Demonstration of Sufficient Progress Evidence Confirmed at Site Visit

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Mountain Oak

The table below reflects materials/items referenced in the Demonstration of Sufficient Progress that were confirmed on site for Mountain Oak:

Evidence Requested	Confirmed at Site Visit
Brigance math inventory result	• Provided for the low performing 7th grade class in math
EasyCBM assessment results	• Provided for math 3-8
Professional development documentation	• provided faculty meeting agendas from 2012-2013; professional development policy; certificates of completion; professional development follow up forms completed by teachers
After school tutoring program documentation	• math tutoring documentation for 2013 and 2014
Pull-out instruction documentation	• Dibels data and schedule for grades 2 and 3
Data evaluation/analysis documentation; including monitoring data	• Bottom 25% student tracking form; SPED tracking form; all student tracking form
Curriculum alignment	• provided faculty meeting agendas from 2012-2013 to provide evidence that the staff was working on aligning the Waldorf curriculum with the Common Core Standards during last school year; 3rd grade example of Waldorf curriculum alignment with common core; Alliance for Public Waldorf Education aligning the Waldorf curriculum with the common core
Weekly area meetings documentation	• schedules
Lesson plans for each grade level aligned with the AZ College and Career Ready Standards	• Provided sample for each grade level; reviewed all lesson plans on location; charter holder states they are considering providing teachers with a standardized lesson plan format but has not at this time
Instructional Leadership and Coaching documentation	• teacher observation; stated this happens during the weekly area meetings but no documentation provided
Evaluations by outside evaluators	• not currently running this school year
Evaluations by the principal	• Observation schedule for 2014; one completed observation for current school year; one completed observation for previous school year

Staff requested further information regarding areas not addressed in the Demonstration of Sufficient Progress.

Evidence Requested	Evidence Provided
Curriculum: A system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with the standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams. *SGP Math* *SGP Math Bottom 25%*	• Singapore Math: chosen because its research based; previous administration determined problem to be with implementation of the program and not the program itself so professional development provided to teachers with the lowest scores • Increase in math instructional time • math tutoring documentation for 2013 and 2014 • provided faculty meeting agendas from 2012-2013 to provide evidence that the staff was working on aligning the Waldorf curriculum with the Common Core Standards during last school year; 3rd grade example of Waldorf curriculum alignment with common core; Alliance for Public Waldorf Education aligning the

Percent Passing Math *SGP Reading Bottom 25%* *Percent Passing Reading* *ELL Math and Reading* *FRL Math and Reading* *SPED Math and Reading*	Waldorf curriculum with the common core
Instruction: A system to monitor the integration of the standards into instruction and evaluate the instructional practices of the teachers' evidence by lesson plan review, formal teacher evaluations informal classroom observations, standards checklists, data review teams, and standards-based assessments. *SGP Math* *SGP Math Bottom 25%* *Percent Passing Math* *SGP Reading Bottom 25%* *Percent Passing Reading* *ELL Math and Reading* *FRL Math and Reading* *SPED Math and Reading*	• Charter holder stated lesson plans are submitted every couple weeks; administration reads them but does not sign off on them • In the early stages of using bridge model for aligning Waldorf curriculum with Common Core Standards • Single teacher evaluation performed in SY13-14; and collected piloted evaluation from SY12-13 • Observation schedule for 2014 •
Assessment: A system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessment, common /benchmark assessments and data review teams. *SGP Math* *SGP Math Bottom 25%* *Percent Passing Math* *SGP Reading Bottom 25%* *Percent Passing Reading* *ELL Math and Reading* *FRL Math and Reading* *SPED Math and Reading*	• EasyCBM for grades 3-8; math results; SPED, and bottom 25% identified • Dibels data and schedule for grades 2 and 3
Professional Development: a	• Common Core training and Singapore Math

professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. *SGP Math* *SGP Math Bottom 25%* *Percent Passing Math* *SGP Reading Bottom 25%* *Percent Passing Reading* *ELL Math and Reading* *FRL Math and Reading* *SPED Math and Reading*	• provided faculty meeting agendas from 2012-2013; professional development policy; certificates of completion; professional development follow up forms completed by teachers
Data and analysis to demonstrate growth and proficiency	• Bottom 25% student tracking form; SPED tracking form; all student tracking form
Subgroup data	• Bottom 25% student tracking form; SPED tracking form

Notes:
Provided documentation of increase in administrative support