogical mentor worked closely with teachers, providing guidance on implementing curriculum. Tools for implementing the curriculum include: 1. Curriculum overview 2. Template for lesson planning 3. Block rotation and with standards alignment 4. Lesson plans on file from previous teachers 5. Various published guides, including homeschool Waldorf curriculum guides. Examples: Live Education, and Path of Discovery. 6. A 'teacher library' of books and resources for teaching the topics and skills listed in our curriculum. The Leadership Team is responsible for keeping tools relevant and available to the teachers and setting up training /observation opportunities at other schools. They are also responsible for enforcing any area of development necessary to ensure that teachers are adequately addressing the standards in a timely manner and the students are progressing in the general curriculum.	List documents that serve as evidence of implementation of this process: Curriculum Guide Template for lesson planning Block rotation and alignment May and august in-service agenda In teacher evaluation process, if the grade-level standards are not being addressed adequately or in a timely manner, this will impact the teachers evaluative performance and would put into place an improvement plan, more intensive support and professional development, and if not adequately improving, may be grounds for further disciplinary action including or up to suspension of duties, being reassigned or termination.
8. What is the expectation for consistent use of these tools? How are these expectations	

communicated?	
Answer (suggested word count is 400 words): When hired, the teacher receives a Letter of Offer including specific expectations (grade reports, lesson plans, etc). Substitutes and part-time teachers are expected to observe in the classroom before beginning their position. The beginning-of-the-year and end-of-the-year in-service for faculty provides the context for re-affirming expectations, revising norms, and describing where there is room for variation. As in item #6 above, teachers and the Administrator also meet weekly as a professional learning community, and this is a time for reminders and elaboration of expectations. The Leadership Team also meets with teachers Individually or as a group, as needed.	List documents that serve as evidence of implementation of this process: In teacher evaluation process, if the teacher is not utilizing these tools effectively, this will impact the teachers evaluative performance and would put into place an improvement plan, more intensive support and professional development, and if not adequately improving, may be grounds for further disciplinary action including or up to suspension of duties, being reassigned or termination.
9. What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	
Answer (suggested word count is 400 words): Teachers' lesson plans are kept on file at the office, and align to block rotation. The Leadership Team (individually usually) does observations and walkthroughs and meetings with teachers. In FY13, the pedagogical mentor met weekly with each teacher and observed often. At minimum, there are evaluation meetings twice a year with each teacher.	List documents that serve as evidence of implementation of this process: In teacher evaluation process, lesson plans are reviewed and observation occur, informally and formally to ensure that the lessons delivered are aligned with the plan and the instruction meets adequate expectations. This includes working with the Waldorf rhythm of introducing the subject, working with the students and then the student working with it independently (a plan, do and review process). Formative student assessment practices will also be reviewed, as this is one of the primary sources of determining growth in our students day-to-day. If teachers have deficits in this area of performance, it will impact the teacher's evaluation and would an improvement plan will be put into place, which may include more intensive support and professional development. If adequate growth by the teacher in this area is not made, it may be grounds for

	further disciplinary action including or up to suspension of duties, being reassigned or termination.
Alignment of Curriculum	
10. How does the Charter Holder know the curriculum is aligned to standards?	
Answer (suggested word count is 400 words): Leadership Team is responsible for reviewing curriculum for alignment with AZ state standards. The team has discussion with stakeholders (teachers) as appropriate. Curriculum alignment is addressed when standards are revised. Leadership Team members and faculty participate in trainings on AZ State Standards, as offered by ADE and the Pima County Regional Support Office. The process of evaluating curriculum changes for selection includes attention to alignment.	List documents that serve as evidence of implementation of this process: Lesson plans are reviewed, spot checks on lesson implementation and expectation of a trajectory of individual student growth is required by the leadership team from the teachers data points. These points are also checked against AIMS scores (and AZMerit scores for the upcoming assessment) and DIBELS.
Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
11. How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): Additional help academically starts with the teacher's relationship to each individual child and their family, working together to address concerns including accommodations and supports with homework and additional individual time with the teacher. For students with further concerns, they may also have extra sessions with the Interventionist, who will also work with the teachers and send extension materials home to the families to help the student in areas of deficit. The Interventionist also helps with ongoing assessments including but not limited to DIBELS, CARS and CAMS, and also, in our most extreme concern areas (4/5), we have elected to do more extensive student testing, utilizing batteries of the	List documents that serve as evidence of implementation of this process: Children of concern brought to faculty child study (referral form) Teacher Interventions Employed (see form) Further progress monitoring determined or possible referral to Special Education (MET Phase I) - Special Education Documentation The Highly Qualified Interventionist may also provide interventions/assessments Ongoing assessment documentation DIBELS →reading specialist administers, and shares observations of concern

Woodcock-Johnson Test of Achievement to help diagnostically and to develop targeted plans of interventions.	WCJ-III
12. How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): Waldorf education is a program that focuses on immersion, with a strong foundation in oral and aural literacy. This holds true for our Special Education, 504 and ELL populations. We have had no ELL students for the four years that were registered, or that did not test proficient on the AZELLA. Desert Sky has historically had a low number of ELL students, and of these students, the majority have tested proficient on the AZELLA. When we have had (or when we will have) identified ELL students, ILLP's were/will be developed for any student that has transferred in identified as ELL or were identified as not proficient in our testing. Some parents of ELL students who have determined that a Waldorf Inspired program is their school of choice due to the richness and diversity of the curriculum, have opted to waive their child out of ELL services so that they would not be missing large portions of this expanded curriculum. In those situations, the team met and determined if the student would need other supports (which may be pull-out time or after school time with the reading specialist or speech therapist) to ensure that they were still progressing adequately in their oral, listening and reading and writing.	List documents that serve as evidence of implementation of this process: Student AZELLA test records Individualized Language Learning Plans Notes from Reading Specialist of language sessions
13. How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): Differentiated instruction is an educational premise at Desert Sky Community School. Individual focus on students from a holistic	List documents that serve as evidence of implementation of this process:

approach is important to the Waldorf Pedagogy. This includes working with the whole family to ensure that the student comes to school "ready to learn". Parent education through parent evenings with teachers, assemblies and festivals are some of the ways these supports occur. Individual meetings with a compassionate administrator has helped a number of families through difficult times. By stressing the importance of consistent rhythms at home and concerns for sleep, warmth, food, etc., the school address many of the issues that our FRL students experience, and we strive to provide supports to these families. Carpools and other public transportation solutions for these families have been arranged by the school. Food is provided if there is a need. A nurturing parent council interacts under the administrative and faculty direction with families to provide supports for families with needs. These are some of the cornerstones building a strong foundation for learning for the significant proportion of the families in our community who are free and reduced lunch qualified, and for the entire school faculty, staff and parents who together work to provide these important foundational aspects of a child's development, necessary for a stable learning environment.	Free and Reduced lunch count documentation Listing of subjects addressed in Teacher Parent evenings, assemblies or inservices.
14. How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	
Answer (suggested word count is 400 words): Desert Sky Community School works to the greatest extend possible through an inclusive special education service model of delivery. The special education teacher and the therapist may "push-in" to the regular education classes and specialty classes to work with students and also will pull out the students in a resource capacity. All special education is overseen by an experienced Special Education Director, and all teaching and therapist staff have decades of experience working in the public sector. Every monitoring through ADE-ESS for Special	List documents that serve as evidence of implementation of this process: Desert Sky Community School, Inc. Board adopted Special Education Policy and Procedures Special Education documentation to include: Meeting Notices Procedural Safeguards Prior Written Notices Multidisciplinary Evaluation Team Meeting documentation (Phase I and Phase ll)

education has been compliant since the beginning of our Charter. We have a low demographic of Special Education students at this time, but we have had other years where we have had enrollment of students with disabilities. Waldorf Education is designed to address the whole child through a developmental model of education that includes movement, the arts and many opportunities to take in information and demonstrate mastery of information though a number of modalities. This educational approach lends it self well to diverse learners who or often able to access and progress in the general curriculum with accommodations that proved unsuccessful in a more traditional educational learning environment. To that end, we have successfully served students with moderate autism, Hearing loss, emotional /behavioral challenges and learning disabilities, within the regular classroom format with pull-out supports or occasionally a para-professional or behavioral coach in the classroom with the student. We have worked with Tucson's mental health and medical community to provide a continuity of services between the school and home at any opportunity to proves to be beneficial to the student and family. Finally, Waldorf Education's developmental approach to looking at the whole child has prevented over identification of children (particularly young children) for special education placement as their needs can be meet with accommodations and teacher flexibility and other interventions, as the student is supported while he or she matures and develops. The Resource teacher is consults regularly with teachers to coordinate multiple strategies for students with and with out IEP's. The specialist may also work with the student(s) individually to give them extra, targeted instructions and to continually informally assess progress to ensure that students that should be referred for special	Evaluation Reports Placement Documentation IEP documentation Progress Notes /Therapy Notes 504 documentation Medical Certification Documentation Personnel records/licenses of Highly Qualified, Fully staffed Special Education Department with consultive specialists including: Special Education Director, M.A. Ed. (Salary) Special Education Teacher, M.Ed. Cross Categorical Occupational Therapist, OTR/L Speech Language Pathologist, MS CCC-SLP State Licensed School Psychologist State Certified Hearing Impaired Teacher And, when student need dictates, Counseling and Teacher for the Visually Impaired

education evaluation do not fall in the cracks and are missed. This proves to be one of the advantages of having such as small school, individualization is available for any student that has demonstrated needs.	

Area III: Assessment

Assessment System	
1. What types of assessments does the Charter Holder use?	
Answer (suggested word count is 400 words): Desert Sky uses a variety of assessments. The most effective use of assessments is formative. The teacher and student interactions in the classroom provide numerous opportunity for immediate assessment; there is also opportunity for immediate explanation, re-teaching, and planning to return for further elaboration. As indicated in our Charter, assessments include: 1. Mandated end-of-year standardized tests. Previously, this had been the Stanford and AIMS. This year we will administer the AZ Merit and AIMS Science, as required. We do use these tests formatively – considering what can be done in the next school year for the success of each child who returns to our school. 2. We have been using DIBELS for mandated literacy assessment and employ it formatively to the extent possible. 3. Portfolio-based assessment of the students' main lesson books with accompanying drawings and paintings, as well as projects. Teachers evaluate main lesson books on the basis of accuracy, completeness, and evidence of comprehension. Main lesson books as successful authentic performance become 'textbooks' to which students refer back in subsequent grades. 4. Evaluations based on teacher observation of oral participation, written performance, and movement activities, in comparison with child-development expectations and the individual temperament and trajectory of the student. Often such assessments can be a pre-indicator of learning	List documents that serve as evidence of implementation of this process:

disabilities and obstacles. 5. Skills assessments in the classroom also include daily or weekly assessments of math facts, spelling, vocabulary, phonics, math fluency, and other work that improves with practice. Teachers tie these skill practice assessments to AZ state standards and chart the students' progress; noting which skills need more practice time or explanation. Practice skills assessment may include worksheets from the Internet and standards-based workbooks (such as BuckleDown AIMS, or Key to Fractions). 6. Specialized assessments may be used to pinpoint areas of need. Assessments such as the CAMS (Comprehensive Assessment for Mathematic Strategies), TEMA, and Woodcock Johnson, are useful in planning intervention. In Math, teachers employ a lot of mental math. With the AIMS documentation of gaps in math skills, we began a journey a few years ago of making math success 'visible' in documentation and elaboration of formative assessments to address the gaps. For over a year now, teachers are taking the pulse of student math skills more often, and documenting student growth in foundational areas (such as the four operations) aligned to standards. This data is used formatively to indicate where review and elaboration of math lessons overall are needed, and where to place individualized student support.	
2. What was the process for designing or selecting the assessment system?	
The Leadership Team designed the assessment system, and is the clearinghouse for changes in assessments employed. The Leadership team consults with the core teachers, the Reading Specialist, and Interventionist. The assessment system is designed to meet the following	List documents that serve as evidence of implementation of this process:

parameters: 1. Comply with requirements of charter schools. 2. Provide teachers useful and meaningful data for improving student learning. 3. Feasible implementation with our staffing, resources, and funding. 4. Compatible with Waldorf education methods and child-development. 5. Consult with other Charter Schools on purchased programs and methods that have been successful for them	
3. How is the assessment system aligned to the curriculum and instructional methodology?	
Answer (suggested word count is 400 words): Formal assessments such as AIMS and AZ Merit are aligned to the same AZ standards to which our curriculum is aligned. Our Waldorf-based instructional methodology shapes our assessment system. Specific features include: 1. Focus on comprehension and experience tends toward immediate and formative use of assessments, with more emphasis on really understanding than on spewing out replies quickly. 2. The importance to the learning process of forgetting and remembering. Hence there is a hesitancy to formally assess too often, or a reluctance to pull up the carrots to see if they are growing yet. 3. Waldorf education, even math, is brought through story and image. 4. In general, self-consciousness is minimized up through Grade 4, so assessments are brought whenever possible without the students' consciousness that it is a 'test' of their knowledge or abilities. Starting in Grade 4 they will start to compete with their personal best, scoring and even graphing their own math worksheets to identify their own growth. 5. Students experience the world directly and	List documents that serve as evidence of implementation of this process:

un-mediated, and most Waldorf schools traditionally introduce computers in 5th or 8th grade. On-line assessments present a challenge philosophically as well as logistically. The Leadership Team is currently considering how to address digital literacy as well as computer-based assessments. Assessments such as DIBELS and CAMS align to the curriculum by way of standards, and are used at minimal intervals, to identify students in need of additional support, and to direct instructional practice.	
4. What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?	
Answer (suggested word count is 400 words): In addition to daily formative assessments that direct instruction, and annual summative state-standardized testing in the Spring, teachers write progress reports 4 times per year (October, December, March, and May) reflecting classroom assessments of skills and projects/portfolios. DIBELS benchmark assessments are conducted three times a year, and more often for students receiving intervention. When DIBELS or AIMS indicate a large number of the students share an area of need, the classroom instruction is adjusted to better meet them and may incorporate more assessments to finetune the academic support. The Reading Specialist / Interventionist consults with the classroom teacher to support the whole class with interventions. When assessment evidence (AIMS score, progress report, teacher observation) suggests a student is further behind, or having more difficulty than their same-age peers, tutoring is considered for the student, as well as assessments by the Reading	List documents that serve as evidence of implementation of this process:

Specialist/interventionist to pinpoint area of concern. The school's approach is to ask "What does this child need? What does this class need?" Narrative component that describes present levels of performance across domains. Teacher designed math assessments Children of concern addressed at faculty meetings, referred through child-find (45 day screenings) and through child study team where interventions may be determined and implemented which may include additional practice with parents/teacher or tutor, additional instruction periods in small group or individually by teacher or by interventionist. Data collection, and potential referral for further assessments (which may lead to assessment for special education)>	
Analyzing Assessment Data	
5. How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	
Answer (suggested word count is 400 words): Daily formative assessments and skills checklists (benchmarks) are routinely analyzed by teachers during lesson planning. Larger discrepancies (and successes!) may be shared at weekly teacher meetings. Teachers compile progress reports four times a year; these are uploaded to ADE through STC, and sent electronically to parents. The Administrator culls references to inadequate progress to review with the teacher (and Leadership Team, if appropriate) for next steps: it is developmental? Differentiate instruction? Start or continue tutoring? Refer for assessment by reading specialist or math interventionist? Etc. The Reading Specialist administers the DIBELS assessments, and refers concerns to the Leadership Team which collects teacher input as well, and analyzes for a decision to monitor or	List documents that serve as evidence of implementation of this process: Progress reports

intervene with supports (in-class, afterschool tutoring, or refer to Reading Specialist). The AIMS scores reviewed over summer, and analyzed by the Leadership Team. Scores arrive too late for use formatively with students (3 months later when school resumes, students have often grown and developed). They do provide a list of students to monitor and/or assess upon return to school. The primary use of AIMS data is to consider instructional and curricular effectiveness.	
6. How is the analysis used to evaluate instructional and curricular effectiveness?	
Answer (suggested word count is 400 words): The Leadership Team analysis informs teacher evaluations. Analysis are also brought to teachers through faculty meeting to reflect and inform instructional practice. Teachers participate in brainstorming on how to address gaps and improve effectiveness. For example, afterschool tutoring support by the classroom teacher was implemented to give them more time with struggling students.	List documents that serve as evidence of implementation of this process:
7. How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	
Answer (suggested word count is 400 words): The intervals for adjustment are tied the type and extent of change. Adjustment to instruction may be made at very short intervals (even within the school day!) as teachers analyze brief formative assessments. Analysis shared at weekly faculty meetings may also prompt teachers adjust instructional practice and/or pilot specific curricular adjustments. The Leadership Team coordinates adjustments based on analyses. Adjustments to instruction may be tied to individual teachers (evaluation,	List documents that serve as evidence of implementation of this process:

Improvement plans, etc.). Adjustments to curriculum, are discussed at faculty meeting, and piloted before the recommendation to the Board to decision to incorporate curriculum change. .	
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
8. How is the assessment system adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): Already suited; seeing student as individual needs, trajectory, capacities.	List documents that serve as evidence of implementation of this process:
9. How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): Already suited; seeing student as individual needs, trajectory, capacities.	List documents that serve as evidence of implementation of this process:
10. How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): Already suited; seeing student as individual needs, trajectory, capacities.	List documents that serve as evidence of implementation of this process:
11. How is the assessment system adapted to meet the assessment needs of students with disabilities?	
Answer (suggested word count is 400 words): Disabilities == sped and 504 Concern; consult with resource teacher Observe – RTI; formal eval approach to parent.	List documents that serve as evidence of implementation of this process:

Area IV: Monitoring Instruction

Monitoring the Integration of Standards	
1. What is the Charter Holder's process for monitoring the integration of standards into classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?	
Answer (suggested word count is 400 words): As indicated in our Charter, the Administrator monitors integration of standards into classroom instruction, and aspects may be delegated to other members of the Leadership Tea (a group corresponding to the 'Administrative Committee' in the Charter). In addition to review of teachers' lesson plans, the tools for monitoring integration of standards, and implementation of ACCRS-aligned curriculum include: 1. Observations and walkthroughs with in-person follow-up. 2. Pedagogical mentor 3. Core teachers discuss strategies for integration of standards (discussions at weekly teacher meetings) 4. Progress reporting form (Administrator coordinates template) 5. Individual meetings with teachers concerning instruction. 6. Peer visits to observe each other's instructional practice Lesson plans are reviewed, spot checks on lesson implementation and expectation of a trajectory of individual student growth is required by the leadership team from the teachers data points.	List documents that serve as evidence of implementation of this process: Teacher evaluative documentation (see document) In teacher evaluation process, lesson plans are reviewed and observation occur, informally and formally to ensure that the lessons delivered are aligned with the standards and the instruction meets adequate expectations to address the standards. This includes working with the Waldorf rhythm of introducing the subject, working with the students and then the student working with it independently (a plan, do and review process). Formative student assessment practices will also be reviewed, as this is one of the primary sources of determining growth in our students day-to-day. If teachers have deficits in this area of performance, it will impact the teacher's evaluation and would an improvement plan will be put into place, which may include more intensive support and professional development. If adequate growth by the teacher in this area is not made, it may be grounds for further disciplinary action including or up to suspension of duties, being reassigned or termination.
2. How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	
Answer (suggested word count is 400 words): The effectiveness of instruction is evidenced in student growth as measured in progress reports, DIBELS, skills checklists, and state standardized testing. The Waldorf curriculum is a spiraling curriculum so	List documents that serve as evidence of implementation of this process: Student data collection

the effectiveness of each instructional block can be inferred from how 'ready' the students are when the curriculum circles back round to the next level of the topic.	See assessment data
Evaluating Instructional Practices	
3. What is the Charter Holder's process for evaluating instructional practices? How does this process evaluate the quality of instruction?	
Answer (suggested word count is 400 words): Instructional practice is evaluated by the Leadership Team. Evaluation includes classroom observation with follow-up meeting with the teacher twice a year, approximately October and March. Evaluation considers lesson plans (fidelity to curriculum, integration of standards, implementation), classroom management, accommodations and differentiating instruction to meet students' needs. Evaluation also addresses communication with parents, collegiality with other teachers, and professional development goals. Teachers are invited to observe a classroom of a peer or mentor to gain insight and ideas for developing their own instructional practice.	List documents that serve as evidence of implementation of this process: See teacher evaluation
4. How does this process identify individual strengths, weaknesses, and needs?	
Answer (suggested word count is 400 words): Through observation and discussion, the evaluation process is designed to provide for reflection and to foster creativity and responsibility. If a teacher's performance is insufficient (weaknesses compromise the quality of instruction), a Teacher Improvement Plan, with specific goals and deadlines supplements the evaluation.	List documents that serve as evidence of implementation of this process: See teacher evaluation

Providing Analysis and Feedback to Further Develop Instructional Quality	
5. How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	
Answer (suggested word count is 400 words): Evaluation observations and analyses are brought to follow-up meetings with the teacher.	List documents that serve as evidence of implementation of this process: See Teacher evaluation process
6. How does the Charter Holder analyze this information? What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response?	
Answer (suggested word count is 400 words): Analysis based in observation and discussion Intentions submitted; intention meeting; possibleTIP/ conditional	List documents that serve as evidence of implementation of this process: See Teacher evaluation process
Adapted to Meet the Needs of Subgroups*(Address all relevant measures)*	
7. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): As above Identify students and needs	List documents that serve as evidence of implementation of this process: See Teacher evaluation process
8. How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): As above Identify students and needs	List documents that serve as evidence of implementation of this process: See Teacher evaluation process
9. How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): As above Identify students and needs	List documents that serve as evidence of implementation of this process: See Teacher evaluation process

10. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?	
Answer (suggested word count is 400 words): As above Identify students and needs	List documents that serve as evidence of implementation of this process See Teacher evaluation process

Area V: Professional Development

Professional Development System	
1. What is the Charter Holder's professional development plan?	
Answer (suggested word count is 400 words): All teachers expected to have or attain full Waldorf Ceritfication as well as public school teaching certified HQT as condition of employment Annual waldorf summer training to supplement full waldorf certification ADE trainings 301 plan Twice a year inservice to share what we know and identify where to seek next PD, as well as individual with Leadership team. Peer observation Visiting another school every year for observing master, fully-trained, state certified Waldorf teacher(s) in their grade/area for 2-4 days	List documents that serve as evidence of implementation of this process: See teacher personnel files
2. How was the professional development plan developed?	
Answer (suggested word count is 400 words): Lead team	List documents that serve as evidence of implementation of this process: Objectives are aligned with Highly Effective teacher standards from ADE and AWSNA (Waldorf) best teaching practices. Areas of weakness or inexperience helped determine focus on professional development which could be monitored by the teacher evaluative tool.

	See agenda for observing other teachers / Peer observation
3. How is the professional development plan aligned with instructional staff learning needs?	
Answer (suggested word count is 400 words): Few teachers have both	List documents that serve as evidence of implementation of this process: Objectives are aligned with Highly Effective teacher standards from ADE and AWSNA (Waldorf) best teaching practices. Areas of weakness or inexperience helped determine focus on professional development which could be monitored by the teacher evaluative tool.
4. How does this professional development plan address areas of high importance?	
Answer (suggested word count is 400 words): True to mission And requirements as charter	List documents that serve as evidence of implementation of this process: Evaluation Tool: Objectives are aligned with Highly Effective teacher standards from ADE and AWSNA (Waldorf) best teaching practices. This are the best practices that the leadership team has agreed are of the highest importance.
Supporting High Quality Implementation	
5. How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	
Answer (suggested word count is 400 words): Report to faculty on new, on trying, on impact Observation , teacher evaluation	List documents that serve as evidence of implementation of this process: Evaluation tool:

PC reimburse toward training as incentive for training.	Objectives are aligned with Highly Effective teacher standards from ADE and AWSNA (Waldorf) best teaching practices. This are the best practices that the leadership team has agreed are of the highest importance.
6. How does the Charter Holder provide the resources that are necessary for high quality implementation?	
Answer (suggested word count is 400 words): Annual waldorf summer training to supplement full waldorf certification ADE trainings Twice a year inservice to share what we know and identify where to seek next PD, as well as individual with Leadership team. Peer observation Visiting another school every year for observing master, fully-trained, state certified Waldorf teacher(s) in their grade/area for 2-4 days	List documents that serve as evidence of implementation of this process: See personnel files for training certificates, in service agendas
Monitoring Implementation	
7. How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	
Answer (suggested word count is 400 words): Feedback requested; faculty meeting Observation / evaluation	List documents that serve as evidence of implementation of this process: Follow up conversations at faculty meeting and availability to communicate with mentor(s) by phone, follow up observation and evaluations
8. How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?	
Answer (suggested word count is 400 words): Twice a year meeting with teacher individually	List documents that serve as evidence of implementation of this process:

Faculty meeting	See agendas
Adapted to Meet the Needs of Subgroups *(Address all relevant measures)*	
9. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students?	
Answer (suggested word count is 400 words): As above Individual attention --- temperaments; various strategies including reading specialist and multiple intelligences as resource/consult	List documents that serve as evidence of implementation of this process:
10. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs)?	
Answer (suggested word count is 400 words): SEI training LAC OELAS up to date	List documents that serve as evidence of implementation of this process:
11. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of Free and Reduced Lunch (FRL) students?	
Answer (suggested word count is 400 words): Differentiated instruction Individual focus of Waldorf	List documents that serve as evidence of implementation of this process: Faculty meeting agenda Inservice agendas
12. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities?	
Answer (suggested word count is 400 words): Inservice LAC and KL as resource	List documents that serve as evidence of implementation of this process: Also TVI

Area VI: Graduation Rate (if applicable)

Ensuring Students in Grades 9-12 Graduate On Time	
1. How does the Charter Holder monitor and follow up on student progress toward completing courses to meet graduation requirements?	
Answer (suggested word count is 400 words): N/A	List documents that serve as evidence of implementation of this process: N/A
2. How does the Charter Holder identify students that are not successfully progressing through required courses?	
Answer (suggested word count is 400 words): N/A	List documents that serve as evidence of implementation of this process: N/A
3. How does the Charter Holder provide additional academic supports to remediate academic problems for struggling students?	
Answer (suggested word count is 400 words): N/A	List documents that serve as evidence of implementation of this process: N/A
4. What data can the Charter Holder provide to demonstrate that these strategies are effective?	
Answer (suggested word count is 400 words): N/A	List documents that serve as evidence of implementation of this process: N/A

Area VII: Academic Persistence (if applicable)

System for Keeping Students Motivated and Engaged in School	
1. How does the Charter Holder identify students who are at risk of dropping out or failing?	
Answer (suggested word count is 400 words): N/A	List documents that serve as evidence of implementation of this process: N/A
2. What strategies does the Charter Holder utilize to address student challenges to completing/continuing their education?	
Answer (suggested word count is 400 words): N/A	List documents that serve as evidence of implementation of this process: N/A
3. How does the Charter Holder evaluate these strategies to determine effectiveness?	
Answer (suggested word count is 400 words): N/A	List documents that serve as evidence of implementation of this process: N/A