

Renewal Executive Summary

I. Performance Summary

Renewal application requirements are based upon the Charter Holder’s past performance as measured by the Board’s Academic, Financial, and Operational¹ Performance Frameworks. The table below identifies areas for which the Charter Holder demonstrated acceptable performance. For “Acceptable” financial performance, the Charter Holder was waived from submission requirements for the renewal application. For “Not Acceptable” academic performance, the Charter Holder was required to submit additional information as part of the renewal application.

Area	Acceptable	Not Acceptable
Academic Framework	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Financial Framework	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Operational Framework	<input checked="" type="checkbox"/>	<input type="checkbox"/>

During the five-year interval review of the charter, Valley of the Sun Waldorf Education Association, Inc. was not required to submit a Performance Management Plan as an intervention because the school operated by the Charter Holder, Desert Marigold School, met the academic expectations set forth by the Board. At the time Valley of the Sun Waldorf Education Association, Inc. became eligible to apply for renewal, the Charter Holder did not meet the Academic Performance Expectations of the Board as set forth in the Performance Framework and was required to submit a Demonstration of Sufficient Progress as part of the renewal application package. The Charter Holder was unable to demonstrate the school is making sufficient progress toward the Board’s expectations through the submission of the required information or evidence reviewed during an on-site visit. In the most recent fiscal year for which an academic dashboard is available, Desert Marigold School received an overall rating of “Does Not Meet” the Board’s academic standards.

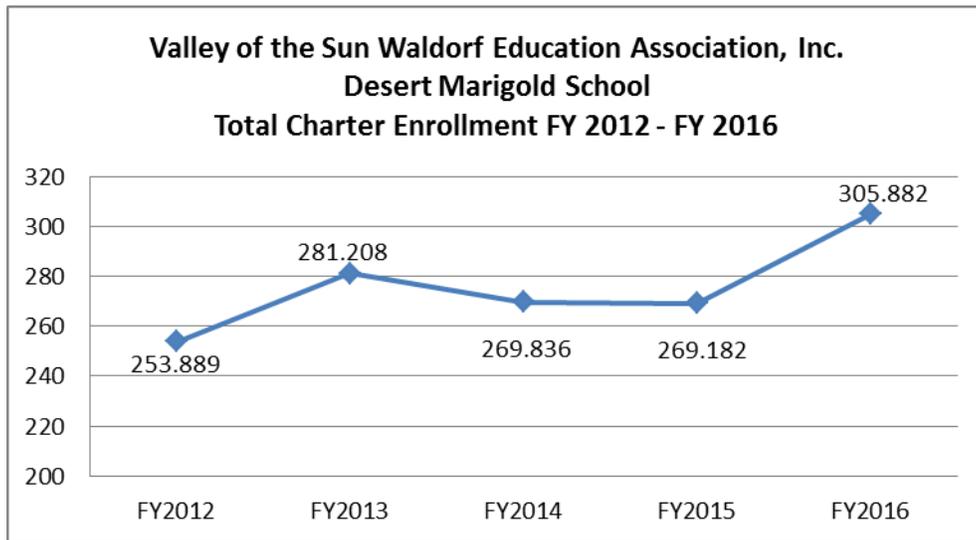
While the Charter Holder demonstrated acceptable overall operational performance, at the time of renewal notification, the Charter Holder’s officers, directors, and members as identified in information publicly available through the Arizona Corporation Commission (ACC) did not align with its officers, directors, and members as identified in the charter contract. Therefore, the Charter Holder was required to submit additional information as part of the renewal application. The Charter Holder submitted its 2015 Annual Report to ACC in December 2015 and a Charter Holder Governance Notification Request to the Board in February, 2016 to add a new officer, director or member, bringing the charter holder into alignment.

II. Profile

¹ The Operational Performance Framework does not require additional submissions for charter holders that have “Not Acceptable” operational performance.



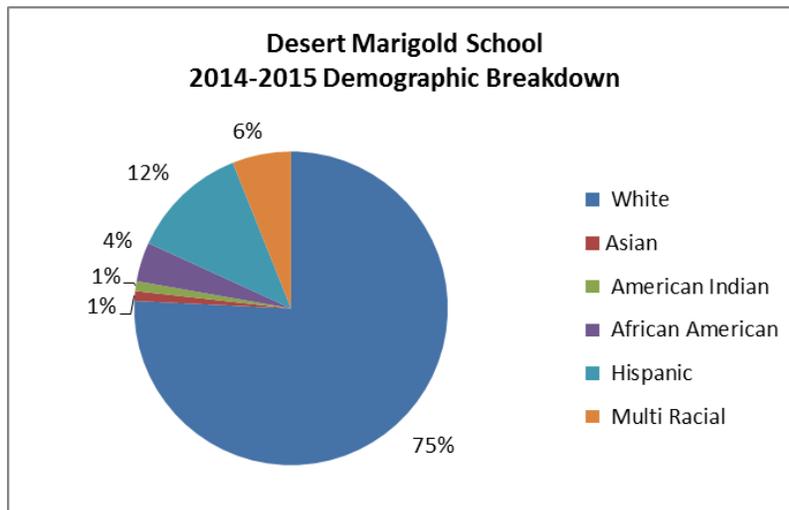
Valley of the Sun Waldorf Education Association, Inc. operates one school, Desert Marigold School, serving grades K-12 in Phoenix. The graph below shows the Charter Holder’s actual 100th day average daily membership (ADM) for fiscal years 2012-2016.



The academic performance of Desert Marigold School is represented in the table below. The Academic Dashboard for the school can be seen in the appendix: B. Academic Dashboard.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Desert Marigold School	08/20/2003	K –12	70.22/B	73.16/B	56.62 / C

The demographic data for Desert Marigold School from the 2014-2015 school year is represented in the chart below.²



² Information provided by the Research and Evaluation Division of the ADE. ASBCS, May 9, 2016



The percentage of students who were eligible for Free and Reduced Lunch, classified as English Language Learners, and classified as students with disabilities in the 2014-2015 school year is represented in the table below.³

Category	Desert Marigold School
Free and Reduced Lunch	16%
English Language Learners	*
Special Education	13%

Desert Marigold School teaches K-12 students based on the Waldorf education method. This includes instruction on the care of farm animals, skills such as weaving, sewing, carpentry, blacksmithing, dance, fine arts, music and gardening. Teachers move grades with their students to enhance the feeling of community, and parents are required to contribute time to the school community.

Valley of the Sun Waldorf Education Association, Inc. has not been brought before the Board for any items or actions in the past 12 months.

III. Additional School Choices

Desert Marigold School received a letter grade of C, and an overall rating of Does Not Meet the Board's academic performance standard for FY 2014. The school site is located in Phoenix near South 28th Street and East Southern Avenue. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are 60 schools serving grades K-12 within a five mile radius of Desert Marigold School that received an A-F letter grade. The table below provides a breakdown of those schools. Schools are grouped by the A - F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that letter grade, the number of schools that scored above the state average on AzMERIT in English Language Arts and Math in FY 2015, the number of schools with AzMERIT scores comparable to those of Desert Marigold School, the number of those schools that are charter schools, and the number of the charter schools that are meeting the Board's academic performance standard for FY 2014.

Letter Grade	Desert Marigold School			ELA 53%	Math 23%	Charter Schools	Meets Board's Standard
	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable ELA (± 5%)	Comparable Math (± 5%)		
A	11	3	5	0	4	7	7
B	11	2	4	1	5	4	2
C	27	0	0	0	16	10	1
D	8	0	0	0	2	1	0
F	3	0	0	0	1	0	N/A

³ Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted.



The table below presents the number of schools, sorted by FY 2014 letter grade, within a five mile radius of Desert Marigold School serving a comparable percentage of students ($\pm 5\%$) in the identified subgroups.⁴

Desert Marigold School	16%	*	13%
Letter Grade	Comparable FRL ($\pm 5\%$)	Comparable ELL ($\pm 5\%$)	Comparable SPED ($\pm 5\%$)
A	0		5
B	0		8
C	0		23
D	0		7
F	0		2

IV. Success of the Academic Program

The following is a timeline of activities that have occurred related to the academic performance of Valley of the Sun Waldorf Education Association, Inc.:

July 12, 2012: Valley of the Sun Waldorf Education Association, Inc. completed a five-year interval review; the Charter Holder was not required to submit a Performance Management Plan because Desert Marigold School, a school operated by the Charter Holder, met the academic expectations set forth by the Board.

February 2013: The Board released FY 2012 Academic Dashboards; Desert Marigold School received an overall rating of “Meets” the Board’s academic standards. In accordance with the Board’s academic framework intervention schedule at that time, the Charter Holder was waived from any specific monitoring requirements.

October 2013: The Board released FY 2013 Academic Dashboards; Desert Marigold School received an overall rating of “Meets” the Board’s academic standards. In accordance with the Board’s academic framework intervention schedule at that time, the Charter Holder was waived from any specific monitoring requirements.

October 2014: The Board released FY 2014 Academic Dashboards; Desert Marigold School received an overall rating of “Meets” the Board’s academic standards. In accordance with the Board’s academic framework intervention schedule at that time, the Charter Holder was waived from any specific monitoring requirements.

February 2, 2015: The Board released FY 2014 Academic Dashboards; Desert Marigold School received an overall rating of “Does Not Meet” the Board’s academic standards and Valley of the Sun Waldorf Education Association, Inc. did not meet the Board’s Academic Performance Expectations. The Charter Holder was assigned a Demonstration of Sufficient Progress (DSP) for Desert Marigold School as part of an annual reporting requirement.

⁴ Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is not reported to ADE, or is 0% or 100%, the percentage for that demographic group is redacted. ASBCS, May 9, 2016



November 20, 2015: Board staff provided the Charter Holder, through its authorized representatives, Jimmy Wahbeh, and Charles Burkam with Renewal Notification Information, which included notification of the renewal process, the date on which the Charter Holder would become eligible to apply for renewal November 22, 2015, the deadline date on which the renewal application package would be due to the Board February 22, 2016, information on the availability of the Charter Holder’s renewal application as well as instruction on how to access the renewal application, and notification of the requirement to submit a DSP as a component of its renewal application package because the Charter Holder did not meet the Academic Performance Expectations set forth by the Board.

V. Demonstration of Sufficient Progress

A renewal application package with a Renewal DSP for Valley of the Sun Waldorf Education Association, Inc. (appendix: E. Renewal DSP Submission) was timely submitted by a Charter Representative on **February 22, 2016**. The Charter Holder was provided a copy of the initial evaluation of the DSP Report prior to the site visit and informed that areas initially evaluated as not acceptable must be addressed with additional evidence and documentation at the time of the visit.

Following a preliminary evaluation of the DSP, staff conducted a site visit to meet with the school’s leadership, as selected by the school, to confirm evidence of the processes described in the DSP and review additional evidence to be considered in the final evaluation of the Charter Holder’s DSP submission. The following representatives of Valley of the Sun Waldorf Education Association, Inc. were present at the site visit:

Name	Role
Laura Alvarado-Coady	Director of Student Support Services
Charles D. Burkam	Executive Director
Michael Martin	High School Administrator
Dru Smith-Crain	Teacher and Member of Ed Council
Pax Piper	Director of Curriculum and Instruction

At the site visit, Board staff completed a document inventory for all evidence presented by the Charter Holder (appendix: D. Renewal DSP Site Visit Inventory Forms). The Charter Holder was provided a copy of the document inventory at the end of the site visit. Following the site visit, Board staff completed a final evaluation of the DSP (appendix: C. Renewal DSP Final Evaluation). The following is a summary of the final DSP Evaluation:

Evaluation Summary			
Area	DSP Evaluation		
	Meets	Does Not Meet	Falls Far Below
Data	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring Instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduation Rate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

After considering information in the DSP Report and evidence provided at the time of the site visit, the Charter Holder **did** demonstrate evidence of a sustained improvement plan that includes



implementation of a comprehensive curriculum system, a comprehensive assessment system, a comprehensive instructional monitoring system, a comprehensive professional development system, and a system for ensuring students in grades 9-12 graduate on time. However, the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years, and demonstrated declines in academic performance, in 2 out of the 9 measures required by the Board.

Based on the findings summarized above and described below, staff determined that the Charter Holder did not demonstrate sufficient progress towards meeting the Board's Academic Performance Expectations.

VI. Viability of the Organization

The Charter Holder meets the Board's Financial Performance Expectations set forth in the Performance Framework adopted by the Board. Therefore, the Charter Holder was not required to submit a Financial Performance Response.

VII. Adherence to the Terms of the Charter

For fiscal year 2015, the Charter Holder meets the Board's Operational Performance Standard set forth in the Performance Framework adopted by the Board and, to date, has no measures rated as "Falls Far Below Standard" for the current fiscal year (appendix: A. Renewal Summary Review).

VIII. Board Options

Option 1: The Board may approve the renewal. The following language is provided for consideration:

Renewal is based on consideration of academic, fiscal and contractual compliance of the Charter Holder. With that taken into consideration as well as all information provided to the Board for consideration of this renewal application package and during its discussion with representatives of the Charter Holder, I move to approve the request for charter renewal and grant a renewal contract to Valley of the Sun Waldorf Education Association, Inc.

Option 2: The Board may deny the renewal. The following language is provided for consideration:

Based upon a review of the information provided by the representatives of the Charter Holder and the contents of the application package which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the Charter Holder over the charter term, I move to deny the request for charter renewal and to not grant a renewal contract for Valley of the Sun Waldorf Education Association, Inc. Specifically, the Charter Holder, during the term of the contract, failed to meet the obligations of the contract or failed to comply with state law when it: (Board member must specify reasons the Board found during its consideration.)



APPENDIX A
RENEWAL SUMMARY REVIEW

Five-Year Interval Report

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ARIZONA STATE BOARD FOR CHARTER SCHOOLS

Renewal Summary Review

Interval Report Details

[Hide Section](#)

Report Date:	03/28/2016	Report Type:	Renewal
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Charter Contract Information

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Charter Corporate Name:	Valley of the Sun Waldorf Education Association, Inc.		
Charter CTDS:	07-89-64-000	Charter Entity ID:	79957
Charter Status:	Open	Contract Effective Date:	05/23/2002
Number of Schools:	1	Contractual Days:	<ul style="list-style-type: none"> Desert Marigold School: 180
Charter Grade Configuration:	K-12	Contract Expiration Date:	05/22/2017
FY Charter Opened:	—	Charter Signed:	05/16/2002
Charter Granted:	05/13/2002	Charter Enrollment Cap	340
Corp. Type	Non Profit		

Charter Contact Information

[Hide Section](#)

Mailing Address:	6210 South 28th Street Phoenix, AZ 85042	Website:	http://www.arizonawaldorf.org/home/default.asp
Phone:	602-243-6909	Fax:	602-243-6933
Mission Statement:	Inspired by Rudolf Steiner's Waldorf Education system, the mission of Desert Marigold School is to provide an educational context that emphasizes not intellectual achievement, but also the imaginative, artistic, and moral growth of its students. By addressing their heads, hands and hearts, the school will encourage students to be life-long learners and independent thinkers as well as self motivated, self-disciplined, creative, adaptable and responsible individuals.		
Charter Representatives:	Name:	Email:	FCC Expiration Date:
	1.) Mr. Jimmy Wahbeh	jwahbeh@cox.net	07/02/2015
	2.) Mr. Charles Burkam	cburkam@arizonawaldorf.org	07/01/2016

Academic Performance - Desert Marigold School

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School Name:	Desert Marigold School	School CTDS:	07-89-64-101
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School Entity ID:	79958	Charter Entity ID:	79957
School Status:	Open	School Open Date:	08/20/2003
Physical Address:	6210 South 28th Street Phoenix, AZ 85042	Website:	—
Phone:	602-243-6909	Fax:	602-243-6933
Grade Levels Served:	K-12	FY 2014 100th Day ADM:	269.836

Academic Performance Per Fiscal Year

[Hide Section](#)

Desert Marigold School

		2012 Traditional K-12 School (K-11)			2013 Traditional K-12 School (K to 12)			2014 Traditional K-12 School (K to 12)		
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1. Growth										
1a. SGP	Math	64	75	10	62	75	10	40	50	10
	Reading	67	100	10	60	75	10	51	75	10
1b. SGP Bottom 25%	Math	51	75	10	56	75	10	45	50	10
	Reading	69	100	10	67	100	10	63	75	10
2. Proficiency										
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	52 / 62.6	50	7.5	60.2 / 62.3	50	7.5	48.7 / 62	50	7.5
	Reading	76 / 77.7	50	7.5	85.9 / 78.2	75	7.5	78.3 / 78.7	50	7.5
2b. Composite School Comparison	Math	-11.2	50	5	-5.8	50	5	-18.6	25	5
	Reading	-2.3	50	5	4.2	75	5	-5.3	50	5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	36 / 53.2	50	3.75	50 / 53.3	50	3.75	45.8 / 52.8	50	3.75
	Reading	68 / 69.6	50	3.75	91.8 / 71.9	75	3.75	70.8 / 71.9	50	3.75
2c. Subgroup SPED	Math	23 / 21.2	75	3.75	25 / 20.7	75	3.75	25.8 / 18.7	75	3.75
	Reading	32 / 35.4	50	3.75	55.6 / 36.6	75	3.75	57.1 / 37.7	75	3.75
3. State Accountability										
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		B	75	5	B	75	5	C	50	5
4. Graduation										
		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		NR	0	0	NR	0	0	NR	0	0
Overall Rating		Overall Rating			Overall Rating			Overall Rating		

Scoring for Overall Rating
 89 or higher: Exceeds Standard
 <89, but > or = to 63: Meets Standard
 <63, but > or = to 39: Does Not Meet Standard
 Less than 39: Falls Far Below Standard

70.22

85

73.16

85

56.62

85

Financial Performance

[Hide Section](#)

Charter Corporate Name: Valley of the Sun Waldorf Education Association, Inc.
 Charter CTDS: 07-89-64-000 Charter Entity ID: 79957
 Charter Status: Open Contract Effective Date: 05/23/2002

Financial Performance

[Hide Section](#)

Valley of the Sun Waldorf Education Association, Inc.

Near-Term Measures

Going Concern

No Meets

No Meets

Unrestricted Days Liquidity

37.07 Meets

31.52 Meets

Default

No Meets

No Meets

Sustainability Measures (Negative numbers indicated by parentheses)

Net Income

\$43,318 Meets

(\$124,396) Does Not Meet

Fixed Charge Coverage Ratio

0.97 Does Not Meet

0.40 Does Not Meet

Cash Flow (3-Year Cumulative)

\$231,733 Meets

\$145,000 Does Not Meet

Cash Flow Detail by Fiscal Year

FY 2014	FY 2013	FY 2012	FY 2015	FY 2014	FY 2013
\$7,927	\$149,482	\$74,324	(\$12,409)	\$7,927	\$149,482

Meets Board's Financial Performance Expectations

Operational Performance

[Hide Section](#)

Charter Corporate Name: Valley of the Sun Waldorf Education Association, Inc.
 Charter CTDS: 07-89-64-000 Charter Entity ID: 79957
 Charter Status: Open Contract Effective Date: 05/23/2002

Operational Performance

[Hide Section](#)

Click on any of the measures below to see more information.

Measure	2015	2016
1.a. Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?	Meets	--
Educational Program - Essential Terms	No issue identified	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Meets	--
Services to Student with Disabilities	No issue identified	--
Instructional Days/Hours	No issue identified	--
Data for Achievement Profile	No issue identified	--
Mandated Programming (State/Federal Grants)	No issue identified	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Meets	--
Timely Submission	Yes	Yes
Audit Opinion	Unqualified	Unqualified
Completed 1st Time CAPs	No issue identified	--
Second-Time/Repeat CAP	No issue identified	--
Serious Impact Findings	No issue identified	--
Minimal Impact Findings (3+ Years)	No issue identified	--
2.b. Is the charter holder administering student admission and attendance appropriately?	Meets	--
Estimated Count/Attendance Reporting	No issue identified	--
Tuition and Fees	No issue identified	--
Public School Tax Credits	No issue identified	--
Attendance Records	No issue identified	--
Enrollment Processes	No issue identified	--
2.c. Is the charter holder maintaining a safe environment consistent with state and local requirements?	Meets	--
Facility/Insurance Documentation	No issue identified	--
Fingerprinting	No issue identified	--
2.d. Is the charter holder transparent in its operations?	Meets	--
Academic Performance Notifications	No issue identified	--
Teacher Resumes	No issue identified	--
Open Meeting Law	No issue identified	--
Board Alignment	No issue identified	Inconsistency in Reporting
2.e. Is the charter holder complying with its obligations to the Board?	Meets	--
Timely Submissions	No issue identified	Charter Governance Notification
Limited Substantiated Complaints	No issue identified	--

Favorable Board Actions	No issue identified	--
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Does Not Meet	--
Arizona Corporation Commission	No issue identified	--
Arizona Department of Economic Security	No issue identified	--
Arizona Department of Education	Budget	--
Arizona Department of Revenue	No issue identified	--
Arizona State Retirement System	No issue identified	--
Equal Employment Opportunity Commission	No issue identified	--
Industrial Commission of Arizona	No issue identified	--
Internal Revenue Service	No issue identified	--
U.S. Department of Education	No issue identified	--
3. Is the charter holder complying with all other obligations?	Meets	--
Judgments/Court Orders	No issue identified	--
Other Obligations	No issue identified	--
OVERALL RATING	Meets Operational Standard	--

Last Updated: 2016-03-03 08:50:32

APPENDIX B

ACADEMIC DASHBOARD

Desert Marigold School

CTDS: 07-89-64-101 | Entity ID: 79958

General Site Contact Inspections Grades Governing Body FY Data Site Visits Member Campuses Amendments

Academic Performance

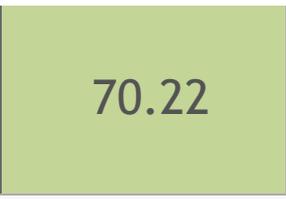
Academic Performance

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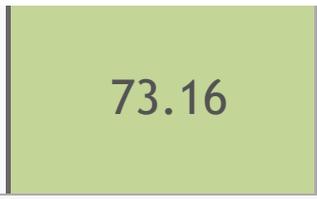
Desert Marigold School

		2012 Traditional K-12 School (K-11)			2013 Traditional K-12 School (K to 12)			2014 Traditional K-12 School (K to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	64	75	10	62	75	10	40	50	10
	Reading	67	100	10	60	75	10	51	75	10
1b. SGP Bottom 25%	Math	51	75	10	56	75	10	45	50	10
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2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	52 / 62.6	50	7.5	60.2 / 62.3	50	7.5	48.7 / 62	50	7.5
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2b. Composite School Comparison	Math	-11.2	50	5	-5.8	50	5	-18.6	25	5
	Reading	-2.3	50	5	4.2	75	5	-5.3	50	5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	36 / 53.2	50	3.75	50 / 53.3	50	3.75	45.8 / 52.8	50	3.75
	Reading	68 / 69.6	50	3.75	91.8 / 71.9	75	3.75	70.8 / 71.9	50	3.75
2c. Subgroup SPED	Math	23 / 21.2	75	3.75	25 / 20.7	75	3.75	25.8 / 18.7	75	3.75
	Reading	32 / 35.4	50	3.75	55.6 / 36.6	75	3.75	57.1 / 37.7	75	3.75
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		B	75	5	B	75	5	C	50	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		NR	0	0	NR	0	0	NR	0	0
Overall Rating		Overall Rating			Overall Rating			Overall Rating		

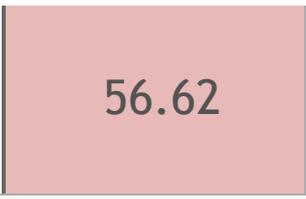
Scoring for Overall Rating
89 or higher: Exceeds Standard
<89, but > or = to 63: Meets Standard
<63, but > or = to 39: Does Not Meet Standard
Less than 39: Falls Far Below Standard



85



85



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APPENDIX C

RENEWAL DSP FINAL EVALUATION

Demonstration of Sufficient Progress Final Evaluation

CHARTER INFORMATION

Charter Holder Name	Valley of the Sun Waldorf Education Association, Inc.	Schools	Desert Marigold School
Charter Holder Entity ID	79957	Purpose of DSP Submission	Renewal
Site Visit Date	March 29, 2016		

Evaluation Overview:

The following serves as an evaluation of the Demonstration of Sufficient Progress process and includes:

- An overall rating for each area of Data, Curriculum, Assessment, Monitoring Instruction, Professional Development, and Graduation Rate.
 - Whether questions were sufficiently answered at the site visit
 - Whether documents provided by the Charter Holder serve as sufficient evidence of implementation of described processes

Data

The area of Data is evaluated as Falls Far Below. As evidenced at the DSP site visit, the data provided by the Charter Holder failed to show improvement year-over-year for the two most recent school years, and demonstrated declines in academic performance, in 2 out of the 9 measures required by the Board. For more detailed analysis see Data Inventory (appendix: D. Renewal DSP Site Visit Inventory Forms, i. Site Visit Inventory – Data).

Assessment Measure	Data Required	Comparative Data Provided	Data Shows Improvement	Sufficient explanation of HOW data was analyzed	Sufficient explanation of what conclusions were drawn
1a. Student Median Growth Percentile (SGP) – Math	Yes	Yes	No	Yes	Yes
1a. Student Median Growth Percentile (SGP) – Reading	No	N/A	N/A	N/A	N/A
1b. SGP Bottom 25% – Math	Yes	Yes	No	Yes	Yes
1b. SGP Bottom 25% – Reading	No	N/A	N/A	N/A	N/A
2a. Percent Passing – Math	Yes	Yes	Yes	Yes	Yes
2a. Percent Passing – Reading	Yes	Yes	Yes	Yes	Yes
2b/c. Subgroup, ELL – Math	Yes	Yes	Yes	Yes	Yes
2b/c. Subgroup, ELL – Reading	Yes	Yes	Yes	Yes	Yes
2b/c. Subgroup, FRL – Math	Yes	Yes	Yes	Yes	Yes
2b/c. Subgroup, FRL – Reading	Yes	Yes	Yes	Yes	Yes
2b/c. Subgroup, students with disabilities – Math	No	N/A	N/A	N/A	N/A
2b/c. Subgroup, students with disabilities – Reading	No	N/A	N/A	N/A	N/A
4a. High School Graduation Rate	Yes	Yes	Yes	Yes	Yes

Curriculum: *The area of Curriculum is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive curriculum system that addresses each of the required elements.

For more detailed analysis see Curriculum Inventory (appendix: D. Renewal DSP Site Visit Inventory Forms, ii. Site Visit Inventory – Curriculum).

Question	Sufficient Evidence	Site Visit Inventory Item
A. Evaluating Curriculum		
What ongoing process does the Charter Holder use to evaluate curriculum? What criteria guide that process?	YES	C.A.1
What ongoing process does the Charter Holder use to evaluate how effectively the curriculum enables students to meet all standards ? What criteria guide that process?	YES	C.A.2
What ongoing process does the Charter Holder use to identify curricular gaps ? What criteria guide that process?	YES	C.A.3
B. Adopting Curriculum		
After curriculum is evaluated, what process does the Charter Holder use to determine if new and/or supplemental curriculum needs to be adopted? What criteria guide that process?	YES	C.B.1
Once the Charter Holder has chosen to adopt new and/or supplemental curriculum , how has the Charter Holder evaluated curriculum options? What criteria guide that process?	YES	C.B.2
C. Revising Curriculum		
After curriculum is evaluated, what process does the Charter Holder use to determine if curriculum must be revised? What criteria guide that process?	YES	C.C.1
Once determined that curriculum must be revised, what process does the Charter Holder use to revise the curriculum? What criteria guide that process?	YES	C.C.2
D. Implementing Curriculum		
What ongoing process does the Charter Holder use to ensure curriculum is implemented with fidelity ? How have these expectations been communicated to instructional staff?	YES	C.D.1
What is the Charter Holder’s ongoing process to ensure consistent use of curricular tools ? How have these expectations been communicated to instructional staff?	YES	C.D.2
What process does the Charter Holder use to ensure that all grade-level standards are taught to mastery within the academic year?	YES	C.D.3
E. Alignment of Curriculum		
What process does the Charter Holder use to verify that the curriculum is aligned to Arizona’s College and Career Ready Standards?	YES	C.E.1
When adopting or revising curriculum, what process does the Charter Holder use to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona’s College and Career Ready Standards?	YES	C.E.2
F. Adapted to Meet the Needs of Subgroups		
How does the Charter Holder assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	YES	C.F.1

Assessment: *The area of Assessment is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive assessment system that addresses each of the required elements.

For more detailed analysis see Assessment Inventory (appendix: D. Renewal DSP Site Visit Inventory Forms, iii. Site Visit Inventory – Assessment).

Question	Sufficient Evidence	Site Visit Inventory Item
A. Developing the Assessment System		
What ongoing process does the Charter Holder use to evaluate assessment tools? What criteria guide that process?	YES	A.A.1
What ongoing process does the Charter Holder use to evaluate how the assessments are aligned to the curriculum? What criteria guide that process?	YES	A.A.2
What is the Charter Holder’s ongoing process to evaluate how the assessments are aligned to the <u>instructional methodology</u> ? What criteria guide that process?	YES	A.A.3
B. Adapted to Meet the Needs of Subgroups		
How does the assessment system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	YES	A.B.1
C. Analyzing Assessment Data		
What is the Charter Holder’s ongoing process to collect and analyze each type of assessment data listed in the Assessment System Table in Section A and the Subgroup Assessment Table in Section B?	YES	A.C.1
What is the Charter Holder’s ongoing process to make adjustments to <u>curriculum</u> based on the data analysis? What criteria guide that process?	YES	A.C.2
What is the Charter Holder’s ongoing process to make adjustments to <u>instruction</u> based on the data analysis? What criteria guide that process?	YES	A.C.3

Monitoring Instruction: *The area of Monitoring Instruction is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive instructional monitoring system that addresses each of the following required elements.

For more detailed analysis see Monitoring Instruction Inventory (appendix: D. Renewal DSP Site Visit Inventory Forms, iv. Site Visit Inventory – Monitoring Instruction).

Question	Sufficient Evidence	Site Visit Inventory Item
A. Monitoring Instruction		
What is the Charter Holder’s ongoing process to monitor that the instruction taking place is <ul style="list-style-type: none"> • Aligned with ACCRS standards, • Implemented with fidelity, • Effective throughout the year, and • Addressing the identified needs of students in all four subgroups? 	YES	M.A.1
How is the Charter Holder monitoring instruction to ensure that it is leading all students to mastery of the standards?	YES	M.A.2
B. Evaluating Instructional Practices		
How does the Charter Holder evaluate the instructional practices of all staff?	YES	M.B.1
What is the Charter Holder’s ongoing process to identify the quality of instruction?	YES	M.B.2
How does the evaluation process identify the individual strengths, weaknesses, and needs of instructional staff?	YES	M.B.3
C. Adapted to Meet the Needs of Subgroups		
What is the Charter Holder’s ongoing process to evaluate supplemental instruction targeted to address the needs of students in the following subgroups?	YES	M.C.1
D. Providing Feedback that Develops the Quality of Teaching		
How does the Charter Holder analyze information about strengths, weaknesses, and needs of instructional staff?	YES	M.D.1
How is the analysis used to provide feedback to instructional staff on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	YES	M.D.2

Professional Development: *The area of Professional Development is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a comprehensive professional development system that addresses each of the following required elements.

For more detailed analysis see Professional Development Inventory (appendix: D. Renewal DSP Site Visit Inventory Forms, v. Site Visit Inventory – Professional Development).

Question	Sufficient Evidence	Site Visit Inventory Item
A. Development of the Professional Development Plan		
What is the Charter Holder’s ongoing process to determine what professional development topics will be covered throughout the year? What data and analysis is utilized to make those decisions?	YES	P.A.1
What is the Charter Holder’s ongoing process to ensure the professional development plan is aligned with instructional staff learning needs ? What criteria are used to make those determinations?	YES	P.A.2
What is the Charter Holder’s ongoing process to address the areas of high importance in the professional development plan ? How are the areas of high importance determined?	YES	P.A.3
B. Adapted to Meet the Needs of Subgroups		
Identify how the Charter Holder provides professional development to ensure instructional staff is able to address the needs of students in all four subgroups .	YES	P.B.1
C. Supporting High Quality Implementation		
What is the Charter Holder’s ongoing process to provide support to the instructional staff on the high quality implementation of the strategies learned in professional development? What does this support include?	YES	P.C.1
What is the Charter Holder’s ongoing process to identify concrete resources , necessary for high quality implementation, for instructional staff?	YES	P.C.2
D. Monitoring Implementation		
What is the Charter Holder’s ongoing process to monitor the implementation of the strategies learned in professional development sessions?	YES	P.D.1
How does the Charter Holder follow-up with instructional staff regarding implementation of the strategies learned in professional development?	YES	P.D.2

Graduation Rate: *The area of Graduation Rate is evaluated as Meets.*

As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a system for ensuring students in grades 9-12 graduate on time that addresses each of the required elements.

For more detailed analysis see Graduation Rate Inventory (appendix: D. Renewal DSP Site Visit Inventory Forms, vi. Site Visit Inventory – Graduation Rate).

Question	Sufficient Evidence	Site Visit Inventory Item
A. Monitoring Progress Toward Timely Graduation		
What is the Charter Holder’s ongoing process to create academic and career plans?	YES	G.A.1
What is the Charter Holder’s ongoing process to monitor and follow-up on student progress toward completing goals in academic and career plans? What criteria guide that process?	YES	G.A.2
B. Addressing Barriers to Timely Graduation		
What is the Charter Holder’s ongoing process to provide timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time?	YES	G.B.1
What is the Charter Holder’s ongoing process to evaluate the processes described above to determine effectiveness? What criteria guide that process?	YES	G.B.2

APPENDIX D

RENEWAL DSP SITE VISIT

INVENTORY FORMS



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Valley of the Sun Waldorf Education Association, Inc.
 School Name: Desert Marigold School

Site Visit Date: March 29, 2016
 Required for: Renewal
 Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p>[D.1]</p> <p>Galileo Student Growth and Achievement Reports</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) – Math.</p> <p>The documents provided DO NOT demonstrate improved academic performance because:</p> <p>The Charter Holder provided Galileo Student Growth and Achievement reports for grades 3-11 for FY14/15 CBAS #2-#3 and FY 15/16 for CBAS #1-3. The average rate of growth declined from 57% in FY 14/15 to 44% in FY15/16.</p> <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.		
<p>[D.2]</p> <p>Not required</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) - Reading</p> <p>The Charter Holder met on the academic dashboard for two consecutive years in this measure.</p>		
<p>[D.3]</p> <p>Galileo Student Growth and Achievement Reports</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) bottom 25% – Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25% - Math.</p> <p>The documents provided DO NOT demonstrate improved academic performance because:</p> <p>The Charter Holder provided Galileo Student Growth and Achievement reports for grades 3-11 for FY14/15 CBAS #2-#3 and FY 15/16 for CBAS #1-3. The average rate of growth declined from 47% in FY 14/15 to 34% in FY15/16.</p> <p>Final Evaluation:</p>		



	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.4] Not required	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) bottom 25%:</p> <p>The Charter Holder met on the academic dashboard for two consecutive years in this measure.</p>	
[D.5] Galileo Percentile Rank reports	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing – Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Math</p> <p>The Charter Holder provided Galileo Percentile Ranks for students in 3rd-11th grades. C-BAS #2 for FY14/15 was compared to C-BAS #2 and #3. The data demonstrated improvement in proficiency from 32% in FY 14/15 to 43% FY15/16.</p> <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.6] Galileo Percentile Rank reports	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing – Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing – Reading.</p> <p>The Charter Holder provided Galileo Percentile Ranks for students in grades 3rd-11th grades. C-BAS #2 for FY14/15 was compared to C-BAS #2 and #3. The data demonstrated improvement in proficiency from 69% in FY 14/15 to 74% FY15/16.</p> <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.

<p>[D.7]</p> <p>ELL Math Summary from Galileo</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, ELL – Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Math.</p> <p>The Charter Holder has only 1 ELL student for FY115 and FY16. The ELL student demonstrated improvement in proficiency from 1% to 5%. This student is currently being reclassified as sped.</p> <p>Final Evaluation:</p>	
<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>	
<p>[D.8]</p> <p>ELL ELA Summary from Galileo</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, ELL – Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL – Reading.</p> <p>The Charter Holder has only 1 ELL student for FY115 and FY16. The ELL student demonstrated improvement in proficiency from 1% to 35%. This student is currently being reclassified as sped.</p> <p>Final Evaluation:</p>	
<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>	
<p>[D.9]</p> <p>Galileo Percentile Rank reports with FRL designations</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL – Math</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Math.</p> <p>The Charter Holder provided Galileo percentile rank reports with FRL designations for CBAS 2 for both FY15 and FY16. The data demonstrated proficiency improvement from 24% to 35%.</p> <p>Final Evaluation:</p>	
<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>	



<p>[D.10]</p> <p>Galileo Percentile Rank reports with FRL designations</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL – Reading</p> <p>The documents provided demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL – Reading.</p> <p>The Charter Holder provided Galileo percentile rank reports with FRL designations for CBAS 2 for both FY15 and FY16. The data demonstrated proficiency improvement from 62% to 70%.</p> <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
<p>[D.11]</p> <p>Not required</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Math</p> <p>The Charter Holder met on the academic dashboard for two consecutive years in this measure.</p>	
<p>[D.12]</p> <p>Not required</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities – Reading</p> <p>The Charter Holder met on the academic dashboard for two consecutive years in this measure.</p>	
<p>[D.13]</p> <p>Graduation Cohort Student Tracking breakdown</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: improved performance in High School Graduation Rate</p> <p>The documents provided demonstrate evidence of improved performance in High School Graduation Rate.</p> <p>The Charter Holder provided graduation data that demonstrated 100% graduation rate for 2013, 2014, and 2015.</p> <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Valley of the Sun Waldorf Education Association, Inc.
 School Name: Desert Marigold School

Site Visit Date: March 29, 2016
 Required for: Renewal
 Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome			
<p>[C.A.1]</p> <p>Ed Council Agenda/Meeting Minutes Criteria for Curriculum Recommendations Curriculum Evaluation Forms-completed Pilot curriculum evaluation form Pilot/Project Proposal Professional Development Agendas/Meeting Notes</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> The EdC analyzes and synthesizes the curriculum data from instructors to determine if there is a need to revise or supplement the current curriculum. In May, the EdC in collaboration with the CDAC, reviews, and considers possible revisions or supplements to the current curriculum. The ongoing process to evaluate curriculum begins with a Curriculum Evaluation Form, which is filled out by teachers in October and February. Curriculum changes are communicated to all stakeholders when the adoption is finalized. <p>Final Evaluation:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>		<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[C.A.2]</p> <p>7th Grade Chemistry Block Overview 2015-16 Bottom 25% Student Growth and Achievement Report DCI/Teacher notes End-of-Unit review form Galileo aggregate Multi-Test Report Lesson plan/unit overview and review evaluation Middle School Math Lesson Plan Student Growth and Achievement Report 7th Grade Lesson Plan Evaluation Grade 7 Planbook Lesson Plans-completed</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating how effectively the curriculum enables students to meet all standards.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> We utilize Galileo data to determine whether our curriculum effectively enables all students to reach mastery of standards. Galileo. Each curriculum component is evaluated with the lesson plan evaluation form for scope and sequence, and accessibility of standards. The DCI reviews and evaluates lesson plans for curricular adherence to AZCCRS and Waldorf methodology as well. Teachers embed standards in their lesson plans, and they are reviewed by the DCI via Planbook.edu. These reviews will examine each instructor's progress through the grade level standards. <p>Final Evaluation:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Documents presented do not demonstrate evidence </td> </tr> </table>		<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of	<input type="checkbox"/> Documents presented do not demonstrate evidence
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	implementation of each of the relevant described processes, and thus are evaluated as sufficient.	of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.A.3] 2015-10-3 professional development agenda 2015-11-6 professional development agenda 2015-9-4 professional development agenda Curriculum evaluation form (Identified gap section) Curriculum needs assessment PublicWaldorf_PartV_The Handbook Revision of Curriculum / Supplemental Curriculum documentation Ed Council Meeting Minutes	Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder identifies curricular gaps. The documents provided demonstrate evidence of the following: <ul style="list-style-type: none"> The Curriculum and Data Assessment Committee (CDAC) will conduct a Curriculum Needs Assessment between May 1st to June 30th to identify curricular gaps, with input from the Education Council and classroom teachers through a survey process. The process begins with a review of the progressions of the AZCCRS in grades K – HS. Teachers have the Alliance for Public Waldorf Education Curriculum, Common Core Standard aligned document. Teachers begin by working individually, then in banded-grade level teams. Finally, they will share with teachers across the grades (early childhood, grades teachers and high school teachers). The Charter holder looks for gaps through an analysis of test scores, a curriculum evaluation survey, by determining if standards are missing from the DMS curriculum. 	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.B.1] Criteria for Curriculum Recommendations Pilot Curriculum evaluation form Pilot/Project Proposal Form Revision of Supplemental Curriculum Ed Council Meeting Minutes	Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for adopting curriculum based on its evaluation processes. The documents provided demonstrate evidence of the following: <ul style="list-style-type: none"> The EdC, in collaboration and discussion at teacher meetings, make the determination of whether supplemental curriculum will be used to address a gap using the following criteria: <ol style="list-style-type: none"> Is the gap in an area that the curriculum does not cover for that grade, or covers minimally? Have other teachers successfully integrated the content in this grade level? What is the impact of the change related to Waldorf teaching methods and child development? The EdC recommends whether to proceed forward with vetting of a supplemental program. 	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

<p>[C.B.2]</p> <p>2015-10-27 Ed Council Agenda 2015-11-24 Ed Council Agenda 2015-4-14 Minutes Ed Council 2016-3-29 Ed Council Agenda Criteria for Curriculum recommendations Pilot curriculum evaluation form Pilot/Project Proposal Form</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for evaluating new and/or supplemental curriculum options.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • When new or supplemental curriculum is being considered, the EdC collects information and researches the options based upon the criteria to vet new or additional curriculum. • The teachers review materials and discuss possible pilot options in their respective meetings and give input to their EdC representative. • A recommendation goes from the EdC to Ed-min, a joint educational and administrative body, where a decision and a timeline are recommended to pilot a program. Ed-min also is charged with assessing overall impact and final adoption. • The EdC recommends whether to proceed forward with vetting of a supplemental program. <p>Final Evaluation:</p>	
<p>[C.C.1]</p> <p>Gap Identification process Revision or Supplemental curriculum Ed Council Meeting Minutes 10</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for revising curriculum based on its evaluation processes.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The EdC, informed by the Identifying gaps process (see form), makes the determination of the need to revise the current curriculum. In May, the EdC reviews proposals for revisions to the current curriculum by the following criteria: <ol style="list-style-type: none"> 1. Is there a curricular gap resulting from the pacing of the curriculum? 2. Are there standards that could be met by the curriculum that we need to incorporate? 3. Is there a shift in the program of study that is being suggested by teacher or student achievement? <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.C.2]</p> <p>2015-10-27 Ed Council Minutes 2015-4-14 Minutes Ed Council Revision of Supplemental Curriculum</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for revising the curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The EdC is responsible for the on-going examination and revision of the curriculum. • A working group was formed out of the EdC (DCI, and two teachers) that is currently revising the grade 1 - 8 curriculum. In the high school, course descriptions are being reviewed and revised by a second group formed out of the HSSC (HSA, DCI, High School Teacher) for explicit alignment with AZCCRS throughout the high school program. These projects started summer 2015 and projected completion will be in the summer of 2016. <p>Final Evaluation:</p>	
<p>[C.D.1]</p> <p>End-of-Unit Review form (to be used in the future) Fidelity Statement DSP 2 2016 Fidelity Summary Form Best Practices Evaluation Tool (completed) Pre and Post-Observation Conference Forms (completed)</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for ensuring the curriculum is implemented with fidelity, and that these expectations have been communicated to instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Teachers are evaluated for fidelity through the Best Practices Evaluation Tool. • Expectations are communicated at the Pre and Post-Observation Conferences. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[C.D.2]</p> <p>Bottom 25% Student Growth and Achievement Report End-of-Unit review form Galileo Aggregate Multi-Test Report Lesson Plan, unit Overview and End-of-Unit Evaluation forms PublicWaldorf_PartV_The Handbook Renaissance Unit overview 2015-16 7th Grade Scope and Sequence Student Growth and Achievement Report 7th Grade Summer Waldorf Teacher Training 3rd Grade Lesson Plan Alliance documents Professional Development Agenda/Meeting Notes (Nov. 2015)</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for ensuring consistent use of curricular tools, and that these expectations have been communicated to instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The yearly block rotation (scope and sequence for each grade), unit overview and the assessment of unit effectiveness through the end of unit review are all curricular tools. • At IRT or INT meetings, the DMS curriculum map tool is reviewed to ensure a thorough understanding of expectations and consistent use of this tool. • The use of tools will be reviewed and evaluated throughout the year through lesson plans and unit overviews. <p>Final Evaluation:</p>	
<p>[C.D.3]</p> <p>2015/16 5th Grade Over view Geography-Botany Bottom 25% Student Growth and Achievement Report End-of-Unit review form Galileo Aggregate Multi-Test Report Lesson plan, Unit overview, and End-of Unit Review Evaluation Scope & Sequence – Block Rotation 15-16 4th Grade Student Growth and Achievement Report 7th Grade 3rd Grade Math Lesson Plan Lesson plan evaluation Teacher curriculum mapping emails (Fall 2015, Winter 2016)</p>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to ensure that all grade-level standards are taught to mastery within the academic year.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Each grade level scope and sequence is evaluated through the lesson plan evaluation form. • The DCI reviews and monitors unit reviews and lesson plans. • Galileo data is reviewed in SST meetings to determine whether the curriculum effectively progresses toward mastery of the standards. • Grade level standards are monitored through Planbook.edu at least twice quarterly by the DCI. <p>Final Evaluation:</p>	

<p>[C.E.1]</p> <p>Creative Writing Unit Overview End-of-Unit Review Form High School Advanced Math Lesson Plan Lesson plan, Unit overview, and End-of Unit Review Evaluation PublicWaldorf_PartV_The Handbook</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for verifying that the curriculum is aligned to Arizona’s College and Career Ready Standards.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • DMS is continuing to realign our core standards aligned curriculum with the AZCCRS standards through our curriculum mapping process. As our main curricular guidance tool, this instrument stipulates what must be taught and when it must be taught. <p>Final Evaluation:</p>	
<p>[C.E.2]</p> <p>2015-11-24 Ed Council Agenda 2015-11-24 Ed Council Minutes Administrative Curriculum Evaluation Tool Curriculum Evaluation form Ed-min / EdC meeting notes Galileo Aggregate Multi-Test Report PublicWaldorf_PartV_The Handbook Galileo Student Growth and Achievement Report 7th Grade</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona’s College and Career Ready Standards when adopting or revising curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Goes to back to the Curriculum Evaluation Process, which addresses whether new or revised curriculum is aligned to the AZCCRS. • Teachers identify gaps and bring them to Ed Council • DMS is constantly addressing and adjusting to maintain the alignment to AZCCRS. <p>Final Evaluation:</p>	
<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>	
<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>	

<p>[C.F.1]</p> <p>2014_HR_Job Description_Director of Curriculum and Instruction 7th Grade tutoring schedule Charter Board Academic Dashboard Student Homework Plan Student study team documentation Student study team Meeting Schedule Student Support team Referral Form Student Support Director job description Student Support Services Description</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder assesses subgroups to ensure that the supplemental and/or differentiated curriculum is effective for students in each of the four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The team is charged with developing targeted plans and timelines for interventions, monitoring progress and, if needed, recommending further intervention and evaluation through the Special Education referral process. • ELL students are tested and monitored with AZELLA. • FRL students are assessed with Galileo test results. • Bottom 25% students are assessed using Galileo, spelling inventories, and oral reading recording forms. • The Interventionist coordinates and assists with ongoing diagnostic assessments. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Valley of the Sun Waldorf Education Association, Inc.
 School Name: Desert Marigold School

Site Visit Date: March 29, 2016
 Required for: Renewal
 Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome	
<p>[M.A.1]</p> <p>Agenda for 4-1-16 Bottom 25% Student Growth and Achievement Report End-of-Unit review form Example of Curriculum Map Grade 3 Galileo Aggregate Multi-test Report High School Advanced Calculus Lesson Plan HS English Language Arts curriculum mapping HS Social Studies curriculum mapping Lesson Plan, Unit Overview and End-of-Unit Review Evaluation Scope and Sequence 15-16 Grade 3 Block Rotation – D Allen Student Growth and Achievement Report 7th Grade Syllabus Grade 11- Civil War Rights 2015 Teacher evaluations</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for monitoring that instruction is aligned with ACCRS standards, implemented with fidelity, effective throughout the year, and addressing the identified needs of students in all four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The DCI reviews and evaluates lesson plans weekly for curricular adherence to AZCCRS via Planbook.edu. • The DCI observes instruction to monitor fidelity to the curriculum and progress through the standards. • The Special Ed director conducts “spot checks” – drop in teacher evaluations to determine if the teacher is meeting the needs of the students in the various subgroups. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
<p>[M.A.2]</p> <p>Bottom 25% Student Growth and Achievement Report End-of-Unit review form Galileo Aggregate Multi-test Report High School Math Lesson Plan</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how does the Charter Holder monitor instruction to ensure it is leading all students to mastery of the standards.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The DCI ensures that each grade level instructor develops a scope and sequence and unit overviews designed to provide accessibility to all AZCCRS. • Progression through grade level standards is tracked through lesson plan review via Planbookedu. 	



<p>Lesson plan, Unit overview, End-of Unit Review Evaluation forms Perspective Drawing Unit Overview Scope and Sequence 15-16 Grade 3 Block Rotation – D Allen Student Growth and Achievement Report 7th Grade Screen shot of planbook with standards Planbook daily lesson plan with standards</p>	<ul style="list-style-type: none"> • During instructional observations, the DCI monitors that the lesson’s objectives are taught to mastery. • CDAC correlates data analysis and monitors student success, including improvement in low achieving students and other sub-groups. In SST meetings results are reviewed and strategies are designed to support mastery. <p>Final Evaluation:</p>	
<p>[M.B.1]</p> <p>2016-17 Evaluation Frequency Chart Chart for observation and evaluation schedule (2016-17) DMS Aligned to ADE HQ Teacher Evaluation Evaluation Statement 2015-16 Post Observation Conference Form Protocol for Pre-Observation Conference Teacher evaluations Lesson plan evaluations</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process for evaluating instructional practices of all staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • DMS uses an evaluation tool (see the Desert Marigold School Teacher Evaluation Tool and Best Practices checklist 2015-16) that is aligned with the Arizona Framework for Measuring Educator Effectiveness, and best practices in Waldorf Education. • Classroom observation is integral to the evaluative process. Instructors are evaluated based on four areas: Teaching, Student Assessment, Classroom Management, and Working Relationships. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



<p>[M.B.2]</p> <p>AZMerit Spring 2015 Percent Passing Math and Reading summary Chart for observation and evaluation schedule (2016-17) DCI Observation Notes DCI Teacher Meeting Notes DMS Aligned to ADE HQ Teacher Evaluation Galileo Student Growth Data Lesson plan with differentiated instruction – grade 8 Lesson Plan/Evaluation Grade 7 Percentile scores update SGP update Teacher Goal setting Worksheet Email from DIC Post observation conference</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to identify the quality of instruction.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The Teacher Evaluation Process consists of a three-year cycle that utilizes a long form evaluative process and two years of a short form. New hires, or teachers that are in improvement, are required to utilize the long form evaluative process (see chart). Teachers on a corrective action plan will have additional supports, resources, professional development, etc. to improve quality of instruction. • The Desert Marigold School Teacher Evaluation Tool and Best Practices checklist (2015-16) is aligned to the Arizona Model for Measuring Educator Effectiveness. This is the tool DMS uses to monitor the quality of instruction during observations. A new protocol for observation and assessment will be implemented in FY17. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[M.B.3]</p> <p>2016-2017 Evaluation Frequency chart DCI Observation Notes DCI Teacher Meeting Notes DMS Aligned to ADE HQ Teacher Evaluation Galileo Student Growth Data 25% Lesson plan with differentiated instruction – grade 8 Lesson plan/ evaluation Grade 5 Teacher Goal setting Worksheet Post observation worksheets Teacher evaluations Staff meetings looking at data Email from CID</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how this process identifies individual strengths, weaknesses, and needs of instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Galileo Assessment data results, student progress, and lesson planning, is examined for qualitative instructional strategies that support positive outcomes for teacher growth in curriculum development and reveal correlation to student achievement. Experienced teachers in a short form evaluative cycle, participate actively in their evaluative process, including setting SMART goals that are truly reflective of areas to deepen professional growth. Self-reflection, peer review, and observations from the DCI, provide a continuous feedback cycle, with observation and frequent conversations to support individual teacher development. New teachers in a long form evaluative cycle, participate actively in their evaluative process, including setting SMART goals, self-reflection, pre- and post observation meetings with the designated evaluator, identifying areas of strengths and weaknesses, and emphasis for professional development. For Teachers that have been identified through the evaluative process as requiring a corrective action plan, a measurable plan with a timeline is developed and implemented. <p>Final Evaluation:</p>	
<p>[M.C.1]</p> <p>2015-2-12 Faculty Agenda Assessment Accommodations Documents DCI Teacher Meeting Notes DMS Aligned to ADE HQ Teacher Evaluation Lesson Plan Outline Observation Notes Student Study Team notes</p>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



<p>Student Work ILLP Progress Report Student Study Team notes Assessment Accommodations Documents Breakout team notes Lesson Plan Review Form Lesson plan with differentiated instruction – grade 8 McKinney Vento training Agenda from Student Support Services Assessment Accommodations Documents Special Education Process Flow Chart Student Study Team Meeting Notes 3rd Grade Lesson Plan Math/Friday Post observation worksheets Teacher evaluation</p>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
<p>[M.D.1] 14-15 and 15-16 SGP ALL summary 2016-3-29 Agenda Ed Council AzMERIT Spring 2015 Percent Passing Math and Reading Parent Survey Results</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder analyzes information about strengths, weaknesses, and needs of instructional staff.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The CDAC analyzes Galileo assessment data quarterly for school wide trends in student academic achievement that indicate instructional strengths such as continued upward growth. This information is presented to the Ed-min to help determine instructional staff areas of needs as it relates to student achievement. • A parent survey is administered to collect data on school-wide trends, strengths and weaknesses and shared out in a matrix to help guide district level resource allocation towards professional development. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



<p>[M.D.2]</p> <p>Ed-min Council Agenda School-wide SMART goal form Teacher Goal Setting Worksheet Teacher smart goals Feedback on lesson plans and teacher evaluations</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder uses the analysis to provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none">• Parent surveys and teacher evaluations have previously informed the learning needs of instructional staff. Feedback is provided directly to the teachers.• In May 2016, the DCI will provide the Ed-min with a summary describing an instructional staff profile of strengths, weaknesses and suggested learning needs based on the evaluative processes. At this presentation, parent survey results that correlate to these findings will also be reviewed to assist in the prioritization of areas of focus to be presented as feedback to instructional staff. This feedback will describe school wide trends and will inform professional development topic selections and setting of SMART goals for the following school year. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Valley of the Sun Waldorf Education Association, Inc.
 School Name: Desert Marigold School

Site Visit Date: March 29, 2016
 Required for: Renewal
 Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome		
[A.A.1] Alliance Curriculum PublicWaldorf_PartII_Combined K-8 Assessment Selection Form Assessment Tool Evaluation Form ATI Galileo K-12 Online_Overview Course Descriptions DMS Assessment Schedule Example Form for Curriculum Map Grade 3	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating assessment tools.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> The Ed-min team and CDAC annually review the DMS assessment systems. The Assessment Tool Evaluation is used to determine if the assessment system is meeting the established criteria. In February 2015, Galileo was chosen by Administration. <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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[A.A.2] DMS Assessment Calendar 2015/16 ATI email ATI Math Test Blueprint Report DMS Assessment Plan PublicWaldorf_PartV_The Handbook Formative and Summative Assessments Review of Assessment docs Grades Meeting Agenda (Feb. 2015)	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating how assessments are aligned to the curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Teachers complete the Review of Assessment docs after using an assessment program (Galileo, DIBELS, AzMerit, and PALS). These assessment review documents are reviewed with AzMerit results later in the summer or during the school year to determine next steps, if necessary. This would include any teacher training, if needed. <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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[A.A.3] DMS Assessment Calendar 2015/16 ATI Galileo K-12 Online_Overview District Galileo training video	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for evaluating how the assessment system is aligned to the instructional methodology.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Aligning the curriculum to the standards 		

<p>DMS Assessment Plan Lesson plan and evaluation 3rd Grade Overview and evaluation 3rd Grade Overview and evaluation 7th Grade Teacher evaluation process documents Alignment documents</p>	<ul style="list-style-type: none"> • Begins at teacher orientation with SMART goals • Setting expectations for that grade level • Establishing criteria (unit overview to assessments) • Curricular gap analysis • Teacher observations/evaluations • Teacher lesson plans incorporate both Waldorf methodology and ACCRS <p>Final Evaluation:</p>	
<p>[A.B.1] Student Study Team Documentation of Additional Interventions Student Study Team Meeting Schedule ELL Planning and Assessment Mtg ILLP Progress Report Notes from Reading Specialist Student AZELLA test records Free and Reduced lunch Count documentation 45 Day Child Find Screening</p>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the assessment system assesses each subgroup to determine the effectiveness of supplemental and/or differentiated instruction and curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Student Study Team tracks low proficient students by reviewing assessments and recommending supplemental/differentiated instruction. • RTI process is used, monitoring student performance. Students are monitored through Galileo, AZELLA, and/or IEP goals. • A student is monitored as “Low proficiency” until they have demonstrated proficiency on two consecutive benchmarks. <p>Final Evaluation:</p>	

<p>504 documentation DMS Board adopted Special Education Policy IEP documentation Medical Certification Documentation Multi Disciplinary Team Report Placement Documentation Special Education Process Flow Chart Speech and Language Evaluation Report Student Accommodations guide for Standardized testing Student Study Team Forms/interventions utilized as assessment Student Study Team Meeting Schedule Summary of Progress Notes Therapy Progress Notes Galileo Multitest Aggregate Report</p>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
<p>[A.C.1] 5th Grade Test Block Galileo Aggregate Multi-test Report PHLOTE Reading Professional development AZELLA Test Records</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process for collecting and analyzing assessment data.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Galileo results are scored electronically, with reports available within a week of testing to administrators and teachers on-line. The CDAC analyzes the data from the Aggregate Multi-test Report and the Galileo Student Growth and Achievement Report for overall grade growth, individual growth and subgroup growth for each testing cycle. Galileo results are reviewed by the CDAC, and tracked by SST. Teacher developed and supplemental curriculum assessments are analyzed to determine current level of knowledge or skill level before instruction, to gauge progress during instruction, or at the conclusion of a lesson or unit to determine effectiveness of instruction for all students including subgroups. <p>Final Evaluation:</p>	

	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<p>[A.C.2]</p> <p>7th Grade Late Middle Ages Block Test Curriculum Evaluation Form Galileo Aggregate Multi-test Report PHLOTE Student Growth and Achievement Report 7th Grade</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the data analysis is used to make adjustments to curriculum.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The CDAC, SST and EdC, informed by the data analysis process, makes the determination of the need to adjust or revise current curriculum as indicated by student data, including subgroup data. • If the CDAC and the EdC, make the determination that there is a gap due to data analysis then they determine whether to revise or supplement the curriculum. • The CDAC and SST, review student /grade level and school wide data from the current curriculum assessments and reports to EdC quarterly. The Galileo data, which correlates most closely to the standards and on-going instruction is the primary data source to inform any additional programming, supports or adjustments to improve student growth and achievement. <p>Final Evaluation:</p>	
<p>[A.C.3]</p> <p>7th Grade Physics Test Galileo Aggregate Multi-test Report PHLOTE Student Growth and Achievement Report 7th Grade Individual Development Profile SST Meeting notes/agendas</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the data analysis is used to make adjustments to instruction.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Adjustments to instruction may be made at very short intervals, across daily lesson plans. Teachers can annotate their lessons on Planbook for future use. During instruction, teachers document necessary instructional adjustments based on student understanding and performance. • If data analysis indicates an immediate need, adjustments to instruction are implemented (e.g. adjustment to pacing, frequency of instruction and may include differentiated instruction) to reach levels of proficiency. Differentiated instruction and/or alternate instruction to the whole class will be continued until student achievement improves or mastery is reached. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Valley of the Sun Waldorf Education Association, Inc.
 School Name: Desert Marigold School

Site Visit Date: March 29, 2016
 Required for: Renewal
 Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p>[P.A.1]</p> <p>2016-2-5 Professional Development Agenda 2015_7_8 Ed Council Agenda 2015-9-22 Ed Council Minutes 2015-10-3 Professional Development Agenda 2015-11-6 Professional Development Agenda 2015-9-4 Professional Development Agenda 2015-4-14 Ed Council Minutes 2015_7_1 Ed Council Agenda 2015-16 Prof Development Calendar 2016-1-8 Professional Development Agenda 2016-3-4 Professional Development Agenda 2016-4-1 Professional Development Agenda AzMERIT Spring 2015 Percent Passing Math and Reading DCI Evaluation Summary DMS Professional Development Survey Parent Survey Results Percentile scores update School-wide SMART goal form SGP update Jump Math pilot</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to determine what professional development topics will be covered throughout the year, and the data and analysis used to make those decisions.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • In May, the DCI provides the Ed-min with a summary describing an instructional staff profile of strengths, weaknesses and suggested learning needs based on the evaluative processes. The teacher PD survey is distributed and presented along with the parent survey results and correlated to the evaluative findings. • This analysis will be reviewed by Ed-min to assist in the prioritization of areas of focus and presented as feedback to instructional staff. This feedback will describe school wide trends and will inform professional development topic selection and setting of SMART goals for the following school year. • The PD plan includes Waldorf methodology, standards based PD, data review and specific teacher needs. <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[P.A.2]</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: that Charter Holder’s process to ensure the professional development plan is aligned with instructional staff learning needs.</p>		



<p>0671_001.pdf DMS Professional Development Survey Parent Survey Results</p>	<p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Plan is based on the identified learning needs of the instructional staff profile, via evaluation, teacher surveys, community surveys and annual self-review. In addition, aggregate AzMERIT and Galileo assessment data inform the school wide direction of professional development needed to address student achievement and school improvement. <p>Final Evaluation:</p>	
<p>[P.A.3] 2016-2-5 Professional Development Agenda 2015-10-3 Professional Development Agenda 2015-11-6 Professional Development Agenda 2015-9-4 Professional Development Agenda 2015-4-14 Ed Council Minutes 2015-16 Prof Development Calendar 2016-1-8 Professional Development Agenda 2016-3-4 Professional Development Agenda 2016-4-1 Professional Development Agenda DMS Professional Development Survey Parent Survey Results Teacher Goal Setting Worksheet Teacher Post Professional development Participation Survey SMART Goal worksheets (completed)</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the process to determine and address the areas of high importance in the professional development plan.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Areas of high importance are identified by academic need, summary of staff learning needs, teacher driven PD survey and self review, and the parent survey. Process: <ol style="list-style-type: none"> Baseline Data Analysis completed in May PD Calendar is set in June/July A school wide SMART goal may be identified Each teacher creates individual SMART goals by the time of their IRT/INT meeting with the DCI in August Professional development trainings are provided monthly to instructional staff. Conferences and workshops are identified and attended by targeted instructional staff After any professional development training a teacher fills out a PD participation survey including identifying grade level MINI goals (Measureable Innovative Necessary & Implementable Goal (MINI G) that can be applied to the PD experience Teacher PD survey in May <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>



<p>[P.B.1]</p> <p>ADE Reading Training and documentation AZELLA Data AZELLA Placement Test Flow Chart AZELLA Training Webinar Certificates DMS Professional Development Survey ESEA Guidelines Medical Certification Documentation OLEAS Conference documentation and SEI Certification Sample of subgroup training Special Education and 504 Accommodations SpEd Training Packet Student Study Team Documentation Subgroup District Training Documentation Teacher Post Professional development Participation Survey Teacher Evaluative Summary – Grade 4 Autism Training Agenda</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the charter holder provides professional development to ensure instructional staff is able to address the needs of students in all four subgroups.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • Prior to the start of the school year, all staff attends PD on federal and state guidelines on ELL, FRL, and SPED requirements. PD also covers lesson planning and accommodations for diverse learners, as well as IEPs and 504 plans. • PD addressing needs of subgroups is also provided throughout the year. • Spot checking of teachers occurs through the year. <p>Final Evaluation:</p>	
	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>

<p>[P.C.1]</p> <p>205-9-23 Minutes – Grades Meeting DCI Teacher Meeting Notes Peer Review Worksheet Student Study Team minutes Teacher Goal Setting Worksheet Teacher Post Professional development Participation Survey Teacher Self-Review form Email from CID</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to provide support to the instructional staff on the high quality implementation of the strategies learned in professional development.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Teachers have the opportunity to conduct two-way peer observations, where instructors observe and provide feedback to each other. Time CID individually supports staff with areas of deficiencies. The Charter Holder follows up on PD in staff meetings as well as grade level meetings. <p>Final Evaluation:</p>	
<p>[P.C.2]</p> <p>DMS Professional Development Schedule Peer Observation Schedule Budget Jump Math pilot</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder identifies the concrete resources that are necessary for high quality implementation.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> The process to identify concrete resources is to review and evaluate them according to DMS standards aligned curriculum and instructional methodology. Teacher surveys identify resources as well. <p>Final Evaluation:</p>	
<p>[P.D.1]</p> <p>DCI Teacher Meeting Notes Evaluating Staff Development Rubric Teacher Goal Setting Worksheet Teacher Post Professional development Participation Survey Teacher’s Criteria for Evaluating Professional Development</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder monitors the implementation of the strategies learned in professional development sessions.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> Staff attending professional development will be required to identify specific strategies (MINI goals) that they have learned and will be implementing. These are gathered from each instructor after training and are monitored quarterly by the DCI. During observation following any professional development opportunity, implementation of MINI-Goals (PD strategies) will be observed and discussed at the following meeting with the DCI or member of the EdC. <p>Final Evaluation:</p>	

	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<p>[P.D.2]</p> <p>DCI Teacher Meeting Notes Evaluating Staff Development Rubric Teacher Post Professional development Participation Survey</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder monitors and follows-up with instructional staff regarding implementation of the strategies learned in professional development.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> • The DCI follows up with instructional staff regarding any professional development strategies being implemented in the classroom through review of their MINI-Goals and any update in application of professional development with the Criteria for Evaluating Staff Development Rubric. • During observation following any professional development opportunity, implementation of MINI-Goals (PD strategies) will be observed and discussed at the following meeting with the DCI or member of the EdC. The following rubric is used by the teachers. <p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.



Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Valley of the Sun Waldorf Education Association, Inc.
 School Name: Desert Marigold School

Site Visit Date: March 29, 2016
 Required for: Renewal
 Evaluation Criteria Area: Grad Rate

Document Name/Identification	Intended Purpose and Discussion Outcome		
<p>[G.A.1]</p> <p>Documentation of grade 8-12 scheduled ECAP meetings 8th Grade individual ECAP meetings Building assignments for 9th Grade work week Completed ECAP Four Year DMS Mail – 8th Grade ECAP DMS Mail – 9th Grade Work Week DMS Mail AzCIS Registration DMHS ECAP Implementation Calendar 2015-16 Grade Check and support plan High School Weekly Schedule 2015-16 Work Week</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder creates academic and career plans.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> The high school schedules for both 11th and 12th grade include a 55-minute period each school week for the purposes of supporting many ECAP processes, including supporting the creation of an ECAP for new students who did not possess an existing ECAP at enrollment. Whenever a new student enrolls in grades 9-12, the high school administrator meets with the newly enrolling student to introduce and transfer/evaluate/create/implement an ECAP. This meeting also covers an evaluation of the incoming student’s transcript and appropriate transfer of credits to the school’s mark history. For students at risk and for the newly enrolling students into grade 9-12, meetings take place in both fall AND spring terms to ensure comprehensive monitoring of the progress of development of an individual career and academic plan for these students in high need. <p>Final Evaluation:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient. </td> </tr> </table>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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<p>[G.A.2]</p> <p>Job Description High School Administrator 2016-2-24 Agenda High School Steering Committee Completed ECAP Four Year DMHS Endorsed Diploma Graduation Form DMHS endorsed Diploma Requirements 2015 DMHS High School Class Sponsor</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to monitor and follow-up on student progress toward completing goals in academic and career plans.</p> <p>The documents provided demonstrate evidence of the following:</p> <ul style="list-style-type: none"> The HS administrator monitors and supervises the follow-ups on each student’s progress on ECAP and graduation-on-time status. This is accomplished through weekly class meetings in the case of all 9-12th grades, as well as weekly ECAP class meetings in the case of 11th and 12th grades. High school administrator and the ECAP teacher utilize records and reports generated through the school student records management system, achievement reporting the through the school's assessment systems, the State’s AzMERIT and other test systems, and student ECAP forms. 		

	Final Evaluation:	
<p>[G.B.1]</p> <p>Job Description High School Administrator After School assignment Assignment to therapist DMHS High School Class Sponsor FamilyLink documents Grade Check and support plan Grading policy 2015-16 Notices of Concern - various</p>	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
<p>[G.B.2]</p> <p>9th Grade Galileo Reading Results 9.4.15 10th Grade Galileo Reading Results 9.4.15 11th Grade Galileo Reading Results 9.4.15 Job Description High School Administrator 2016-2-24 Agenda High School Steering Committee</p>	<p>Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder’s process to provide timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time.</p>	
	<p>The documents provided demonstrate evidence of the following:</p>	
	<ul style="list-style-type: none"> • High school administrator, ECAP teacher, and sponsors review and utilize previous and current academic, discipline, attendance, personal goals as documented in each student’s records at various intervals. 	
	<ul style="list-style-type: none"> • Parents of every grades 9-12 student (and the student themselves) are fully apprised of continuous academic condition in every class through FamilyLink online gradebook, attendance, disciplinary, and mark history systems. 	
	<ul style="list-style-type: none"> • The HS administrator may implement interventions such as modifications to schedule changes and modifications, tutoring, guidance counselling. 	
	<p>Final Evaluation:</p>	
	<input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	<input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
	<p>Charter holder indicated the intended purpose of the document was to demonstrate: that Charter Holder’s process to evaluate the effectiveness of the process for providing timely supports</p>	
	<p>The documents provided demonstrate evidence of the following:</p>	
	<ul style="list-style-type: none"> • The High School Steering Committee meets every two weeks throughout the school year to a) receive input from the instructional community on the objective implementation, and subjective effectiveness of the process described above, and b) evaluate high school testing results, academic achievement, social well-being, grades, and credit achievement. 	
	<ul style="list-style-type: none"> • Effectiveness is measured by increased student retention, reduction in disciplinary incidents and graduation rate 	
	<p>Final Evaluation:</p>	



<p>DMHS Graduation rate Data 2009-2016 DMHS endorsed Diploma Requirements 2015 DMHS High School Class Sponsor HS Graduation Rate 12th Graders @100%</p>	<p><input checked="" type="checkbox"/> Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.</p>	<p><input type="checkbox"/> Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.</p>
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APPENDIX E

RENEWAL DSP SUBMISSION



DEMONSTRATION OF SUFFICIENT PROGRESS REPORT

CHARTER INFORMATION			
Charter Holder Name	VALLEY OF THE SUN WALDORF EDUCATION ASSOCIATION, INC	Schools	DESERT MARIGOLD SCHOOL
Charter Holder Entity ID	79957	Dashboard Year	FY14
Submission Date	February 22, 2016	Purpose of DSP Submission	Renewal

DSP CHECKLIST

- Review DSP Guide for Charter Holders, DSP Evaluation Criteria, and Charter Holder Academic dashboard.
- Determine if the Charter Holder is exempt or waived from any of the measures.
- Determine if Graduation Rate and/or Academic Persistence must be addressed in the plan.
- Complete the Charter Holder Information.
- Complete Area I: Data of the DSP Report Template.
- Complete the Data Submission Spreadsheet and prepare accompanying source data.
- Provide complete answers for each area (Curriculum, Assessment, Monitoring Instruction, and Professional Development, as well as Graduation Rate and Academic Persistence if applicable).
- Save files as directed in the DSP Guide for Charter Holders.
- Submit DSP by the deadline date described in the notification letter.



AREA I: DATA

Complete the table below. Identify the school’s Academic Dashboard Rating for the two most recent available dashboards. Then, identify the data required with this DSP report. See the DSP Guide for Charter Holders for further instructions.

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. **The Charter Holder must copy and paste the Dashboard Ratings table for each school.**

Desert Marigold School

		2012 Traditional K-12 School (K-11)			2013 Traditional K-12 School (K to 12)			2014 Traditional K-12 School (K to 12)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	64	75	10	62	75	10	40	50	10
	Reading	67	100	10	60	75	10	51	75	10
1b. SGP Bottom 25%	Math	51	75	10	56	75	10	45	50	10
	Reading	69	100	10	67	100	10	63	75	10
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	52 / 62.6	50	7.5	60.2 / 62.3	50	7.5	48.7 / 62	50	7.5
	Reading	76 / 77.7	50	7.5	85.9 / 78.2	75	7.5	78.3 / 78.7	50	7.5
2b. Composite School Comparison	Math	-11.2	50	5	-5.8	50	5	-18.6	25	5
	Reading	-2.3	50	5	4.2	75	5	-5.3	50	5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	36 / 53.2	50	3.75	50 / 53.3	50	3.75	45.8 / 52.8	50	3.75
	Reading	68 / 69.6	50	3.75	91.8 / 71.9	75	3.75	70.8 / 71.9	50	3.75
2c. Subgroup SPED	Math	23 / 21.2	75	3.75	25 / 20.7	75	3.75	25.8 / 18.7	75	3.75
	Reading	32 / 35.4	50	3.75	55.6 / 36.6	75	3.75	57.1 / 37.7	75	3.75
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		B	75	5	B	75	5	C	50	5
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4a. Graduation		NR	0	0	NR	0	0	NR	0	0



Demonstration of Sufficient Progress Report

Overall Rating	Overall Rating		Overall Rating		Overall Rating	
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard	70.22	85	73.16	85	56.62	85

Dashboard Ratings for All Measures			
School Name: <u>Desert Marigold School</u>			
Measure	Prior Year Dashboard	Current Year Dashboard	Data Required (any measure that did not meet/exceed for both years)
	School Rating	School Rating	
Student Median Growth Percentile (SGP)—Math	Meets	Does Not Meet	Yes
Student Median Growth Percentile (SGP)—Reading	Meets	Meets	No
Student Median Growth Percentile (SGP), Bottom 25%— Math (<i>Traditional and Small Schools Only</i>)	Meets	Does Not Meet	Yes
Student Median Growth Percentile (SGP), Bottom 25%— Reading (<i>Traditional and Small Schools Only</i>)	Exceeds	Meets	No
Improvement—Math (<i>Alternative High Schools Only</i>)	Not Applicable	Not Applicable	No
Improvement—Reading (<i>Alternative High Schools Only</i>)	Not Applicable	Not Applicable	No
Percent Passing—Math	Does Not Meet	Does Not Meet	Yes
Percent Passing—Reading	Meets	Does Not Meet	Yes
Subgroup, ELL—Math	No Rating	No Rating	Yes
Subgroup, ELL—Reading	No Rating	No Rating	Yes
Subgroup, FRL—Math	Does Not Meet	Does Not Meet	Yes
Subgroup, FRL—Reading	Meets	Does Not Meet	Yes
Subgroup, students with disabilities—Math	Meets	Meets	No
Subgroup, students with disabilities—Reading	Meets	Meets	No
High School Graduation Rate (<i>High Schools Only</i>)	No Rating	No Rating	Yes
Academic Persistence (<i>Alternative Schools Only</i>)	Not Applicable	Not Applicable	No

For **each school** with identified data submission requirements as identified above, the Charter Holder must submit a Data Submission Spreadsheet and accompanying source data. The Data Submission Spreadsheet(s) must accompany the DSP Report submission. Refer to the DSP Guide for Charter Holders for further instructions on the spreadsheet and the source data documentation that must accompany it.



Complete the table below. Identify the school’s internal benchmarking data for math and reading, as it relates to the source data and the data provided on the Data Submission Spreadsheet, and describe how that data is **valid** and **reliable**. (See Terms to Know in the DSP Guide for Charter Holders)

DATA TABLE 1

Assessment	Assessment Tool	Notes
Internal Benchmarking data has been disaggregated for READING from:	Galileo	None
Internal Benchmarking data has been disaggregated for MATH from:	Galileo	None
High School Graduation Rate	Internal Data from School records.	See tables as internally constructed from data included in the DSP Spreadsheet.
Academic Persistence	Click to enter text	Click to enter text.

VALID and RELIABLE DATA

Explain how the Charter Holder has verified that the data provided is a **valid** and **reliable** indicator for each measure on the Academic Dashboard that does not meet the Board’s standards.

Internal data is drawn directly from independently-contracted assessment systems and instruments through Assessment Technologies Incorporated’s Galileo tests in math and reading for grades 3-11.

The Galileo test sequences are valid as all selections align to the Arizona College and Career Ready Standards in Mathematics and English Language Arts and Literacy (ELA), which is our school’s primary system/standard of measurement. These assessments are based on the AzMERIT blueprints which were published on the Arizona Department of Education Website on 11/20/14. This alignment is clearly affirmed through a direct link from every Galileo assessment activity/question back to the code citation and language of each Arizona standard. The validity of Galileo’s alignment is evidenced by numerous publications and psychometrics. See: “Galileo K-12 Online Psychometrics Q&A” on file with the school.

Assessment Technologies Incorporated’s Galileo tests in math and reading are consistent and stable; these instruments have provided for the same results each time they have been used in dozens of independent events, over two school years.

The Galileo assessment system provides our school with the ability to analyze and disaggregate proficiency and growth data for all of our subgroups, including those required in this DSP, i.e., SGP Bottom 25% in Math, ELL Math and Reading, and FRL Math and Reading. The system additionally provides our school the ability to analyze our data for year-over-year comparisons, conclusions, and responses. Our school utilizes these data to inform instruction and therefore assure that our results provide reliable data to target students for interventions and supports as referenced in the following DSP DATA TABLE 2, and elsewhere in the DSP.

In order to maintain and demonstrate that all testing activity at DMS is legitimate and



uncorrupted, the school systematically treats the internal testing measures above in the same manner as secured state-mandated testing (e.g., AzMERIT or Stanford tests) vis-à-vis test creation/disposal, storage security, testing conditions, universal and/or special population accommodations, etcetera.

Complete the table below. For each measure, provide the following information:

1. HOW the data was analyzed:
 - a. Which data was used?
 - b. What criteria were used in the process?
2. WHAT conclusions were drawn from the analysis?
 - a. What trends were identified? (Incorporate declines and improvement)
 - b. How did the data identify gaps in curriculum and/or instruction?
 - c. What other factors are evident based upon the analysis?

For more information on each of the measures, refer to the Academic Performance Framework and Guidance Document. The information provided below must be in relation to data provided on the Data Submission Spreadsheet and the accompanying source data.

DATA TABLE 2

Assessment Measure	HOW the data was analyzed	WHAT conclusions were drawn
Student Median Growth Percentile (SGP)—Math	<p>For the 2014-2015 school year we used growth data drawn from grade-level, 45-question, ACCRS-aligned Galileo AzMERIT Math tests CBAS #s 2 and 3 in March and May respectively in grades 3-11. Our student growth and achievement reports, as provided in our DSP uploads, provide student growth information at the class and school level for math. Student growth is measured by the difference between the student’s developmental level (DL) score at time (test) one and time (test) two. Time one is represented in CBAS #2 and time two is represented in CBAS #3. The resulting positive growth data are displayed as a) students categorized as having higher growth and higher achievement, and scoring above the proficiency cut score on the end test and demonstrating greater than expected growth between the two tests, or b) students categorized as having scored below proficient on the end test, but demonstrating greater than expected growth relative to the start test. Expected growth is a research-based growth standard and is based on an estimate of the typical growth rate demonstrated by a large sample size of data including over 70% of Arizona schools that use Galileo tests.</p> <p>For the 2015-2016 school year we used growth</p>	<p>While impractical to draw conclusions from comparing Spring 2014 and prior AIMS Student Growth Percentile (SGP) data to our past two years of Student Growth and Achievement (SGA) data from Galileo, it is important to acknowledge the indication that overall school year-over-year growth from 2014-prior to the two-year period 14-15/15-16 may be present. While not the same statistical median reporting as was found in Spring 2014 AIMS, overall, our students did improve to 63% of students in grades 3-11 meeting our internal growth targets in 2014-2015, and 57% of students in grades 3-11 meeting our internal growth targets (as compared to 40% of students above the median score on Spring 2014 AIMS math). The occurrence of 6 points less year-over-year growth from 2014-2015 to 2015-2016 may be the result of one or more of by these factors:</p> <ol style="list-style-type: none"> 1) In 2015-2016 we had a nearly 25% increase of new student test takers throughout grades 3-8 over 2014-2015 2) In 2015-2016 we had an 18% increase test-takers throughout our grades 9-11 over 2014-2015 <p>While growth data in math may be improving overall,</p>



	<p>data drawn from grade-level, 45-question, ACCRS-aligned Galileo AzMERIT Math tests Pretest in September and CBAS #1 in November, respectively in grades 3-11. The tests were administered to all students in grades 3-11 in math. Our student growth and achievement reports, as provided in our DSP uploads, provide student growth information at the class and school level for math. Student growth is measured by the difference between the student’s developmental level (DL) score at time (test) one and time (test) two. Time one is represented in Pretest and time two is represented in CBAS #1. The resulting positive growth data are displayed as a) students categorized as having higher growth and higher achievement, and scoring above the proficiency cut score on the end test and demonstrating greater than expected growth between the two tests, or b) students categorized as having scored below proficient on the end test, but demonstrating greater than expected growth relative to the start test. Expected growth is a research-based growth standard and is based on an estimate of the typical growth rate demonstrated by a large sample size of data including over 70% of Arizona schools that use Galileo tests.</p>	<p>we have identified prioritized curricular gaps in the two-year cohorts in math as evidenced in percentage of students meeting their growth targets. This year-over-year data of less than 50% of students in graduation cohorts 2025/Ms. Allen (48% of student meeting target) 2023/Ms. Falconburg (32% of student meeting target) and 2019/Ms. Miller (33% of students meeting target) meeting growth target identifies gaps in curriculum and/or instruction.</p> <p>As a consequence, we are 1) piloting “Jump Math” in grades 3-5 and 7 in 2015-2016, and 2) extending our grades 9-12 Pearson math series and supports to our 8th and 7th grades (see references in DSP Area II: Curriculum, Section B: Adopting Curriculum).</p> <p>Additionally, we are directly supporting those teachers of the 2025/Ms. Allen, 2023/Ms. Falconburg, and 2019/Ms. Miller, cohorts (note that our class teachers typically “loop” through grades 1-8 teaching the same students) with targeted supports including</p> <ul style="list-style-type: none"> a) instructional resources training, b) development and implementation of SMART goals, and c) assignment of supplemental supports (class assistants and assignment to student support services). <p>(see references in DSP Area IV: Monitoring Instruction, Section B: Evaluating Instructional Practices, Question 3, and Area V: Professional Development, Question 2)</p>
<p>Student Median Growth Percentile (SGP)— Reading</p>	<p>Click here to enter text.</p>	<p>Click here to enter text.</p>
<p>Student Median Growth Percentile (SGP) Bottom 25%/Improvement— Math</p>	<p>For the 2014-2015 school year we used growth data for the Bottom 25% of students in grades 3-11 in Math drawn from grade-level, 45-question, ACCRS-aligned Galileo AzMERIT Math tests CBAS # 2 and CBAS #3 in March and May respectively in grades 3-11.</p> <p>Our bottom quartile of each class in the 2014-2015 school year was identified by using AzMERIT Spring 2015 test results determinations.</p> <p>Our student growth and achievement reports for the Bottom 25% of each class, as provided in our DSP uploads, provide student growth information at the class and school level for</p>	<p>While impractical to draw conclusions from comparing Spring 2014 and prior AIMS Student Growth Percentile (SGP) data for the Bottom 25% of students to our past two years of Student Growth and Achievement (SGA) data for the exact same Bottom 25% of students from Galileo, it is important to acknowledge the indication that overall school year-over-year growth from 2014-prior to the two-year period 14-15/15-16 may be present. While not the same statistical median reporting as was found in Spring 2014 AIMS, overall, our Bottom 25% of students did improve to 47% of the Bottom 25% of students in grades 3-11 meeting our internal growth targets in 2014-2015, and 83% of the Bottom 25% of students in grades 3-11 meeting our internal growth</p>



<p>math. Student growth is measured by the difference between the student’s developmental level (DL) score at time (test) one and time (test) two. Time one is represented in CBAS #2 and time two is represented in CBAS #3. The resulting positive growth data are displayed as a) students categorized as having higher growth and higher achievement, and scoring above the proficiency cut score on the end test and demonstrating greater than expected growth between the two tests, or b) students categorized as having scored below proficient on the end test, but demonstrating greater than expected growth relative to the start test. Expected growth is a research-based growth standard and is based on an estimate of the typical growth rate demonstrated by a large sample size of data including over 70% of Arizona schools that use Galileo tests.</p> <p>For the 2015-2016 school year, we used growth data for the Bottom 25% of students in grades 3-11 in Math drawn from grade-level, 45-question, ACCRS-aligned Galileo AzMERIT Math tests CBAS # 2 and CBAS #3 in March and May respectively in grades 3-11.</p> <p>Our bottom quartile of each class in the 2015-2016 school year was identified by using AzMERIT Spring 2015 test results determinations.</p> <p>For the 2015-2016 3rd grade class, which did not have AzMERIT Spring 2015 results for identifying the Bottom 25% of the class, and nether 2016 results yet at the time of submitting this DSP, we used class results from the first Galileo AzMERIT Pretest to identify the bottom quartile of the class.</p> <p>Our student growth and achievement reports for the Bottom 25% of each class, as provided in our DSP uploads, provide student growth information at the class and school level for math. Student growth is measured by the difference between the student’s developmental level (DL) score at time (test) one and time (test) two. Time one is represented in CBAS #2 and time two is represented in CBAS #3. The resulting positive growth data are displayed as a) students categorized as having higher growth and higher achievement, and scoring above the proficiency cut score on the end test and demonstrating greater than expected growth</p>	<p>targets in 2015-2016. The occurrence of a marked 36-point improvement year-over-year growth from 2014-2015 to 2015-2016 may be the result of one or more of by these factors:</p> <ol style="list-style-type: none"> 1) With the transition of a chronically low-performing 2016 cohort into the 12th grade, and out of mandated state measures, the class-level as well as school wide scores of Bottom 25% of students increased 2) The inclusion of a brand new 3rd grade/2025 cohort test-takers in the Bottom 25% of students meeting internal growth targets improved over 2014-2015 by 19% 3) Additional marked gains (above 50% of students) in Bottom 25% of students meeting growth target occurred in all cohorts except 2024 (33%), 2022 (25%), and 2019 (17%). <p>While Bottom 25% growth data in math may be improving overall, we have identified prioritized curricular gaps in the two-year cohorts in math as evidenced in percentage of Bottom 25% students meeting their growth targets in cohorts 2024, 2022, and 2019. This data identifies gaps in curriculum and/or instruction.</p> <p>As a consequence, we are 1) piloting “Jump Math” in grades 3-5 and 7 in 2015-2016, and 2) extending our grades 9-12 Pearson math series and supports to our 8th and 7th grades (see references in DSP Area II: Curriculum, Section B: Adopting Curriculum).</p> <p>Additionally, we are directly supporting those teachers of the 2025/Ms. Allen, 2023/Ms. Falconburg, and 2019/Ms. Miller cohorts (note that our class teachers typically “loop” through grades 1-8, teaching the same students) with targeted supports including a) instructional resources training, b) development and implementation of SMART goals, and c) assignment of supplemental supports (class assistants and assignment to student support services).</p> <p>(see references in DSP Area IV: Monitoring Instruction, Section B: Evaluating Instructional Practices, Question 3, and Area V: Professional Development, Question 2)</p>
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	<p>between the two tests, or b) students categorized as having scored below proficient on the end test, but demonstrating greater than expected growth relative to the start test. Expected growth is a research-based growth standard and is based on an estimate of the typical growth rate demonstrated by a large sample size of data including over 70% of Arizona schools that use Galileo tests.</p>	
<p>Student Median Growth Percentile (SGP) Bottom 25%/Improvement—Reading</p>	<p>Click here to enter text.</p>	<p>Click here to enter text.</p>
<p>Percent Passing—Math</p>	<p>For the 2014-2015 school year report on percent passing data we used data drawn from grade-level, 45-question, ACCRS-aligned Galileo AzMERIT Math tests. The test we are using to report our percent passing math data was administered to 170 student test-takers in grades 3-11 in March, 2015. Using the Galileo Custom Test Report generator, we drew each student/each class percentile rank information for proficiency (percent passing).</p> <p>Our data as provided in our DSP uploads reports students in two categories: either “MS” (meets standards) or “AS” (approaches standards). Students at or above the 50th percentile are considered as meeting grade level standards. Students at the 49th or lower percentile rank do not meet grade level standards.</p> <p>For the 2015-2016 school year report on percent passing data we used data drawn from grade-level, 45-question, ACCRS-aligned Galileo AzMERIT Math tests. The test we are using to report our percent passing math data was administered to 208 student test-takers in grades 3-11 in December, 2015. Using the Galileo Custom Test Report generator, we drew each student/each class percentile rank information for proficiency (percent passing).</p> <p>Our data as provided in our DSP uploads reports students in two categories: either “MS” (meets standards) or “AS” (approaches standards). Students at or above the 50th percentile are considered as meeting grade level standards. Students at the 49th or lower percentile rank do</p>	<p>Drawing any conclusions by comparing Spring 2014 and prior AIMS Proficiency and Percent Passing data to our past two years of percentile data from Galileo in math may or may not be appropriate.</p> <p>The school’s 2013 and 2014 AIMS dashboard overall proficiency rates (60.2 in 2013, 48.7 in 2014) weighted to the school’s grade-level enrollment (62.3 and 62 respectively) for math placed our school in the “Does Not Meet” category on the dashboard because our proficiency rates fall below average statewide performance, but were above the bottom 20%.</p> <p>Galileo percentile data is measured among tens of thousands of Arizona students.</p> <p>In 2014-2015, 116 or 68% of our grades 3-11 test-takers were at or below the 49th percentile/approached grade level standards, while 54 or 32% were at or above the 50th percentile/met grade level standards.</p> <p>In 2015-2016, 146 or 70% of our grades 3-11 test-takers were at or below the 49th percentile/approached grade level standards, while 62 or 30% were at or above the 50th percentile/met grade level standards.</p> <p>The continued occurrence of year-over-year 60-70% of student approaching grade level standards in math may be the result of one or more of by these factors:</p> <ol style="list-style-type: none"> 1) In 2015-2016 we had a nearly 25% increase of new student test takers throughout grades 3-8 over 2014-2015 2) In 2015-2016 we had an 18% increase test-takers throughout our grades 9-11 over 2014-2015



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	<p>not meet grade level standards.</p>	<p>3) A disproportionately large number of students approaching grade level standards in several cohorts repeatedly score in the lowest percentile group possible: 2025 cohort: 6 at the 1st percentile in 2014-2015/9 at the 1st percentile in 2015-2016 2023 cohort: 5 at the 1st percentile in 2014-2015/2 in the 1st percentile</p> <p>This year-over-year percent passing data for math identifies gaps in curriculum and/or instruction.</p> <p>As a consequence, we are 1) piloting “Jump Math” in grades 3-5 and 7 in 2015-2016, and 2) extending our grades 9-12 Pearson math series and supports to our 8th and 7th grades (see references in DSP Area II: Curriculum, Section B: Adopting Curriculum).</p> <p>Additionally, we are directly supporting those math teachers of the 2025/Ms. Allen and 2023/Ms. Falconburg cohorts (note that our class teachers typically “loop” through grades 1-8, teaching the same students) with targeted supports including a) instructional resources training, b) development and implementation of SMART goals, and c) assignment of supplemental supports (class assistants and assignment to student support services). (see references in DSP Area IV: Monitoring Instruction, Section B: Evaluating Instructional Practices, Question 3, and Area V: Professional Development, Question 2)</p>
<p>Percent Passing— Reading</p>	<p>For the 2014-2015 school year data report on percent passing reading, we used information drawn from grade-level, 45-question, ACCRS-aligned Galileo AzMERIT English Language Arts (ELA) tests. The test we are using to report our percent passing reading data was administered to 132 student test-takers in grades 3-8 in April, 2015. Using the Galileo Custom Test Report generator, we drew each student/each class percentile rank information for proficiency (percent passing) in ELA.</p> <p>Our data as provided in our DSP uploads reports students in two categories: either “MS” (meets standards) or “AS” (approaches standards). Students at or above the 50th percentile are considered as meeting grade level standards. Students at the 49th or lower percentile rank do</p>	<p>Drawing a definitive conclusion by comparing Spring 2014 and prior AIMS Reading Proficiency and Percent Passing data to our past two years of percentile data from Galileo in English Language Arts may or may not be appropriate.</p> <p>The school’s 2014 AIMS dashboard overall proficiency rate of 78.3 weighted to the school’s grade-level enrollment of 78.7 for reading placed our school in the “Does Not Meet” category on the 2014 dashboard because our proficiency rates fall below average statewide performance, but were above the bottom 20%.</p> <p>Galileo percentile data is measured among tens of thousands of Arizona students.</p>



	<p>not meet grade level standards.</p> <p>For the 2015-2016 school year report on percent passing data we used data drawn from grade-level, 45-question, ACCRS-aligned Galileo AzMERIT English Language Arts (ELA) tests. The test we are using to report our percent passing reading data was administered to 208 student test-takers in grades 3-11 in December, 2015. Using the Galileo Custom Test Report generator, we drew each student/each class percentile rank information for proficiency (percent passing).</p> <p>Our 2015-2016 data as provided in our DSP uploads reports students in two categories: either “MS” (meets standards) or “AS” (approaches standards). Students at or above the 50th percentile are considered as meeting grade level standards. Students at the 49th or lower percentile rank do not meet grade level standards.</p>	<p>In 2014-2015, 40 or 30% of our grades 3-8 (HS did not participate in 2014-2015) test-takers were at or below the 49th percentile/approached grade level standards, while 92 or 70% were at or above the 50th percentile/met grade level standards.</p> <p>In 2015-2016, 69 or 33% of our grades 3-11 test-takers were at or below the 49th percentile/approached grade level standards, while 139 or 67% were at or above the 50th percentile/met grade level standards.</p> <p>The continued two-year occurrence of nearly 70% of students at or above grade level standards in reading can be attributed to one or more factors:</p> <ol style="list-style-type: none"> 1) A number of grades 3-8 class cohorts performed consistently well on year-over-year percent passing in reading from 2014-2015 to 2015-2016: <ol style="list-style-type: none"> a) 2022 cohort: 81% in 2014-2015 and 74% in 2015-2016 meeting grade level standards b) 2021 cohort: 74% in 2014-2015 and 86% in 2015-2016 meeting grade level standards c) 2020 cohort: 84% in 2014-2015 and 70% in 2015-2016 meeting grade level standards 2) Grades 9-11 in 2015-2016 showed marked achievement in reading with 70% of 9th grade test-takers meeting grade level standards, 92% of 10th grade test-takers meeting grade level standards, and 100% of 11th grade test-takers meeting grade level standards. <p>Year-over-year percent passing data for reading in 3rd grade (43% in 2014-2015 and 53% in 2015-2016 approaching grade level standards) identifies gaps in curriculum and/or instruction in the 3rd grade</p> <p>As a consequence, we are 1) adopting the Ready! Reading series in 3rd grade along with training supports, 2) increasing allocation of reading specialist's assignment in 3rd grade working with targeted lowest performers, 3) 3rd grade teacher(s) sent to ADE “Teaching Reading Effectively” training (see references in DSP Area II: Curriculum, Section B: Adopting Curriculum).</p> <p>Additionally, we are directly supporting the 3rd grade reading teacher(s) of the 2025 cohort, Ms. Allen (note that our class teachers typically “loop” through grades 1-8, teaching the same students) with targeted supports including a) instructional resources training, and b) development and implementation of</p>
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		<p>SMART goals (see references in DSP Area IV: Monitoring Instruction, Section B: Evaluating Instructional Practices, Question 3, and Area V: Professional Development, Question 2)</p>
<p>Subgroup, ELL—Math</p>	<p>In 2014-2015 and again in 2015-2016, our school had one, single identified ELL student school-wide. That student participated in the same Galileo grade-level, 45-question, ACCRS-aligned Galileo AzMERIT Math tests as their peers. The test we are using to report ELL percent passing math data was administered to 01 student test-taker in grade 3 in March, 2015, and grade 4 in December, 2015. Using the Galileo Custom Test Report generator, we drew the ELL student’s percentile rank information for proficiency (percent passing).</p> <p>Our data as provided in our DSP uploads reports students in two categories: either “MS” (meets standards) or “AS” (approaches standards). Students at or above the 50th percentile are considered as meeting grade level standards. Students at the 49th or lower percentile rank do not meet grade level standards.</p>	<p>The ELL student approached grade level standards in math for both math testing events in 2014-2015 (at the 1st percentile) and 2015-2016 (at the 4th percentile) school years.</p> <p>This year-over-year percent passing data for math identifies gaps in curriculum and/or instruction.</p> <p>Due to the extremely small size of this subgroup, an unlimited array of responses may be applied, including ILLP plans, language supports, SEI-structured lessons, assignment of Reading Specialist and Speech and Language Teacher’s supports.</p> <p>Please see DSP Area II: Adopting Curriculum, Sections B. Adopting Curriculum and F. Adapted to Meet the Needs of Subgroup for programmatic responses to ELL students.</p>
<p>Subgroup, ELL—Reading</p>	<p>In 2014-2015 and again in 2015-2016, our school had one, single identified ELL student school-wide. That student participated in the same Galileo grade-level, 45-question, ACCRS-aligned Galileo AzMERIT English Language Arts (ELA) tests as their peers. The test we are using to report ELL percent passing math data was administered to 01 student test-taker in grade 3 in April, 2015, and grade 4 in December, 2015. Using the Galileo Custom Test Report generator, we drew the ELL student’s percentile rank information for proficiency (percent passing) for reading.</p> <p>Our data as provided in our DSP uploads reports students in two categories: either “MS” (meets standards) or “AS” (approaches standards). Students at or above the 50th percentile are considered as meeting grade level standards. Students at the 49th or lower percentile rank do not meet grade level standards.</p>	<p>Our school has a single, solitary ELL student population, and the data is statistically insignificant, i.e., a single student feeling sick or experiencing some setback, throws that grade’s entire cohort subgroup into Falls Far Below status. Data-driven decisions regarding our school-wide performance are not drawn from this data set. However, this data set, as all data, is explicitly valued and utilized to drill down and draw conclusions about individual student needs, and prioritized standards-aligned supports as evidenced in our DSP sections Area II, Section F. Adapted to Meet the Needs of Subgroups.</p> <p>The ELL student approached grade level standards in reading for both ELA/reading testing events in 2014-2015 (at the 1st percentile) and 2015-2016 (at the 4th percentile) school years.</p> <p>This year-over-year percent passing data for math identifies gaps in curriculum and/or instruction.</p> <p>Due to the extremely small size of this subgroup, an unlimited array of responses may be applied, including ILLP plans, language supports, SEI-structured lessons, assignment of Reading Specialist and Speech and Language Teacher’s supports.</p>



		<p>Please see DSP Area II: Adopting Curriculum, Sections B. Adopting Curriculum and F. Adapted to Meet the Needs of Subgroup for programmatic responses to ELL students.</p>
<p>Subgroup, FRL—Math</p>	<p>For the 2014-2015 school year report on percent passing math data for students qualifying for Economically Disadvantaged/Free and Reduced Lunch (FRL) designation, we used data drawn from grade-level, 45-question, ACCRS-aligned Galileo AzMERIT Math tests. The test we are using to report our percent passing math data was administered to 170 student test-takers in grades 3-11 in March, 2015. Using the Galileo Custom Test Report generator, we drew each FRL student class percentile rank information for proficiency (percent passing).</p> <p>In the 2014-2015 school year DSP reports, FRL students cited in each class were identified by using AzMERIT Spring 2015 test results for students determined as Economically Disadvantaged.</p> <p>Our data as provided in our DSP uploads reports students in two categories: either “MS” (meets standards) or “AS” (approaches standards). Students at or above the 50th percentile are considered as meeting grade level standards. Students at the 49th or lower percentile rank do not meet grade level standards.</p> <p>For the 2015-2016 school year report on percent passing data for students qualifying for Economically Disadvantaged/Free and Reduced Lunch (FRL) designation, we used data we used data drawn from grade-level, 45-question, ACCRS-aligned Galileo AzMERIT Math tests. The test we are using to report our percent passing math data was administered to 208 student test-takers in grades 3-11 in December, 2015. Using the Galileo Custom Test Report generator, we drew each student/each class percentile rank information for proficiency (percent passing).</p> <p>In the 2015-2016 school year DSP reports, FRL students cited in each class were identified by using AzMERIT Spring 2015 test results for students determined as Economically</p>	<p>Similarly to our ELL population, our school has such a small FRL population that any data is statistically insignificant, i.e., a single student feeling sick or experiencing some setback, throws the entire cohort subgroup into Falls Far Below status. Furthermore, a number of the grades do not have a FRL student in that grade. Data-driven decisions regarding our school-wide performance are not drawn from this data set. However, this data set, as all data, is explicitly valued and utilized to drill down and draw conclusions about individual student needs, and prioritized standards-aligned supports as evidenced in our DSP sections Area II, Section F. Adapted to Meet the Needs of Subgroups.</p> <p>In the 2014-2015 school year, we had 22 FRL test-takers in math in all grades 3-11. Except for 3rd grade and 6th grade, all other grades had none, one, or two FRL students testing. 3rd grade had 6 FRLs testing with 5 students approaching grade level standards, and 1 student meeting grade level standards. In 6th grade, there were 9 FRLs testing with 8 students approaching grade level standards, and 1 student meeting grade level standards.</p> <p>In 2015-2016, there were 21 FRL test-takers in math in all grades 3-11. Except for 4th grade and 7th grade, all other grades had none, one, or only two FRL students testing. 4th grade had 6 FRLs testing with 5 students approaching grade level standards, and 1 student meeting grade level standards. In 7th grade, there were 8 FRLs testing with 7 students approaching grade level standards, and 1 student meeting grade level standards.</p> <p>This year-over-year percent passing data for math in the FRL subgroup identifies gaps in curriculum and/or instruction.</p> <p>As a consequence, we are 1) piloting “Jump Math” in grades 7 in 2015-2016, and 2) extending our grades 9-12 Pearson math series and supports to our 8th and 7th grades (see references in DSP Area II: Curriculum, Section B: Adopting Curriculum, and F. Adapted to Meet the Needs of Subgroup for programmatic responses to FRL students.</p>



	<p>Disadvantaged.</p>	<p>Additionally, we are directly supporting 2015-2016 4th grade/Mr. Lovelady and 7th grade/Ms. Smith-Crain math teachers of the 2024 and 2021 cohorts (note that our class teachers typically “loop” through grades 1-8, teaching the same students) with targeted supports including a) instructional resources training, b) development and implementation of SMART goals, and c) assignment of supplemental supports (class assistants and assignment to student support services). (see references in DSP Area IV: Monitoring Instruction, Section B: Evaluating Instructional Practices, Question 3, and Area V: Professional Development, Question 2)</p>
<p>Subgroup, FRL—Reading</p>	<p>For the 2014-2015 school year report on percent passing reading data for students qualifying for Economically Disadvantaged/Free and Reduced Lunch (FRL) designation, we used data drawn from grade-level, 45-question, ACCRS-aligned Galileo AzMERIT Reading tests. The test we are using to report our percent passing math data was administered to 170 student test-takers in grades 3-11 in March, 2015. Using the Galileo Custom Test Report generator and FRL filter, we drew each FRL student class percentile rank information for proficiency (percent passing).</p> <p>In the 2014-2015 school year DSP reports, FRL students cited in each class were identified by using AzMERIT Spring 2015 test results for students determined as Economically Disadvantaged.</p> <p>Our data as provided in our DSP uploads reports students in two categories: either “MS” (meets standards) or “AS” (approaches standards). Students at or above the 50th percentile are considered as meeting grade level standards. Students at the 49th or lower percentile rank do not meet grade level standards.</p> <p>For the 2015-2016 school year report on percent passing data for students qualifying for Economically Disadvantaged/Free and Reduced Lunch (FRL) designation, we used data we used data drawn from grade-level, 45-question, ACCRS-aligned Galileo AzMERIT Math tests. The test we are using to report our percent passing math data was administered to 208 student test-takers in grades 3-11 in</p>	<p>Similarly to our ELL population, our school has such a small FRL population that any data is statistically insignificant, i.e., a single student feeling sick or experiencing some setback, throws the entire cohort subgroup into Falls Far Below status. Furthermore, a number of the grades do not have a FRL student in that grade. Data-driven decisions regarding our school-wide performance are not drawn from this data set. However, this data set, as all data, is explicitly valued and utilized to drill down and draw conclusions about student needs, and prioritized standards-aligned supports as evidenced in our DSP sections Area II, Section F. Adapted to Meet the Needs of Subgroups.</p> <p>In the 2014-2015 school year, we had 19 FRL test-takers in reading in all grades 3-11. Except for 3rd grade and 6th grade, all other grades had none, one, or two FRL students testing. 3rd grade had 4 FRLs testing in reading with 3 students approaching grade level standards, and 1 student meeting grade level standards. In 6th grade, there were 9 FRLs testing with 1 student approaching grade level standards, and 8 students meeting grade level standards.</p> <p>In 2015-2016, there were 17 FRL test-takers in reading in all grades 3-11. Except for 4th grade and 7th grade, all other grades had none, one, or two FRL students testing. 4th grade had 6 FRLs testing with 4 students approaching grade level standards, and 2 students meeting grade level standards. In 7th grade, there were 6 FRLs testing with 2 students approaching grade level standards, and 4 students meeting grade level standards.</p> <p>Year-over-year percent passing data for FRL reading</p>



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	<p>December, 2015. Using the Galileo Custom Test Report generator and FRL filter, we drew each FRL student class percentile rank information for proficiency (percent passing).</p> <p>In the 2015-2016 school year DSP reports, FRL students cited in each class were identified by using AzMERIT Spring 2015 test results for students determined as Economically Disadvantaged.</p>	<p>in 4th grade-2025 cohort (75% in 2014-2015 and 67% in 2015-2016 approaching grade level standards) identifies gaps in reading curriculum and/or instruction in the 4th grade-2025 cohort.</p> <p>As a consequence, we are 1) adopting the Ready! Reading series in 3rd grade along with training supports, 2) increasing allocation of reading specialist's, Ms. Moriarty and assistants, assignment with FRLs, 3) cohort 2024/Mr. Lovelady class teacher(s) sent to ADE "Teaching Reading Effectively" training (see references in DSP Area II: Curriculum, Section B: Adopting Curriculum).</p> <p>Additionally, we are directly supporting the reading teacher(s)/Ms. Allen of the 2025 cohort (note that our class teachers typically "loop" through grades 1-8, teaching the same students) with targeted supports including a) instructional resources training, and b) development and implementation of SMART goals (see references in DSP Area IV: Monitoring Instruction, Section B: Evaluating Instructional Practices, Question 3, and Area V: Professional Development, Question 2)</p>
<p>Subgroup, students with disabilities—Math</p>	<p>Click here to enter text.</p>	<p>Click here to enter text.</p>
<p>Subgroup, students with disabilities—Reading</p>	<p>Click here to enter text.</p>	<p>Click here to enter text.</p>
<p>High School Graduation Rate (Schools serving 12th grade only)</p>	<p>For the DSP High School Graduation Rate reporting we used student enrolment data drawn directly from our student records management system, Tyler Technologies SchoolMaster. The school has utilized this same program to collect and maintain student records and information data consistently over each of the years addressed in this report section, 2009-2010 school year through the 2015-2016 school year.</p>	<p><u>Summary of Graduation Data 2009-2016</u></p> <p>143 HS students 27 graduates and 1 certificate of attendance 37 summer withdrawals to another school 24 school year withdrawals to another school 1 school year withdrawal due to illness 6 withdrawals to home school</p> <p><u>Cohort-by-cohort Detail</u></p> <p>Class of 2013 cohort details:</p> <ul style="list-style-type: none"> • Total cohort enrollment over four years: 14 • Total graduating from DMHS in four years: 9 • Certificate of Attendance (to a student enrolled from a foreign country for 1 year): 1



Demonstration of Sufficient Progress Report

		<ul style="list-style-type: none"> • Transfer to other schools: 4 <p>Class of 2014 cohort details:</p> <ul style="list-style-type: none"> • Total cohort enrollment over four years: 28 • Total graduating from DMHS in four years: 10 • Transfer to other schools: 16 • Transfer to homeschools: 2 <p>Class of 2015 cohort details:</p> <ul style="list-style-type: none"> • Total cohort enrollment over four years: 19 • Total graduating from DMHS in four years: 7 • Total on track to graduate from DMHS in five years: 1 • Transfer to other schools: 11 <p>Class of 2016 cohort details:</p> <ul style="list-style-type: none"> • Total cohort enrollment over four years: 20 • Total number of students on track to graduate from DMHS within four years: 15 • Transfer to other schools: 4 • Transfer to homeschools: 1 <p>Class of 2017 cohort details:</p> <ul style="list-style-type: none"> • Total cohort enrollment so far: 22 • Total number of students on track to graduate from DMHS within four years: 6 • Total number of students on track to graduate from DMHS within five years: 1 • Transfer to other schools: 15 <p>Class of 2018 cohort details:</p> <ol style="list-style-type: none"> 1. Total cohort enrollment so far: 17 2. Total number of students on track to graduate from DMHS within four years: 13 3. Transfer to other schools: 3 4. Transfer to homeschools: 1 <p>Class of 2019:</p> <ul style="list-style-type: none"> • Total cohort enrollment so far: 20 • Total number of students on track to graduate from DMHS within four years:
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		19 <ul style="list-style-type: none"> Transfer to other schools: 1
Academic Persistence (Alternative High Schools Only)	Click here to enter text.	Click here to enter text.

AREA II: CURRICULUM

Answer the questions for each of the following six sections. Provide documentation that will clearly demonstrate implementation of the processes.

A. Evaluating Curriculum

Question #1: What ongoing process does the Charter Holder use to evaluate curriculum? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

For process clarity, the following roles are defined below:

Educational Council (EdC)

(A combined Administrative and Educational leadership body that meets bi-weekly and is made up of representatives from all areas of the faculty link (K-12) and members of the administration.)

Administrative Council

- o Executive Director (ED)
- o High School Administrator (HSA)
- o Director of Curriculum and Instruction (DCI)
- o Student Support Services Director (SSSD)
- o Director of Business and Operations (DBO)

High School Steering Committee

(ED, HSA, DCI, SSSD) and two High School Faculty and one Community Member

The Curriculum and Data Assessment Committee (CDAC)

(Composed of the School DCI, the District Testing Coordinator, a Student Support Services representative (reading specialist and/or Special Education Teacher)

The ongoing process to evaluate curriculum begins with a *Curriculum Evaluation Form*, which is filled out by teachers in October and February. The EdC analyzes and synthesizes the curriculum data from instructors to determine if there is a need to revise or supplement the current curriculum. In May, the EdC in collaboration with the CDAC, reviews, and considers possible revisions or supplements to the current curriculum. Curriculum changes are communicated to all stakeholders when the adoption is finalized.



Curriculum Evaluation Form Criteria:

- Does it meet the AZCCRS?
- Can it be used flexibly by teachers to address the learning needs of all students?
- Are there supplemental materials or resources? What is the impact?
- Is Professional Development indicated / required to implement?
- Does the curriculum program align with Waldorf K-12 teaching methodologies?

Guiding Questions:

- 1) Does the curriculum enable students to meet standards? (Indicate information about each curricula implemented)
- 2) What, if any, gaps have you perceived in the curriculum?
- 3) Are identified gaps due to instruction rather than curriculum, per se? (Is further professional development needed to effectively implement the curriculum)
- 4) Is additional curriculum needed, or more time for review and instruction in the current curriculum?
- 5) Are there supplemental or additional curriculum resources you'd like to pilot? Be specific. (Pilot/Project Proposal)
- 6) Are there changes you might like to see, and why:
- 7) Do you have any suggestions or questions in regards to this curriculum?

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Ed Council Agenda
- Curriculum Evaluation Form
- Table for Analysis of Curriculum data
- Pilot curriculum evaluation form
- Criteria for Curriculum recommendations
- Pilot/Project Proposal

Question # 2: What ongoing process does the Charter Holder use to evaluate how effectively the curriculum enables students to meet all **standards**? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

For process clarity, the following roles are defined below:

The Curriculum and Data Assessment Committee (CDAC), (composed of the School DCI, the District Testing Coordinator, a Student Support Services representative (reading specialist and/or Special Education Teacher)

Student Study Team (SST), (Composed of groupings of teachers with the testing coordinator,



(DCI), and an administrative assistant who minutes the meetings)

We utilize Galileo data to determine whether our curriculum effectively enables all students to reach mastery of standards. Galileo provides an effective, flexible, and defensible instructional effectiveness system aligned to professional standards for teachers and administrators to gather data that establishes a framework for curricular effectiveness at enabling students to meet all standards.

Each curriculum component is evaluated with the lesson plan evaluation form for scope and sequence, and accessibility of standards to the students. Teachers submit *Unit Overviews* two weeks prior to teaching and then submit *End-of-Unit-Reviews* (these are 3 - 4 week blocks of focused study that are utilized in every grade). The *End-of-Unit-Review* will be introduced in the April Professional Development meeting and fully implemented in August 2016.

The DCI reviews and evaluates lesson plans for curricular adherence to AZCCRS and Waldorf methodology as well as differentiation in instruction and specific measureable objectives and outcomes. DMS teachers use Planbook.edu for lesson planning; an on-line teacher lesson planning site where the AZCCRS and the Core standards are available for each grade. Teachers embed standards in their lesson plans, and they are reviewed by the DCI via Planbook.edu. These reviews will examine each instructor's progress through the grade level standards. Teachers receive lesson-planning feedback at individual DCI/teacher check-ins scheduled quarterly.

DMS administers Galileo tests monthly to students in grades 3 - 11. The Curriculum and Data Assessment Committee (CDAC) analyzes and synthesizes the data results. They report results to teachers directly as well as discuss them in SST meetings. The SST recommendations are implemented, including referral for interventions such as tutoring and small group support. Growth results are compared by the CDAC after six to eight weeks of interventions and presented at SST meetings and a decision is made to continue or alter interventions.

Criteria that guide this process:

1. Does the unit design provide accessibility to a wide range of standards?
2. Is the lesson plan embedded with standards that anchor the lesson objective?
3. Is there measureable grade level growth apparent in Galileo Aggregate Multi-Test Report?
4. Is there measureable individual student growth apparent in Galileo Student Growth and Achievement Report?
5. Is measurable growth apparent in the bottom 25% as indicated in the Galileo Student and Achievement Report?

Documentation



Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Unit overview example
- End-of-Unit review form (in development)
- Planbook.edu sample Lesson plans
- Lesson plan/unit overview and review evaluation
- Galileo aggregate results x3
- DCI/Teacher notes

Question # 3: What ongoing process does the Charter Holder use to identify curricular gaps? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

The Curriculum and Data Assessment Committee (CDAC) will conduct a Curriculum Needs Assessment between May 1st to June 30th to identify curricular gaps, with input from the Education Council and classroom teachers through a survey process (*Curriculum Evaluation Form*). Curricular gaps are defined as Identifying the Gaps between the AZCCRS and the school's current Core standard aligned curriculum. This process is designed to guide the CDAC in identifying where gaps in instruction may occur.

Identifying gaps process:

The process begins with a review of the progressions of the AZCCRS in grades K – HS. Teachers have the Alliance for Public Waldorf Education Curriculum, Common Core Standard aligned document. Teachers begin by working individually, then in banded-grade level teams. Finally, they will share with teachers across the grades (early childhood, grades teachers and high school teachers).

The education directors (DCI and SSSD) in consultation with members of the EdC defined that a gap occurs when content previously taught at one grade level is now included in the AZCCRS at an earlier grade level. Thus, as students move to the next grade, the gap may occur between one or more grade levels.

The education directors in consultation with members of the EdC further defined that a standard / skill may not always be identified as a gap if the curriculum addresses the standard/skill in an upper grade level. This simply means that students will be exposed to that content in a later grade. Increased rigor is not a gap in standards.

In addition to the teacher curriculum mapping (identifying gaps process), the CDAC is charged with:

1. Looking for gaps that indicate Curriculum Needs through:
 - a. Reviewing the teachers Identified Gap section of the Curriculum Evaluation Form
 - b. Analysis of test scores – reviews results of assessments with teacher



- c. Curriculum Evaluation survey from teachers, including pilot data
2. Determine if there are gaps due to *curriculum* by criteria:
 - a. Are gaps due to standards missing from the DMS curriculum?
 - b. Are gaps due to instruction rather than curriculum?
 - c. If there are identified gaps, is professional development indicated rather than a change in curriculum?
 - d. Is the extent of the gap (school-wide or grade level) taken into account?
 - e. Is additional curriculum needed or more time for review and instruction?
3. Determine whether a revision is needed or new curriculum by criteria:
 - a. Is the gap in an area that the curriculum does not cover for that grade, or covers minimally?
 - b. Have other teachers successfully integrated the content in this grade level?
 - c. What is the impact of the change related to Waldorf teaching methods and child development?

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Curriculum needs assessment
- Curriculum evaluation form (Identified gap section)
- Revision of Curriculum / Supplemental Curriculum documentation
- Alliance for Public Waldorf Education Curriculum, Common Core Standard aligned document
- September 4 2015 PD Agenda
- October 2 professional development agenda
- November 6, 2015 PD agenda



B. Adopting Curriculum

Question #1: After curriculum is evaluated, what process does the Charter Holder use to determine if new and/or **supplemental curriculum** needs to be adopted? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

The EdC, in collaboration and discussion at teacher meetings, make the determination of whether supplemental curriculum will be used to address a gap using the following criteria:

1. Is the gap in an area that the curriculum does not cover for that grade, or covers minimally?
2. Have other teachers successfully integrated the content in this grade level?
3. What is the impact of the change related to Waldorf teaching methods and child development?

The EdC recommends whether to proceed forward with vetting of a supplemental program.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Revision of Curriculum / Supplemental Curriculum documentation
- Curriculum evaluation form (Identified gap section)

Question #2: Once the Charter Holder has chosen to adopt new and/or **supplemental curriculum**, how has the Charter Holder evaluated curriculum options? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

When new or supplemental curriculum is being considered, the EdC collects information and researches the options based upon the criteria to vet new or additional curriculum. If there are multiple options, the top two are presented to the teachers. The teachers review materials and discuss possible pilot options in their respective meetings and give input to their EdC representative. A recommendation goes from the EdC to Ed-min, a joint educational and administrative body, where a decision and a timeline are recommended to pilot a program. Ed-min also is charged with assessing overall impact and final adoption.

Criteria for consideration for adopting new curriculum:

1. Does it meet the AZCCRS?
2. Can it be used flexibly by teachers to address the learning needs of all students?
3. Are there supplemental materials or resources? What is the impact?
4. What Professional Development is needed for implementation?
5. Does the curriculum program align with Waldorf K-12 teaching methodology?



Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Revision of Curriculum / Supplemental Curriculum documentation
- Faculty meeting minutes, EdC and Ed-min meeting agenda or meetings
- Pilot curriculum evaluation form
- Criteria for Curriculum recommendations
- Pilot/Project Proposal
- EdC and Ed-min notes

C. Revising Curriculum

Question #1: After curriculum is evaluated, what process does the Charter Holder use to determine if curriculum must be revised? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

The EdC, informed by the Identifying gaps process (see form), makes the determination of the need to revise the current curriculum. In May, the EdC reviews proposals for revisions to the current curriculum by the following criteria:

1. Is there a curricular gap resulting from the *pacing* of the curriculum?
2. Are there standards that could be met by the curriculum that we need to incorporate?
3. Is there a shift in the program of study that is being suggested by
 - a. teachers?
 - b. student academic achievement?

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Identify gap process
- Review and evaluate curriculum proposals

Question #2: Once determined that curriculum must be revised, what process does the Charter Holder use to revise the curriculum? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

The EdC is responsible for the on-going examination and revision of the curriculum. A working



group was formed out of the EdC (DCI, and two teachers) that is currently revising the grade 1 - 8 curriculum. In the high school, course descriptions are being reviewed and revised by a second group formed out of the HSSC (HSA, DCI, High School Teacher) for explicit alignment with AZCCRS throughout the high school program. These projects started summer 2015 and projected completion will be in the summer of 2016.

The criteria for revising the grades curriculum are:

1. Will this revision support the students to be proficient in the standards?
2. Can the concept(s) be introduced in an experiential, innovative, format that aligns to our methodology?

Criteria for revising the high school curriculum are:

1. Will this revision comprehensively cover identified AZCCRS gaps?
2. Will this revision prepare students to be College and Career Ready (ACCRS)?
3. Will this revision prepare the students to be proficient in the AzMERIT EOC exams?

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Revision of Curriculum / Supplemental Curriculum documentation
- Faculty meeting minutes, EdC and Ed-min meeting agenda or meetings
- Working group notes

D. Implementing Curriculum

Question #1: What ongoing process does the Charter Holder use to ensure curriculum is implemented with **fidelity**? How have these expectations been communicated to instructional staff?

Answer

Write answer here. Suggested word count is 400 words.

DMS has identified the following steps to be implemented in the Fall of 2016 to provide detailed guidance on how to best monitor fidelity in the implementation of curricular programs/lessons.

Process:

Teachers will receive fidelity monitoring training in August of 2016 (definition of fidelity, how to track it, implementation, identify challenges, possible adaptations, and monitoring) so that the teachers understand how the program progresses and they have a thorough understanding of how to monitor program effectiveness and implementation. This will be monitored by the DCI through unit overview review, lesson plan review, end-of unit review, and fidelity checklist.

The Educational Directors are creating a fidelity-monitoring tool that can be easily used by the



teachers. It is designed as a companion to the End-of-Unit Review documentation. At the end of each unit, teachers will fill out a fidelity checklist (in development) that is aligned with our fidelity statement in the teacher handbook (see supporting documentation).

The following criteria has been determined to be crucial for this fidelity monitoring tool:

- Easy to complete
- Captures detailed information about:
 - How each lesson was conducted
 - How much time it took to conduct each activity
 - Identify any areas that needed to be adapted
 - Measure of success of objectives of lessons (what went well?)

Teachers will meet at least quarterly with the DCI to monitor Fidelity to the curriculum through the fidelity checklist for all units completed.

A summary form will be attached to the End-of-Unit Review forms / Fidelity Checklist that monitors continual improvement in the curricular area(s) being examined and addresses three areas to support fidelity:

- Identify any potential issues impacting less than optimal outcomes.
- Identify any adaptations and if the adaptations improved the outcomes of the unit(s).
- Identify any areas of improvement (in quality) that may support future unit implementation by revising lesson plans based on the fidelity monitoring outcomes and evaluation finding.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Teachers Handbook (Fidelity Statement)
- Fidelity Monitoring Tool (Companion to End-of-Unit form)
- Fidelity Summary Form

Question #2: What is the Charter Holder’s ongoing process to ensure consistent use of **curricular tools**? How have these expectations been communicated to instructional staff?

Answer

Write answer here. Suggested word count is 400 words.

DMS is developing its standards aligned curriculum map as its main curricular tool to indicate what must be taught and when it must be taught. When completed, our curriculum map will be the primary source to direct central ideas and provide guidance to examine exemplary curriculum materials and instructional strategies.

The Yearly block rotation (scope and sequence for each grade), Unit Overview and the assessment of unit effectiveness through the End of Unit Review are all curricular tools that



provide structure to our standards aligned, curriculum guided by the core principles of Public Waldorf education and instruction. It provides a sensible sequence and assists and focuses the selection of resources.

These tools assume differences in teachers and students and they adjust expectations through frequent revisions based on input from teachers. These tools encourage instruction that challenges students beyond the content of what they are tested on.

Process:

- Each instructor previews the Waldorf grade level scope and sequence over the summer break.
- Their classroom scope and sequence for the year is submitted to the DCI in July.
- Individualized Returning Teacher (IRT) / or Individualized New-Teacher Orientation (INT) meetings occur in August. At this meeting they review the DMS curriculum map tool for their grade level with the DCI, or a member of the EdC, to ensure a thorough understanding of expectations and consistent use of this tool.
- Use of curriculum tools will be viewed, reviewed and evaluated throughout the year through lesson plans, *Unit Overviews*, (and, beginning in August 2016) *End-of-Unit-Reviews* and *the Fidelity Checklist* by the DCI. Feedback will be given to instructors through a quarterly meeting with the DCI.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Alliance for Public Waldorf Education Curriculum, Common Core Standard aligned document
- Summer Waldorf Grade-level intensive/teacher training
- Unit overview example
- End-of-Unit review form (in development)
- Planbook.edu sample Lesson plans
- Lesson plan/unit overview and review evaluation
- Galileo aggregate results x3

Question #3: What process does the Charter Holder use to ensure that all grade-level standards are taught to mastery within the academic year?

Answer

Write answer here. Suggested word count is 400 words.

Each grade level scope and sequence is evaluated through the lesson plan evaluation form. To ensure all grade level standards are covered, the DCI reviews and monitors *Unit Overviews*, grade level lesson plans and (beginning in August 2016) *End-of-Unit-Reviews* for progress through all the AZCCRS by the end of the year.



The DCI reviews and evaluates grade level lesson plans with the following criteria:

- Is the progression of standards taught through all grade level expectations?
- Do lessons provide differentiation in instruction that allow all students to progress towards mastery on all grade level standards?
- Are grade level standards written as specific measureable objectives?
- Do lesson plans have clear outcomes progressing towards mastery of the grade level standards within the academic year?

Grade level standards are monitored through Planbook.edu; an online teacher lesson planning site where the AZCCRS and the Core standards are available for each grade. Teachers embed standards in their lesson plans, and they are reviewed at least twice quarterly by the DCI via Planbook.edu. These periodic reviews examine each instructor’s progress through the grade level standards. Teachers receive lesson-planning feedback at individual DCI/teacher check-ins scheduled quarterly.

The teachers have access to grade-level Galileo data within two weeks after the administration of the testing. This data is reviewed with CDAC member(s) in the SST meetings, and is utilized to determine whether the curriculum effectively progresses towards grade-level mastery of standards through the year.

DMS administers Galileo tests monthly to assess progress towards mastery of grade level standards by the end of the year. Grade level progress is monitored by the CDAC with the Galileo Aggregate Multi-Test Report and Galileo Student Growth and Achievement Report.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Unit overview example
- End-of-Unit review form (in development)
- Planbook.edu sample Lesson plans
- Lesson plan/unit overview and review evaluation
- Galileo aggregate results x3

E. Alignment of Curriculum

Question #1: What process does the Charter Holder use to verify that the curriculum is aligned to Arizona’s College and Career Ready Standards?

Answer

Write answer here. Suggested word count is 400 words.

DMS is continuing to realign our core standards aligned curriculum with the AZCCRS standards through our curriculum mapping process. As our main curricular guidance tool, this instrument stipulates what must be taught and when it must be taught. The Yearly block rotation, Unit



Overview and the End of Unit Review further verifies that our curriculum is on track and meets the standards.

Each grade level scope and sequence is evaluated through the lesson plan evaluation form. To ensure all grade level standards are covered, the DCI reviews and monitors *Unit Overviews*, grade level lesson plans and (beginning in August 2016) *End-of-Unit-Reviews* and *fidelity checklist* for progress through all the AZCCRS by the end of the year.

The DCI reviews and evaluates lesson plans for curricular adherence to AZCCRS and Waldorf methodology as well as differentiation in instruction and specific measurable objectives and outcomes. DMS teachers use Planbook.edu for lesson planning; an on-line teacher lesson planning site where the AZCCRS and the Core standards are available for each grade. Teachers embed standards in their lesson plans, and they are reviewed twice quarterly by the DCI via Planbook.edu. These periodic reviews examine each instructor’s progress through the grade level standards. Teachers receive lesson-planning feedback at individual DCI/teacher check-ins, scheduled quarterly.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Alliance document /grade level standards alignment process
- Unit Overviews
- Grade level lesson plans
- Lesson plan evaluation form
- End-of-Unit-Reviews / Fidelity checklist *(beginning in August 2016)*

Question #2: When adopting or revising curriculum, what process does the Charter Holder use to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona’s College and Career Ready Standards?

Answer

Write answer here. Suggested word count is 400 words.

To ensure that a revised or supplemental curriculum maintains alignment to AZCCRS the guiding criteria that the EdC (council that approves to revise the curriculum), or the Ed-min (council that approves to pilot a new curriculum) must meet the criteria: Does it meet the AZCCRS?

If this is new curriculum or a revision to our curriculum, during the curriculum evaluation process, teachers fill out the Identifying gaps form and the Curriculum Evaluation Tool, which helps the EdC make determinations around the feasibility of the proposal. Through both of these vetting processes, the AZCCRS standards alignment is the first criteria that must be met to revise curriculum or pilot new curriculum. If a proposal does not align to the AZCCRS standards, it is not eligible to be considered as a curriculum adoption or revision, however, parts or the entire proposal may be considered for supplemental supports in a limited capacity



(grade or unit specific).

The CDAC who monitor DMS administered Galileo tests monthly to assess progress towards mastery of grade level standards, will compare data results to any curricular specific testing data (that comes with piloted/adopted program) to help determine impact of program on targeted student standards achievement.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Curriculum Evaluation form
- Identifying Gaps form
- Administrative Curricular Evaluation Tool
- Alliance document /grade level standards alignment process
- Ed-min / EdC meeting notes
- Galileo Aggregate Multi-Test Report
- Galileo Student Growth and Achievement Report

F. Adapted to Meet the Needs of Subgroups

Complete the table below with the Charter Holder’s applicable information. Descriptions within the table should be brief and concise. If a subgroup comprises more than 65% of the student population at all schools operated by the Charter Holder, please check the box in the exempt column, and leave that subgroup blank.

Subgroup Curriculum Table

Subgroup	Exempt	How does the Charter Holder assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	List documents that serve as evidence of implementation of this process
Traditional Schools: Students with proficiency in the bottom 25% Alternative schools: Non-proficient students	<input type="checkbox"/>	In addition to the continuous process of formative and summative evaluation that is applied to ensure the curriculum addresses the needs of all students at DMS, additional attention is applied to address the needs of students with proficiency in the bottom 25%. Students in the bottom 25% are identified by reviewing both standardized assessment scores (AzMerit, AIMS-Science, Galileo District testing, School level, etcetera) and on-going classroom-based teacher assessments including but not limited to student work samples and	<ol style="list-style-type: none"> 1. Teacher identified student homework plans 2. Teacher identified student after school tutoring schedule 3. Student study team referral form 4. Student study team documentation (meeting notes, permanent product review/ student work samples, formative and summative assessment) 5. Director of Curriculum and Instruction job description



	<p>formative and summative assessment.</p> <p>Additional help academically starts with the teacher’s relationship to each individual child and their family, through informal interventions, working together to identify strategies to address concerns that includes accommodations, supports with homework and additional individual time with the teacher.</p> <p>Waldorf teachers typically continue with their students upwards, “looping” through the grade levels 1st through 8th, providing consistency and a thorough understanding of individual student and class needs in curriculum. Through bi-weekly grade level student study team (SST) meetings, teachers share concerns about individual students with low proficiency in the bottom 25%.</p> <p>In the High School students with low proficiency are discussed in the weekly High School faculty meeting, where teachers share concerns about individual students with low proficiency in the bottom 25%.</p> <p>These students with further concerns are referred through the SST process, which is overseen by the Student Support Services department. Student Support Services oversees and provides Tier II and Tier III instructional support and interventions, as well as 504 accommodation plans, special education services, and ELL programming for DMS.</p> <p>The Director of Student Support Services is a member of the ED-min, and CDAC, works closely with the Director of Curriculum and Instruction through the student study teams to meet the needs of identified students at risk.</p> <p>Tracking of student progress is shared at</p>	<ol style="list-style-type: none"> 6. Student Support Services Description 7. Student Support Director job description 8. State achievement data 9. ASBCS performance indicators 10. Assessment Technologies Incorporated’s Galileo K-12 CBAS tests
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		<p>bi-weekly banded-grade level SST meetings. Extra sessions can be scheduled with the Interventionist, who supports the teachers and may provide extension materials to go home to families to help the student in areas of deficit.</p> <p>The Interventionist also coordinates and assists with ongoing diagnostic assessments including but not limited to the Galileo 3-11 CBAS assessment. The team is charged with developing targeted plans and timelines for interventions, monitoring progress and, if needed, recommending further intervention and evaluation through the Special Education referral process.</p>	
<p>ELL students</p>	<p><input type="checkbox"/></p>	<p>Waldorf education programming inherently employs many processes that are recognized as best practices for ELL students by OLEAS. Instruction that has a strong foundation in oral and aural literacy is an important building block for proficiency and academic growth. Concentrated extended periods of academic focus occur through the main lesson block format allowing the time and practice for deepening the understanding of English through immersion in AZCCRS aligned curricular activities enlivened through Waldorf curricular programming.</p> <p>Desert Marigold School has historically had very few ELL students. Primarily our ELL students have come in at the kindergarten level. The students that we have had that are English Language Learners have generally done quite well in our inclusive educational format. This is evidenced by the students that have tested out with the AZELLA as proficient. As it is a state requirement to test all students who are identified on the PHLOTE form by families at enrollment, all student with ELL needs are identified and tracked through the</p>	<ol style="list-style-type: none"> 1. Student AZELLA test records 2. Individualized Language Learning Plans and other SEI documentation 3. Notes from Reading Specialist 4. Notes from Speech and Language Teacher's sessions 5. Reading data for ELL identified students



	<p>AZELLA testing and monitoring process. As AZELLA testing is required for identification and for testing out of ELL programming, we have assessment data to support that most students over the year period had gained in their English proficiency and academic fluency enough to be commensurate with their similarly aged, English speaking classmates.</p> <p>For any ELL student that has been identified, an Individualized Language Learning Plan (ILLP) was developed in collaboration with parents to meet the student’s curricular needs by aligning to the ELA Standards, as well as working with the AZCCRS through our Waldorf Curriculum.</p> <p>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 children out of ELL services so that they do not miss large portions of this expanded curriculum. In these situations, the team has met and determined if the students needed other supports (such as pull-out time or additional time with the reading specialist or speech therapist) to ensure that they were still progressing adequately in their oral, listening, reading and writing skills. These students are also assessed every year with the AZELLA instrument as required by OLEAS. ELL students with parental waivers have shown a strong trajectory of growth in this supported immersion model, including proficiency. In cases when less than proficient results are obtained, this data is considered by Student Support Services to determine the amount of additional supports or instruction needed.</p>	
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<p>Students eligible for FRL</p>	<p><input type="checkbox"/></p>	<p>Differentiated instruction is a fundamental educational premise at Desert Marigold School. Individual focus on students from a holistic 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”.</p> <p>Any pertinent curriculum or instruction effectiveness related to individual FRL qualified students are shared at bi-weekly grade level student study team meetings.</p> <p>FRL qualified student with difficulties accessing or progressing in the curriculum are referred through the student study team process overseen by the Student Support Services Department.</p>	<ol style="list-style-type: none"> 1. Free and Reduced lunch count documentation 2. Listing of subjects addressed in Teacher Parent evenings, assemblies or in-services. 3. Student study team documentation of additional interventions/supports for FRL qualified students 4. Assessment data for FRL students 5. Hope and Health Report to Parent Council
<p>Students with disabilities</p>	<p><input type="checkbox"/></p>	<p>DMS works to the greatest extent 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 Student Support Services under the direction of the Special Education Director, a member of the Ed-min and CDAC. The teaching and therapist staff have decades of experience working in the public sector.</p> <p>We have a high average demographic of Special Education students (16%, with evaluations pending). 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 through a number of modalities. This educational approach</p>	<ol style="list-style-type: none"> 1. Desert Marigold School Board adopted Special Education Policy and Procedures 2. Dashboard special education data 3. Multidisciplinary Evaluation Team Meeting documentation (Phase I and Phase II) 4. Evaluation Reports 5. Placement Documentation 6. IEP documentation 7. Progress Notes /Therapy Notes 8. 504 documentation 9. Medical Certification Documentation 10. Personnel records/licenses of Highly Qualified, Fully staffed Special Education Department with



	<p>lends itself well to meeting the needs of diverse learners. At DMS, students with disabilities are often able to access and progress in the general curriculum with supportive classroom teachers and accommodations. Some of these students were unsuccessful in prior placements in a more traditional educational learning environment. To that end, we have successfully served students with moderate autism, hearing loss, emotional /behavioral challenges, vision impairments and learning disabilities, within the regular classroom format with pull-out supports or occasionally a paraprofessional for academic and/or behavioral supports in the classroom with the student. We work with outside agencies and doctors to provide a continuity of services between the school and home at any opportunity that proves to be beneficial to the student and family. Waldorf Education’s developmental approach of looking at the whole child has prevented over identification of children (particularly young children) for special education placement as their needs can be met with accommodations and teacher flexibility and other interventions while they mature and develop.</p> <p>Two resource teachers are on staff (one serving the lower grades and one serving 8th-12th grades). These specialists consult regularly with teachers to coordinate multiple strategies for students with disabilities - including students on IEPs, 504 plans and students with disabilities who are without IEPs due to various factors such as failure to qualify under the discrepancy model of identification or parent decline of services. The specialists work with the student(s) individually and in small groups to give them extra, targeted instruction and to assess progress to</p>	<p>consultative specialists including:</p> <ol style="list-style-type: none"> 11. Special Education Director, M.A. Ed. (Salary) 12. Special Education Teacher, M.Ed. 13. Occupational Therapist, OTR/L 14. Speech Language Pathologist, MS CCC-SLP 15. State Licensed School Psychologist 16. State Certified counselor 17. State Certified Teacher for the Visually Impaired
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	<p>ensure that students with identified disabilities are progressing (see IEP/objectives/ PLAAFP reports) and, for students not on an IEP, to ensure that attention is given through targeted interventions to collect data prior to being referred to the student study team or for special education evaluation. This helps to prevent students that “fall in the cracks” from being missed. To the greatest extent possible, individualization is available for any student that has demonstrated need(s).</p> <p>The 45-day screening (Child Find) is one way that students with a possible disability may be identified by the teacher. Every monitoring through ADE-ESS for Special education has been compliant since the beginning of our Charter, and students with disabilities have performed reasonably well on state testing measures, progressing over the years as indicated in the dashboard under subgroups, special education.</p> <p>Students who may have disabilities that have difficulties accessing or progressing in the curriculum are referred through the student study team process, which is overseen by the Student Support Services Department.</p>	
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AREA III: ASSESSMENT

Answer the questions for each of the following three sections. Provide documentation that will clearly demonstrate implementation of the processes.

A. Developing the Assessment System

Complete the table below with the Charter Holder’s applicable information.

Assessment System Table

Assessment Tool	What grades use this assessment	How is it used? (formative, summative,	What <u>performance measures</u> are	What assessment data	When/how often is it administered?
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Demonstration of Sufficient Progress Report

	tool?	benchmark, etc.)	assessed?	is generated?	
AzMERIT	G3, G4, G5, G6, G7, G8, EOC (Math and ELA) G9, G10, G11	Summative	Math · Numbers & Operations – Fractions · Measurement, Data, & Geometry Operations, algebraic thinking, and numbers in base ten ELA · Reading for Information · Reading for Literacy · Writing & Language	· Individual profile · Percent passing	Annual, in April (to this date, no fall or summer EOC AzMERIT testing indicated)
Galileo	G3, G4, G5, G6, G7, G8, G9, G10, G11	Formative, Benchmark	Math · Operations & algebraic thinking · Number operations in base ten · Fractions · Measurement & data · Geometry ELA · Key ideas & details · Craft & structure · Integration of knowledge & ideas · Range of Reading	Standards based data on percent passing and individual profile in relation to benchmark to reveal what needs to be taught. Aggregate Multi-Test Report and Student Growth Proficiency analysis Classroom, grade level and school wide	2014-15 School Year Galileo AzMERIT Math tests CBAS # 2 and # 3 in March and May, respectively, in grades 3-11. 2015-2016 school year Galileo AzMERIT Math tests Pretest in September and CBAS #1 in November, respectively in grades 3-11. 2014-2015 school year Galileo AzMERIT English Language Arts (ELA) tests in grades 3-8 ONLY in April, 2015. 2015-2016 school year Galileo AzMERIT English Language Arts (ELA) tests in grades 3-



			& Level of Complexity · Conventions of standard English Vocabulary acquisition & use		11 in December, 2015.
Teacher developed data assessments and supplemental curriculum assessments	G3, G4, G5, G6, G7, G8, G9, G10, G11	Formative, Benchmark, summative Benchmark	Math ELA History Science	Rubrics that measure of skills / standards	Varied

Question #1: What ongoing process does the Charter Holder use to evaluate assessment tools? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

1. The Education Council and Administrative Leaders (Ed-min) and the Curriculum and Data Assessment Committee (CDAC) annually review the DMS assessment systems.

Assessment Tool Evaluation Criteria must:

- a) Be standards-based, and preferably paper-based, until our school is able to meet technology criteria for test administration.
- b) Produce testing results that can be interpreted in a timely manner for teacher application.
- c) Offer multiple data collection opportunities that produce evidence that allows the district to monitor student progress by grade, subgroups, and individual student progress.
- d) Have ease of use for both teachers and district to access and review data, in order to inform instruction and programming.
- e) Have the capability for teachers to create strand specific tests that are data driven from the benchmark testing student and grade level achievement results.

2. In February 2015, after examining our needs, employing the evaluation criteria listed above, and conferring with other schools, the Administration in consultation with the Educational council determined that ATI Galileo best aligns to the State Standards, the AzMERIT Assessment, and DMS curriculum guided by the core principles of Public Waldorf education and instruction.

3. Our process for designing and selecting school assessment activities includes the feedback



loop of scheduling and carrying out annual reviews in June, of our assessment tools and criteria utilizing the criteria a - e listed above.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Standards aligned, DMS curriculum guided by the core principles of Public Waldorf education
- ATI Galileo assessment system documents
- DMS Assessment Schedule
- Assessment Tool Evaluation Form
- Assessment Selection form

Question #2: What ongoing process does the Charter Holder use to evaluate how the assessments are aligned to the curriculum? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

ATI Galileo assesses students’ progress through the state standards, and DMS maintains ongoing dialogue through email and phone conversations with ATI Galileo’s specialists ascertain that they continue to adjust their tests in light of any alterations to AZCCRS. DMS standards aligned curriculum, guided by the core principles of Public Waldorf education, and DMS instruction, include the state standards. Our assessment tools will correlate to the realigned curriculum map (in development) that embeds the strands that are established within AZCCRS.

In August 2016, a new process will be added to the Individualized Returning Teacher (IRT) / or Individualized New-Teacher Orientation (INT) meetings which occur in August, the DMS curriculum map tool for each grade level is reviewed with teachers by the DCI, or a member of the EdC, to ensure a thorough understanding of expectations and consistent use of this tool. New Teachers are assigned a Galileo account at this time and are instructed in how to access their class lists and data so that teachers can see how the standards they present are assessed. Returning teachers are connected via ATI for any further professional development needed to update Galileo access and interpretation.

Use of curriculum tools will be reviewed and evaluated throughout the year through lesson plans, *Unit Overviews*, (and, beginning in August 2016) *End-of-Unit-Reviews* and *the Fidelity Checklist* by the DCI. Feedback will be given to instructors through a quarterly meeting with the DCI.

The Galileo CBAS benchmark assessments are created using the AzMERIT blueprint which supports the assessment of the AZCCRS standards. Due to this, benchmarks administered at certain points of the year assess some math and ELA skills that have not yet been introduced at that point of time. However, all standards are taught towards mastery within the school year,



so the benchmark assessments will show progress over the year.

Teachers trained in using the Galileo assessment data analyze the assessment results not only to identify skill gaps, but to inform them of the need for additional or complementary assessment or adjustments with the current testing (i.e. data indicates re-teaching an area, and the teacher will reassess by using the Galileo library to develop strand specific quizzes). Feedback gained from the assessment evaluation tool filled out by the teachers may indicate needed changes in assessment administration to assure better alignment to the scope and sequence of the curriculum. The need for potential changes in testing intervals, order, or specificity are considered in the spring after the 3rd quarter internal Galileo testing is complete. Consultation with the EdC and faculty to consider potential adjustments is referred to Ed-min for possible revision of timelines in June.

Criteria:

1. Does the vendor have an ongoing process to align to the AZCCRS?
2. Will the assessment provide data to show student achievement in alignment with other student achievement data points (teacher data collection, permanent product, formative, summative, AzMERIT)?

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- ATI Galileo assessment system (i.e. alignment blue print)
 - School Assessment Plan
 - DMS Assessment Calendar
 - email correspondence with ATI
- AzMERIT
- Teacher data, permanent product, formative, summative
- Alliance Public Waldorf Education Alignment Document

Question #3: What is the Charter Holder’s ongoing process to evaluate how the assessments are aligned to the **instructional methodology**? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

In August 2016, a new process will be added to the Individualized Returning Teacher (IRT) / or Individualized New-Teacher Orientation (INT) meetings. The DCI, or a member of the EdC, will conduct training earlier in the year than it is now done, on the Galileo CBAS benchmark assessments, which supports the assessment of the AZCCRS. A key goal of these meetings is to provide a thorough understanding of expectations and consistent use of the district level assessment tools as a resource in planning their course and unit overviews and lesson plan alignment to standards, which is what our assessment tool is designed to measure. Lesson plans unit overviews and end of unit reviews are reviewed and evaluated, and an observation



and a feedback meeting take place quarterly.

Criteria:

1. Does the assessment align to the unit overview?
2. Does the instruction need adjustment in pacing, clarifying objectives or varied instructional strategies to align to the assessment tool?
3. Does the assessment measure student achievement for that grade?

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- ATI Galileo assessment system
 - School Assessment Plan in progress
 - DMS Assessment Calendar
- District Galileo training video
- Overviews, reviews, and lesson plans

B. Adapted to Meet the Needs of Subgroups

Complete the table below with the Charter Holder's applicable information. Descriptions within the table should be brief and concise. If a subgroup comprises more than 65% of the student population at all schools operated by the Charter Holder, please check the box in the exempt column, and leave that subgroup blank.

Subgroup Assessment Table

Subgroup	Exempt	How does the assessment system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?	List documents that serve as evidence of implementation of this process.
Students with proficiency in the bottom 25%/non-proficient students	<input type="checkbox"/>	<p>In general, the effectiveness of supplemental curriculum and differentiated instruction is demonstrated by improvement in individual student assessment results.</p> <p>1. Students with low proficiency (bottom 25%) are identified in each quarterly benchmark assessment. A student is monitored as 'low proficiency' until they have demonstrated proficiency on two</p>	<p>AzMERIT and Galileo</p> <ol style="list-style-type: none"> 1. Bottom 25% count documentation. 2. Student Study team documentation of additional interventions/ supports for bottom 25% identified students. <p>See Assessment data for bottom 25% identified students.</p>



		<p>consecutive benchmark assessments.</p> <p>2. Student Study Team tracks low proficient students & reviews assessment subtopics for diagnostic data. The Student Study Team meets with the teacher to suggest (address) supplemental or differentiated instruction & curriculum.</p> <p>3. Student Study Team uses a Response to Intervention (RTI) process, documenting changes in instruction, class management strategies, etc., and monitoring changes in student understanding, test performance, and behavior. The SST considers additional or adapted assessments (for example, test math knowledge verbally if a student’s low reading proficiency is interfering with understanding of word problems).</p> <p>4. A student remains in the Student Study process until: a. proficiency is attained for two consecutive benchmarks and all other student issues are successfully addressed; b. the Student Study Team refers the student for a MET (Special Education evaluation process); or c. the student leaves the school.</p>	
ELL students	<input type="checkbox"/>	<p>Students are identified as ELL (English Language Learners) either through entering the school with an existing ELL status, or through</p>	<p>Student AZELLA test records</p> <p>Individualized Language Learning Plans and other SEI documentation</p>



	<p>AZELLA testing after the AZELLA/ELL Coordinator reviews student PHLOTE form.</p> <p>The AZELLA/ELL Coordinator manages the needs of the ELL students, with ELL programming, parent meetings, and periodic re-testing. Due to the very small size of our school, and lack of ELL students, we are prepared to implement an ILLP for individual ELL students should the need arise (Our staff contains at least one teacher with SEI endorsement or ESL certification). The AZELLA/ELL Coordinator participates in periodic Professional Development to remain current with ELL compliance.</p> <p>ELL identified students are also monitored through Galileo and AzMERIT and teacher formative and summative assessments to ensure they are progressing in student achievement as it relates to standards mastery. This is tracked by SSST when Galileo results are reviewed by the CDAC.</p>	<p>Notes from Student Support Services ELL planning/assessment meetings Reading data for ELL identified students</p>
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<p>Students eligible for FRL</p>	<p><input type="checkbox"/></p>	<p>In general, the effectiveness of supplemental curriculum and differentiated instruction is demonstrated by improvement in individual student assessment results.</p> <ol style="list-style-type: none"> 1. Identify FRL students from parent report on “Guidelines for Eligibility” form by October 2. FRL status is asked every year at the start of the school year. 3. Student Study Team tracks FRL students & reviews assessment subtopics for diagnostic data. The Student Study Team meets with the teacher to suggest supplemental or differentiated instruction & curriculum, as needed. NOTE: an FRL-eligible student will be monitored by SST, and receive supplemental curriculum or differentiated instruction only if there is evidence of educational need. Family income is not in and of itself a reason for intervention. 4. Student Study Team uses a Response to Intervention (RTI) process, documenting changes in instruction, class management strategies, etc., 	<ol style="list-style-type: none"> 1. Free and Reduced lunch count documentation 2. Student study team documentation of additional interventions/supports for FRL qualified students 3. Assessment data for FRL qualified students
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		<p>and monitoring changes in student understanding, test performance, and behavior. The Student Study Team considers additional or adapted assessments (for example, test math knowledge verbally if a student’s low reading proficiency is interfering with understanding of word problems).</p> <p>A student remains in the Student Study process until: a. proficiency is attained for two consecutive benchmarks’ and all other student issues are successfully addressed; b. the SST refers the student for a MET (Special Education evaluation process); or c. the student leaves the school.</p> <p>FRL identified students are also monitored through Galileo and AzMERIT and teacher formative and summative assessments to ensure they are progressing in student achievement as it relates to standards mastery. This is tracked by SSST when Galileo results are reviewed by the CDAC.</p>	
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<p>Students with disabilities</p>	<p>□</p>	<ol style="list-style-type: none"> 1. Students with Disabilities are documented with either an IEP or a 504 plan. 2. The Student Support Services Director manages the needs of the students with disabilities: parent meetings, specialized assessments, services, etc. 3. The Student Support Services Director (504, Special Education) participates in periodic Professional Development to remain current with compliance. 4. Student progress toward IEP goals is reported quarterly. Student mastery of goals is recorded on a progress form. In general, the effectiveness of supplemental curriculum and differentiated instruction is demonstrated by improvement in individual student assessment results. <p>SPED/504 plan identified students are also monitored through Galileo and AzMERIT and teacher formative and summative assessments to ensure they are progressing in student achievement as it relates to standards mastery. This is tracked by SSST when Galileo results are</p>	<p>STUDENT SUPPORT SERVICES (SPECIAL ED PROCESS) FLOW CHART</p> <p>(Which includes documentation noted below (examples of specific (redacted) documentation available at request).</p> <ol style="list-style-type: none"> 1. Teacher formative and summative assessment and informal evaluations 2. Student Study team forms (interventions utilized as assessment) 3. Desert Marigold School Board adopted Special Education Policy and Procedures - Child Find and Assessment sections 4. Special Education documentation to include: 5. Multidisciplinary Evaluation Team Meeting documentation (Phase I and Phase II) 6. Evaluation Reports 7. Placement Documentation 8. IEP documentation 9. Progress Notes /Therapy Notes 10. 45-day (child find) screenings 11. 504 documentation (medical assessments) 12. Medical Certification Documentation 13. Student Accommodations guide
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	reviewed by the CDAC.	for Standardized testing and testing accommodations on IEP.
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C. Analyzing Assessment Data

Question #1: What is the Charter Holder’s ongoing process to collect and analyze each type of assessment data listed in the Assessment System Table in Section A and the Subgroup Assessment Table in Section B?

Answer

Write answer here. Suggested word count is 400 words.

AzMERIT results are collected and analyzed by the CDAC for the state of Arizona, school, grade and individual student growth using the Growth Chart and the Proficiency Chart. The district has identified AzMERIT testing data as the identifier for the bottom 25% each year. This data is also used to analyze the progress of ELL, FRL and SPED students. The CDAC is looking for movement to a higher proficiency level in each category and subgroup listed above.

State mandated testing to identify ELL students based on PHLOTE referral and AZELLA testing is implemented in accordance to SEI legislation and is used for placement and services for students in this area. Galileo and AzMERIT and teacher formative and summative assessments are reviewed for these students to ensure they are progressing in student achievement as it relates to standards mastery. Galileo results are reviewed by the CDAC, and tracked by SST.

Galileo results are scored electronically, with reports available within a week of testing to administrators and teachers on-line. The CDAC analyzes the data from the Aggregate Multi-test Report and the Galileo Student Growth and Achievement Report for overall grade growth, individual growth and subgroup growth for each testing cycle.

Teacher developed and supplemental curriculum assessments are analyzed to determine current level of knowledge or skill level before instruction, to gauge progress during instruction, or at the conclusion of a lesson or unit to determine effectiveness of instruction for all students including subgroups.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- AzMERIT Growth Chart and the Proficiency Chart.
- Galileo Aggregate Multi-test Report and Student Growth and Achievement Report
- Teacher developed and supplemental curriculum assessments
- Documentation for subgroups based on AzMERIT and Galileo
- PHLOTE referral and AZELLA results



Question #2: What is the Charter Holder’s ongoing process to make adjustments to curriculum based on the data analysis? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

The CDAC, SST and EdC, informed by the data analysis process, makes the determination of the need to adjust or revise current curriculum as indicated by student data, including subgroup data. (See curriculum section). The CDAC and SST, review student /grade level and school wide data from the current curriculum assessments and reports to EdC quarterly. The Galileo data, which correlates most closely to the standards and on-going instruction is the primary data source to inform any additional programming, supports or adjustments to improve student growth and achievement.

The following criteria is considered when reviewing curriculum based on data analysis:

1. Is there a curricular gap affecting testing results?
2. Is there new or supplemental curriculum needed to support better testing results?
3. Is there a revision in the unit or program of study that is being suggested by student academic achievement?

Process: If the CDAC and the EdC, make the determination that there is a gap due to data analysis then they determine whether to revise or supplement the curriculum.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Curriculum Evaluation Form
- AzMERIT Growth Chart and the Proficiency Chart.
- Galileo Aggregate Multi-test Report and Student Growth and Achievement Report
- Teacher developed and supplemental assessments
- Documentation for subgroups based on AzMERIT and Galileo
- PHLOTE referral and AZELLA results

Question #3: What is the Charter Holder’s ongoing process to make adjustments to instruction based on the data analysis? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

The process to adjust instruction based on data analysis of testing results at school/district level, and grade level is developing as we increase the assessments administered at DMS. This process is reviewed annually by the CDAC and EdC in June or when the AzMERIT results are released.

1. Formative and summative assessment is implemented and analyzed by teacher.



Adjustments to instruction may be made at very short intervals, across daily lesson plans. During instruction, teachers document necessary instructional adjustments based on student understanding and performance.

2. *If data analysis, indicates an immediate need, adjustments to instruction are implemented (e.g. adjustment to pacing, frequency of instruction and may include differentiated instruction) to reach levels of proficiency. Differentiated instruction and/or alternate instruction to the whole class will be continued until student achievement improves or mastery is reached.*

The criteria for identifying an immediate need for instructional adjustment is that data analysis indicates:

1. Are there less than 50% of students showing benchmark achievement and subsequent assessment data confirms the proficiency gap.
2. Are there students who could become highly proficient with a shift in instruction?

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- AzMERIT Growth Chart and the Proficiency Chart.
- Galileo Aggregate Multi-test Report and Student Growth and Achievement Report
- Teacher implemented formative and summative assessments
- Documentation for subgroups based on AzMERIT and Galileo



AREA IV: MONITORING INSTRUCTION

Answer the questions for each of the following four sections. Provide documentation that will clearly demonstrate implementation of the processes.

A. Monitoring Instruction

Question #1: What is the Charter Holder’s ongoing process to monitor that the instruction-taking place is

- Aligned with ACCRS standards,
- Implemented with **fidelity**,
- Effective throughout the year, and
- Addressing the identified needs of students in all four subgroups?

Answer

Write answer here. Suggested word count is 400 words.

The developing DMS curriculum map is aligned to AZCCRS and provides the framework to monitor instruction.

Monitoring instruction includes examining scope and sequence and accessibility of standards to the students. Teachers submit Scope and Sequence prior to the school year, *Unit Overviews* two weeks before teaching, *End of Unit Reviews and Fidelity Checklist* one week after the unit is completed, and lesson plans two weeks prior to teaching. The lesson plan template includes documentation of accommodations for sub-groups, and assessment of instructional objectives.

The DCI reviews and evaluates lesson plans for curricular adherence to AZCCRS, and specific measureable objectives. Teachers embed standards in their lesson plans, and they are reviewed weekly by the DCI via Planbook.edu. These reviews examine each instructor’s instructional strategies and progress in delivering the grade level standards. The DCI observes instruction to monitor fidelity to the curriculum and progress through the standards. Teachers receive feedback on instruction at individual DCI/teacher check-ins scheduled quarterly; more often as needed.

Galileo data is concurrently used to inform and monitor instruction. Benchmark feedback throughout the year affirms whether instruction has been implemented with fidelity. It informs whether it has enabled all students to reach mastery of standards. It also tracks the effectiveness of instruction and interventions for identified student subgroups. Administrators can monitor whether students have achieved the learning objectives identified in the lesson plans, and teachers use this information to review, revise or reteach.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- DMS curriculum map (as aligned to AZCCRS) (In development)
- Unit overview example
- End-of-Unit review form and Fidelity Checklist (in development)
- Planbook.edu Lesson plan sample



- Lesson plan/unit overview and review evaluation forms (in development)
- Galileo aggregate results x3

Question #2: How is the Charter Holder monitoring instruction to ensure that it is leading all students to mastery of the standards?

Answer

Write answer here. Suggested word count is 400 words.

The DCI ensures that each grade level instructor develops a scope and sequence and unit overviews designed to provide accessibility to all AZCCRS. Progression through grade level standards is tracked through lesson plan review via Planbookedu. During instructional observations, the DCI monitors that the lesson’s objectives are taught to mastery using the below criteria.

1. Are students engaged?
2. Is the instructor giving regular feedback and guidance to students?
3. Are there multiple opportunities for all levels of learners to demonstrate mastery?
4. Does the instruction provide multiple opportunities for students to integrate and demonstrate their learning through authentic performance tasks or assessments?

The opportunity for revision takes place in the quarterly feedback meetings and if needed, more frequently.

All assessments (Galileo, grade level, teacher generated formative and summative) to measure mastery are aligned with standards and grade level expectations in the district curriculum. CDAC correlates data analysis and monitors student success, including improvement in low achieving students and other sub-groups. In SST meetings results are reviewed and strategies are designed to support mastery.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- DMS curriculum map (as aligned to AZCCRS) (In development)
- Unit overview example
- End-of-Unit review form and Fidelity Checklist (in development)
- Planbook.edu Lesson plan sample
- Lesson plan/unit overview and review evaluation forms (in development)
- Galileo aggregate results x3



B. Evaluating Instructional Practices

Question #1: How does the Charter Holder evaluate the instructional practices of all staff?

Answer

Write answer here. Suggested word count is 400 words.

DMS uses an evaluation tool (see the Desert Marigold School Teacher Evaluation Tool and Best Practices checklist 2015-16) that is aligned with the Arizona Framework for Measuring Educator Effectiveness, and best practices in Waldorf Education. Classroom observation is integral to the evaluative process. Instructors are evaluated based on four areas: Teaching, Student Assessment, Classroom Management, and Working Relationships. Each of these areas has criteria attached to them. DMS uses the performance classifications highly effective, effective, developing, and ineffective to measure effectiveness of instructor performance. Teachers have a pre-observation conference and a post-observation conference to complete the process.

Some sample Criteria from the DMS evaluative tools (see section A for detailed breakdown)

A. Teaching criteria

1. Scope and Sequence
2. Lesson Plans
3. Structure of lessons
4. Content of lessons
5. Presentation of Lessons
6. Work Assigned
7. Teacher Student Relationship

B. Student Assessment Criteria:

1. Assessment
2. Progress
3. Record keeping

C. Classroom management Criteria:

1. Care and organization of classroom
2. Teacher's manner and appearance
3. Student behavior
4. Discipline

D. Working relationships:

1. With Colleagues,
2. With Parents
3. Attendance & Punctuality
4. Dependability at meetings/duties
5. Ability to support and implement school policies and decisions
6. Concern for the school at large,
7. Understanding of child development through Waldorf Pedagogy



Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Desert Marigold School Teacher Evaluation Tool and Best Practices checklist (2015-16)
- Pre and post observation documentation
- Chart for observation and evaluation schedule (2016-17)

Question #2: What is the Charter Holder’s ongoing process to identify the quality of instruction?

Answer

Write answer here. Suggested word count is 400 words.

The Teacher Evaluation Process consists of a three-year cycle that utilizes a long form evaluative process and two years of a short form. New hires, or teachers that are in improvement, are required to utilize the long form evaluative process (see chart). Teachers on a corrective action plan will have additional supports, resources, professional development, etc. to improve quality of instruction.

The Desert Marigold School Teacher Evaluation Tool and Best Practices checklist (2015-16) is aligned to the Arizona Model for Measuring Educator Effectiveness. This is the tool DMS uses to monitor the quality of instruction during observations.

Teachers are required to set SMART goals in the areas of curriculum, instruction, assessment, and professional development with the DCI in August, which are reviewed for progress at the quarterly teacher check-in. Galileo Assessment data results, student progress, and lesson planning, will be examined for qualitative instructional strategies that support positive outcomes for teacher growth and student achievement.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Desert Marigold School Teacher Evaluation Tool and Best Practices checklist (2015-16)
- Chart for observation and evaluation schedule - (2016-17)
- SMART goal sheets
- DCI observation documentation
- DCI and individual teacher meeting notes
- Data of student improvement
- Analysis of assessment data
- Lesson plans/ lesson plan evaluation form/ differentiated instruction and annotated lesson plans



Question #3: How does the evaluation process identify the individual strengths, weaknesses, and needs of instructional staff?

Answer

Write answer here. Suggested word count is 400 words.

In the Teacher Evaluation Process, a cycle of evaluation occurs over a three year period that consists of, alternating self-review, observation, peer review, goal setting and mentoring (2 year cycle) alternating with a more formal evaluative process which may include outside evaluators, observations goal setting and mentoring. Instructional staff completes a goal-setting worksheet annually. This is reviewed by the DCI and/or an outside evaluator (if applicable).

The evaluative process is designed to:

1. Identify strengths, weaknesses, needs, and materials needed to support development.
2. In August, each teacher develops professional development goals with the DCI in the areas of curriculum, instruction, assessment, and professional development. Smart goals are reviewed for progress at the quarterly teacher check-in meeting.
3. Galileo Assessment data results, student progress, and lesson planning, is examined for qualitative instructional strategies that support positive outcomes for teacher growth in curriculum development and reveal correlation to student achievement.
4. Experienced teachers in a short form evaluative cycle, participate actively in their evaluative process, including setting SMART goals that are truly reflective of areas to deepen professional growth. Self-reflection, peer review, and observations from the DCI, provide a continuous feedback cycle, with observation and frequent conversations to support individual teacher development.
5. New teachers in a long form evaluative cycle, participate actively in their evaluative process, including setting SMART goals, self-reflection, pre- and post observation meetings with the designated evaluator, identifying areas of strengths and weaknesses, and emphasis for professional development.
6. For Teachers that have been identified through the evaluative process as requiring a corrective action plan, a measurable plan with a timeline is developed and implemented.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Desert Marigold School Teacher Evaluation Tool and Best Practices checklist (2015-16)
- 2016-2017 Length and Frequency of Instructor Evaluations chart
- SMART goal sheets
- DCI observation documentation
- DCI and individual teacher meeting notes
- Data of student improvement



- Analysis of assessment data
- Lesson plans/ lesson plan evaluation form/ differentiated instruction and annotated lesson plans

C. Adapted to Meet the Needs of Subgroups

Complete the table below with the Charter Holder’s applicable information. Descriptions within the table should be brief and concise. If a subgroup comprises more than 65% of the student population at all schools operated by the Charter Holder, please check the box in the exempt column, and leave that subgroup blank.

Subgroup Monitoring Instruction Table

Subgroup	Exempt	What is the Charter Holder’s ongoing process to evaluate supplemental instruction targeted to address the needs of students in the following subgroups?	List documents that serve as evidence of implementation of this process.
Traditional Schools: Students with proficiency in the bottom 25% Alternative schools: Non-proficient students	<input type="checkbox"/>	<ol style="list-style-type: none"> 1. The Desert Marigold School Teacher Evaluation Tool and Best Practices checklist (2015-16) guides and evaluates teachers on effectiveness in targeting Tier II and Tier III and differentiation in instruction to address needs of subpopulations, including low achieving students. 2. At the release of AzMERIT testing data, teachers will be apprised of which of their students are low-achieving (New teachers will be appraised of this data from the previous year in August). 3. Students who score in the bottom 25% are 	<ol style="list-style-type: none"> 1. Desert Marigold School Teacher Evaluation Tool and Best Practices checklist (2015-16) 2. Faculty meeting presentations on assessment agendas handouts 3. AzMERIT data 4. Assessment Accommodation document 5. Meeting notes with teachers 6. Breakout meeting notes 7. Evaluation form (section on meeting diverse learners and assessment) 8. Observation notes 9. Student Work 10. Formative and summative assessment data 11. Student study team notes / forms



		<p>monitored through CDAC and the SST process.</p> <p>4. Specific areas may be identified by the SST for professional development in areas of instruction, curriculum, assessment, and mindfulness.</p> <p>5. Heightened attention for diverse learners at observations. (see SSSD individual brief observation form) identified populations will receive heightened attention, and feedback to teachers.</p> <p>6. Lesson plan review form includes prompt for indications of supports, RTI, and differentiation (addition or adaptations) for subpopulations (Bottom 25%, ELL, Students with disabilities, and FRL students).</p> <p>7. Continued sharing at faculty meeting both best practices from professional development and strategies that are working for current students. "What does differentiated instruction look like for bottom 25%?"</p>	<p>(redacted)</p> <p>12. Lesson plan format</p>
<p>ELL Students</p>	<p><input type="checkbox"/></p>	<p>1. The Desert Marigold School Teacher Evaluation Tool and Best Practices checklist (2015-16) guides and evaluates teachers on effectiveness in targeting</p>	<p>1. Student Study team notes 2. ILLP sample 3. Past lesson plan with ELL standards embedded</p>



	<p>the needs of subpopulations, including ELL students. ELL identified students will have an ILLP that will have identified goal(s) that would be taught/monitored by the classroom teacher, and these are reviewed by the CDAC each semester and growth will be measured on both class/student level (Galileo) and on progress towards ELL proficiency on the AZELLA.</p> <p>2. At start-of-year, teachers will be apprised of which of their students are ELL. (informed by AZELLA).</p> <p>3. ELL students are managed by the ELL Coordinator.</p> <p>4. Lesson plan review form includes prompt for indications of supports, RTI, and differentiation (addition or adaptations) for subpopulations (Bottom 25%, ELL, Students with Disabilities, and FRL students).</p> <p>5. Continued sharing at faculty meeting both best practices from professional development and strategies that are working for current students. "What does differentiated instruction look like for ELL students</p>	
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		in the classroom?"	
Students eligible for FRL	<input type="checkbox"/>	<p>1. The Desert Marigold School Teacher Evaluation Tool and Best Practices checklist (2015-16) guides and evaluates teachers on effectiveness in targeting instruction to address needs of subpopulations, including FRL eligible students.</p> <p>2. FRL students are monitored through the Student Support Services Study Team through the following process:</p> <ol style="list-style-type: none"> 1. Twice a year data from the enrollment director identifying the free and reduced lunch students. 2. Student Support Services will review district assessment data and cross reference the identified students to determine other subgroups that may be applicable (i.e. bottom 25%, ELL, Special Education). 3. Students who are free and reduced will be tracked by Student Support Services to ensure 	<ol style="list-style-type: none"> 1. Student Study Team notes 2. Redacted referrals 3. Lesson plans; diversified instruction 4. FRLs identified from previous data, and new registrants' data; 5. PD strategies. 6. McKinney Vento training info (agenda, etc.) 7. Lesson plan review form (diversified instruction)



		<p>they are progressing in ELA and mathematics.</p> <p>4. Students who are free and reduced lunch who qualify under McKinney Vento will be able to access additional supports including but not limited to tutoring and other academic help as indicated by the Homelessness Liaison (through Student Support Services).</p> <p>5. Professional development around FRL is addressed in McKinney Vento training for staff which emphasizes mindfulness, and heightened attention for diverse learners at observations.</p> <p>6. Some diversified instruction may be indicated for FRL students identified under other subgroups (such as bottom 25%) and this may be reflected in the lesson planning (for example, referral to Student Study Team, scaffolding or accommodation such as homework reduction, extra time, or supports due to FRL / family need as indicated by the McKinney Vento Liaison or Student Support Services.</p> <p>7. Identified</p>	
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		<p>populations will receive heightened attention by Student Support services and feedback from teachers will be sought.</p> <p>8. Lesson plan review form includes prompt for indications of supports, RTI, and differentiation (addition or adaptations) for subpopulations (Bottom 25%, ELL, Students with disabilities, and FRL students who are also represented in other subgroups (bottom 25%, ELL Special Education).</p> <p>9. Continued sharing at faculty meeting both best practices from professional development and strategies that will also work for current FRL students. (Differentiated instruction and support)</p>	
<p>Students with disabilities</p>	<p><input type="checkbox"/></p>	<p>1. The Desert Marigold School Teacher Evaluation Tool and Best Practices checklist (2015-16) guides and evaluates teachers on effectiveness in targeting the needs of subpopulations</p> <p>2. At start-of-year, teachers will be apprised of the needs of IEP and 504 students. They also are trained in and participate in 45-day screenings and referral processes.</p> <p>3. IEP and 504 students</p>	<p>1. Study Team Meeting Notes</p> <p>2. Special Education flow chart</p> <p>3. 504 / METS/IEP plans (redacted)</p> <p>4. Lesson plans with accommodations.</p> <p>5. Agenda from Student Support Services In-services</p> <p>6. Notes from Student Support Service Director instructor observations. (mini-consultation form)</p>



	<p>are managed by the Student Support Services under the supervision of the Director of this department. Resource teachers and therapists consult with teachers for classroom support. ADE-ESS monitoring is quite extensive and designed to ensure that students receive appropriate services by trained teachers.</p> <p>4. At observations, identified populations will receive heightened attention, and feedback to teachers.</p> <p>5. Lesson plan review form includes prompt for indications of supports, RTI, and differentiation for students with disabilities (addition or adaptations) also for subpopulations (Bottom 25%, ELL, and FRL students).</p> <p>6. Continued sharing at faculty meetings and Student Study Team meetings both best practices from professional development and strategies that are working for current students. "What does</p>	
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	<p>differentiated instruction and support look like for IEP & 504 students?" Evaluation of Resource teacher indicates criteria for making adequate accommodations. A feedback form is used with contracted services (OT, Speech therapy, etc).</p>	
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D. Providing Feedback that Develops the Quality of Teaching

Question #1: How does the Charter Holder analyze information about strengths, weaknesses, and needs of instructional staff?

Answer

Write answer here. Suggested word count is 400 words.

The school initiated an electronic satisfaction survey in February 2016, and will continue to survey parents in October and February to collect data, including instructional effectiveness, that is compiled by the Administration. School-wide trends, strengths and weaknesses are analyzed by the Ed-min, who note strengths and prioritize instructional staff areas of need throughout the school. This information is shared with faculty and staff in a color-coded matrix in April. This information helps inform programming development and helps to guide district level resource allocation towards professional development.

The CDAC analyzes the AzMERIT assessment data for school wide academic improvement that indicates instructional strengths, areas of weakness and instructional needs. This data is presented to the Ed-min prior to the following school year, to provide instructional information as it relates to student achievement.

The CDAC analyzes Galileo assessment data quarterly for school wide trends in student academic achievement that indicate instructional strengths such as continued upward growth. This information is presented to the Ed-min to help determine instructional staff areas of needs as it relates to student achievement.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Parent Satisfaction Survey data
- March meeting agenda/notes
- AzMERIT Assessment data (school-wide)
- Galileo Assessment data (school-wide)



Question #2: How is the analysis used to provide feedback to instructional staff on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?

Answer

Write answer here. Suggested word count is 400 words.

In May, the DCI provides the Ed-min with a summary describing an instructional staff profile of strengths, weaknesses and suggested learning needs based on the evaluative processes. At this presentation, parent survey results that correlate to these findings will also be reviewed to assist in the prioritization of areas of focus to be presented as feedback to instructional staff. This feedback will describe school wide trends and will inform professional development topic selections and setting of SMART goals for the following school year.

Analyzed AzMERIT (Dashboard results), and a summary of Galileo data are presented to the Ed-min prior to the following school year, to provide focus toward areas that instructional staff need to improve.

School wide data will be shared at the back to school teacher meetings where trends, and school wide learning needs will be identified. Grade specific student data to inform instruction will be provided at the Individualized Returning Teacher (IRT) / or Individualized New-Teacher Orientation (INT) meetings with DCI in August. Collectively, this data will support the development of SMART goals for teachers that will further the development of instructional learning needs for the school overall.

A school wide SMART goal may be indicated in a particular instructional area, as determined by the Ed-min, EdC and shared with the instructional staff at the beginning of the school year.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- DCI Evaluative Summary (Instructional Staff Learning Needs Profile)
- AzMERIT and Galileo data summary
- ADE Dashboard
- Ed-min meeting agenda/minutes
- SMART goals
- School-wide (collective) SMART goal form



AREA V: PROFESSIONAL DEVELOPMENT

Answer the questions for each of the following four sections. Provide documentation that will clearly demonstrate implementation of the processes.

A. Development of the Professional Development Plan

Question #1: What is the Charter Holder’s ongoing process to determine what professional development topics will be covered throughout the year? What data and analysis is utilized to make those decisions?

Answer

Write answer here. Suggested word count is 400 words.

In May, the DCI provides the Ed-min with a summary describing an instructional staff profile of strengths, weaknesses and suggested learning needs based on the evaluative processes. The teacher PD survey is distributed and presented along with the parent survey results and correlated to the evaluative findings. This analysis will be reviewed by Ed-min to assist in the prioritization of areas of focus and presented as feedback to instructional staff. This feedback will describe school wide trends and will inform professional development topic selection and setting of SMART goals for the following school year.

Professional Development that addresses academic achievement, quality of instruction, curriculum development strategies, assessment documentation and data analysis, and Waldorf strategies are topics being compiled for our Professional Development teacher survey for May, 2016.

The Professional Development Calendar is reviewed with faculty at the back to school meetings after Professional Development budget approval and prioritization of areas of development are finalized by the Ed-min.

Adjustments to Professional Development priorities are made as needed, based on emerging student considerations (quarterly Galileo data, subgroups data), emerging instructional needs, and resources.

The Professional Development Teacher Survey is developed out of the following principles identified by DMS to help focus on best practices in the selection and implementation of Professional Development.

1. need arises from and returns benefits to classrooms
2. focuses on real data from student work and teaching
3. focuses on what really helps students learn
4. has buy-in
5. leads directly to application in classrooms
6. is part of a process of continuous improvement
7. honors teachers’ professionalism, expertise, experiences, and skills
8. is content-rich
9. is collaborative
10. establishes a culture of quality
11. fosters reflection
12. supports the development of professional learning communities



Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Disaggregated Parent Survey (Instructionally relevant questions)
- DCI Evaluative Summary (Instructional Staff Learning Needs Profile)
- Professional Agendas/ calendar
- AzMERIT and Galileo data summary
- ADE Dashboard
- DMS Professional Development Teacher Survey (see Guiding Principles)
- SMART goals
- Schoolwide (collective) SMART goal form
- Budget line item for Professional Development
- Ed-min agenda/meeting notes (PD)

Question #2: What is the Charter Holder’s ongoing process to ensure the **professional development plan** is aligned with instructional **staff learning needs**? What criteria are used to make those determinations?

Answer

Write answer here. Suggested word count is 400 words.

Aligning the learning needs to the professional development calendar is completed in June/July. The alignment process informs the Ed-min council’s decisions about the PD plan for the year based on the identified learning needs of the instructional staff profile, via evaluation, teacher surveys, community surveys and annual self-review.

In addition, aggregate AzMERIT and Galileo assessment data inform the school wide direction of professional development needed to address student achievement and school improvement.

The criteria for this process are:

1. According to the ADE Dashboard, what is the highest schoolwide academic need?
2. According to the Summary of Staff Learning Needs what is the highest priority?
3. According to the Teacher driven PD survey/Self Review what is the broadest need/request?
4. According to the Community driven Parent Survey are there areas of high frequency?

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- DCI Evaluative Summary (Instructional Staff Learning Needs Profile)
- ADE Dashboard information
- Community survey
- Disaggregated Parent Survey (Instructionally relevant questions)
- AzMERIT and Galileo data summary
- Ed-min meeting agenda/minutes



- Teacher Survey/Self Review

Question #3: What is the Charter Holder's ongoing process to address the **areas of high importance** in the **professional development plan**? How are the areas of high importance determined?

Answer

Write answer here. Suggested word count is 400 words.

Areas of high importance are determined by the criteria below and are followed by the ongoing process.

The criteria for determining areas of high importance are:

1. According to the ADE Dashboard, what is the highest schoolwide academic need?
2. According to the Summary of Staff Learning Needs what is the highest priority?
3. According to the Teacher driven PD survey/Self Review what is the broadest need/request?
4. According to the Community driven Parent Survey are there areas of high frequency?

Process:

1. Baseline Data Analysis completed in May
2. PD Calendar is set in June/July
3. A school wide SMART goal may be identified
4. Each teacher creates individual SMART goals by the time of their IRT/INT meeting with the DCI in August
5. Professional development trainings are provided monthly to instructional staff. Conferences and workshops are identified and attended by targeted instructional staff
6. After any professional development training a teacher fills out a PD participation survey including identifying grade level MINI goals (Measureable Innovative Necessary & Implementable Goal (MINI G) that can be applied to the PD experience
7. Teacher PD survey in May

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- AzMERIT and Galileo data summary
- SMART Goal
- ADE Dashboard
- Ed-min meeting agenda/minutes
- Teacher PD Participation Survey & (MINI) Goal Form
- Teacher driven PD Survey
- Professional Agendas/ calendar
- Parent Survey



B. Adapted to Meet the Needs of Subgroups

Question #1: Identify how the Charter Holder provides professional development to ensure instructional staff is able to address the needs of students in all four subgroups.

Answer

Write answer here. Suggested word count is 400 words.

The SSST with the DCI identify and provide Professional Development for meeting the needs of subgroups. This team includes the Director of Student Support Services who is the District Testing Coordinator in addition to overseeing services for all school subgroup programs. SSST tracks all low-achieving students; Bottom 25%, FRL, ELL, and Students with Disabilities.

1. CDAC and SSST analyzes student achievement data (AzMERIT, Galileo) and reviews teacher considerations.

SSST makes recommendations for Professional Development related to meeting needs of subgroups (ELL, Sped, FRL, 504, and low-achieving students). Specific attention to subgroup Professional Development is supported by:

- a. The comprehensive needs Assessment by CDAC in the Spring, identifies areas of high needs based on what type of scores on AzMERIT, Galileo and classroom assessments, etc. SSST reviews test scores of subgroups and make recommendations for Professional Development that helps to diversify instruction or meet student achievement needs for subgroup populations. These recommendations, in conjunction with teachers' specific Professional Development needs, are brought to discussion with faculty, prior to the school Professional Development plan meeting that sets a plan in June for the following year.
- b. With new and returning students, beginning with new and returning teachers in August, the SSST provides demographic profile to individual teachers/faculty, review student lists and teachers concerns, and recommends adjustments or additions to Professional Development Plan to ensure subgroup needs are met.

In the Fall, SSST reviews the 45 day screening results for new students, and SST referrals, to help identify and prioritize any additional Professional Development needed to support working with subgroups.

Strategies correlated to subgroups are reviewed and discussed in relation to small grade level groups and individual students in STT (student study team) meetings. This consists of small groupings of colleagues that support each other and give proven suggestions to help instructors meet challenges they are facing in the classroom. The DCI and representatives from SST are in attendance whenever possible and also mentors and suggests activities to meet a group of students or an individual.

The following form is used to help ensure teachers are able to apply this knowledge throughout the year in their classroom.



SUBGROUP ACCOMMODATION/CURRICULAR ADAPTATION WORKSHEET (Attach to Lesson Plan where PD is being implemented)	
Accommodations/Scaffolding or differentiated instruction to PD strategy to meet student's /subgroup needs: Student Name(s): _____ Date: _____ (Use student initials in applicable section and brief descriptions of adaptation) Learning/Behavioral Outcome: _____	
<input type="checkbox"/> INPUT: (Adapt the way instruction is delivered to the learner. For example: Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place students in cooperative groups, pre-teach key concepts or terms before the lesson.)	<input type="checkbox"/> OUTPUT: (Adapt how the student can respond to instruction. For example: Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands on materials.)
<input type="checkbox"/> QUANTITY: (Adapt the number of items that the learner is expected to learn or number of activities student will complete prior to assessment for mastery. For example: Reduce the number of social studies terms a learner must learn at any one time. Add more practice activities or worksheets.)	<input type="checkbox"/> TIME: (Adapt the time allotted and allowed for learning, task completion, or testing. For example: Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.)
<input type="checkbox"/> LEVEL OF SUPPORT: (Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills. Enhance adult-student relationship; use physical space and environmental structure. For example: Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors. Specify how to interact with the student or how to structure the environment.)	<input type="checkbox"/> PARTICIPATION (engagement): (Adapt the extent to which a learner is actively involved in the task. For example: During instruction, using "every pupil response techniques" or "choral responding." In geography, have a student hold the globe, while others point out locations. Ask the student to lead a group. Have the student turn the pages while sitting on your lap (kindergarten).)



Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Subgroup District training(s) documentation
- ADE Reading Training documentation and teachers registration.
- Student study team documentation
- Diverse learner section of teacher evaluation instrument
- Professional development section of teacher evaluative tool (to be filled out by teacher in discussion with DCI)
- Special Education Training packet (IDEA and special education procedures, back to school meetings)
- AzMERIT, Galileo, teacher interventions/formative and summative data summary
- Special Education and 504 documentation (accommodations for subgroups)
- AZELLA training webinar certificates
- AZELLA data
- OLEAS Conference documentation
- Sample of subgroup PD training identified (across grades) -Autism conference training
- DCI Evaluative Summary (Instructional Staff Learning Needs Profile)
- Teacher PD Participation Survey & (MINI) Goal Form
- Teacher driven PD Survey

C. Supporting High Quality Implementation

Question #1: What is the Charter Holder’s ongoing process to provide **support** to the instructional staff on the high quality implementation of the strategies learned in professional development? What does this support include?

Answer

Write answer here. Suggested word count is 400 words.

After MINI goals are set, resources are provided in order to implement goals in the learning environment. Teachers have the opportunity to conduct two-way peer observations, where instructors observe and provide feedback to each other. Strategies learned in professional development sessions and peer observations are discussed weekly over a period of time in SST bi-weekly meetings and at designated faculty meetings. Additionally, strategies may be developed, along with ongoing informal review of teaching practices, to help refine instructional delivery. Experiences of success and learning opportunities are shared through this collaborative process.

Implementation of professional development strategies is observable in the lesson plan process and verified through observation by the DCI. Further feedback is given and focused strategies are suggested. In the Self-Review Process, SMART and MINI goals are addressed and progress is reflected in that document.



Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- MINI goal sheets
- SMART goal sheets
- Peer review sheets
- SST minutes
- Faculty agenda
- DCI feedback notes
- Self-Review form
- The professional planning development matrix

Question #2: What is the Charter Holder’s ongoing process to identify **concrete resources**, necessary for high quality implementation, for instructional staff?

Answer

Write answer here. Suggested word count is 400 words.

The DMS daily schedule is created to allow for staggered core academic time (this is a two hour academic unit), between the elementary grades and the middle school grades. This allows for elementary and middle school teachers to conduct peer observations, give feedback and offer mentoring for each other.

Professional development presenters, resources, and supplies are allocated after a thorough consideration of the instructional needs across the grades by the Ed-min.

The process to identify concrete resources is to review and evaluate them according to DMS standards aligned curriculum and instructional methodology. Another method of identifying resources is through teacher surveys.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Documentation:
- School schedule
- Schedule of peer observation (DCI documentation)
- teacher PD surveys
- PD Agendas
- EdC / grades agenda / notes - (Jump Math pilot info and professional development example)



D. Monitoring Implementation

Question #1: What is the Charter Holder’s ongoing process to monitor the implementation of the strategies learned in professional development sessions?

Answer

Write answer here. Suggested word count is 400 words.

SMART goals are required for all faculty, and at least one needs to relate to professional development. Staff attending professional development will be required to identify specific strategies (MINI goals) that they have learned and will be implementing. These are gathered from each instructor after training and are monitored quarterly by the DCI. Notes will be made to document how effective the implementation of the targeted strategies seems.

During observation following any professional development opportunity, implementation of MINI-Goals (PD strategies) will be observed and discussed at the following meeting with the DCI or member of the EdC. The following rubric is used by the teachers.

Teacher’s Criteria for Evaluating Professional Development	
Criteria for Evaluating Professional Development	Brief description / Evidence:
Does this PD change the way you work with students as a direct result of the professional development?	
Do your students behave differently as a result of changes you have made?	
Is there improvement in your student achievement per anecdotal evidence (i.e. student work, test scores etc.)	



The DCI utilizes the following rubric to guide her on-going analysis of implementation of strategies.

Evaluating Staff Development Rubric

<p>1. Standards-based professional learning</p> <p>When professional learning is standards-based, it has greater potential to change what educators know, are able to do and believe.</p> <p>IS STANDARDS-BASED LEARNING EVIDENT?</p> <p>Evidence:</p>		<p>2. Changes in educator knowledge, skills and dispositions</p> <p>When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.</p> <p>HAS THE EDUCATOR GAINED KNOWLEDGE /SKILLS AND ENTHUSIASM?</p> <p>Evidence:</p>
		
<p>4. Changes in student results</p> <p>When student results improve, the cycle repeats for continuous improvement.</p> <p>ARE THERE CHANGES IN STUDENT RESULTS?</p> <p>Evidence:</p>		<p>3. Changes in educator practices</p> <p>When educators practice improves, students have a greater likelihood of achieving results.</p> <p>HAS THE EDUCATOR CHANGED THEIR PRACTICES?</p> <p>Evidence:</p>

This cycle works in two ways. If educators are not achieving the results they want, they work with the DCI to determine what changes in practice are needed and what knowledge, skills, and dispositions are needed to make the desired change. The teacher then considers how to apply the standards so that she/he can engage in the learning needed to strengthen their practice.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- MINI-Goals form
- SMART goals form



- Teacher’s Criteria for Evaluating Professional Development
- Evaluating Staff Development Rubric
- DCI feedback notes

Question #2: How does the Charter Holder follow-up with instructional staff regarding implementation of the strategies learned in professional development?

Answer

Write answer here. Suggested word count is 400 words.

The DCI follows up with instructional staff regarding any professional development strategies being implemented in the classroom through review of their MINI-Goals and any update in application of professional development with the Criteria for Evaluating Staff Development Rubric.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- MINI-Goal form
- Evaluating Staff Development Rubric
- DCI meeting notes



AREA VI: GRADUATION RATE (if applicable)

Answer the questions for each of the following two sections. Provide documentation that will clearly demonstrate implementation of the processes.

A. Monitoring Progress Toward Timely Graduation

Question #1: What is the Charter Holder’s ongoing process to create academic and career plans?

Answer

Write answer here. Suggested word count is 400 words.

The annual school Education and Career Action Plan (ECAP) process includes:

1. The high school administrator meets with all students in grade 8 in the fall and spring to introduce, review, and initially implement the seven essential components of effective action planning.
2. The scheduling, implementation, and purpose of these meetings is emailed to every parent of 8th grade students.
3. A middle school parent meeting is held in the fall and spring to cover the content of the ECAP and its role in the high school.
4. The material content of these 8th grade meetings are conspicuously posted on a publicly accessible website, and a link to this website is included in email and printed form to both parents and students of the 8th grade.
5. The high school administrator supervises and facilitates annual review and support of students in grades 8-12 toward creating each individual student's Education and Career Action Plan and implementation of the plan prior to graduation.
6. As of the spring of the 2015-2016 school year, the high school has switched from an entirely paper-based education and career action plan materials process to an online system of career planning materials through the Arizona Career and Information System (AzCIS).
7. Whenever a new student enrolls in grades 9-12, the high school administrator meets with the newly enrolling student to introduce and transfer/evaluate/create/implement an ECAP. This meeting also covers an evaluation of the incoming student’s transcript and appropriate transfer of credits to the school’s mark history.
8. For students at risk and for the newly enrolling students into grade 9-12, meetings take place in both fall AND spring terms to ensure comprehensive monitoring of the progress of development of an individual career and academic plan for these students in high need.
9. The high school schedules for both 11th and 12th grade include a 55-minute period each school week for the purposes of supporting many ECAP processes, including supporting the creation of an ECAP for new students who did not possess an existing ECAP at enrollment.
10. All students in 9th-11th grades participate in a career-related multi-day intensive internship off-campus in the spring of each year. These “work week” career intensives focus on a variety of career explorations including sustainable production farming; advanced-degree professional careers and settings such as architect, physician, legal, etc.; social and community service careers and settings such as social worker, community support worker, etc.



Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Documentation of grade 8-12 scheduled ECAP meetings and meeting materials
- Documentation of middle school parent meetings
- ECAP Team members job assignments and performance of applicable duties reports
- Documentation of ECAP meeting with the newly enrolling students and ECAP and evaluation of the incoming student’s transcript
- Documentation of ECAP meetings with students at risk
- High school schedule supporting a 55-minute weekly and content for the 11th and 12th grade
- Individual Student ECAPs
- Scheduled work weeks assignments, logs, and reports
- AzCIS Agreement and initial account setup and dissemination communications

Question #2: What is the Charter Holder’s ongoing process to monitor and follow-up on student progress toward completing goals in academic and career plans? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

The HS administrator monitors and follows-up with the on ECAP process with students in the 8th grade in the spring of their 8th grade year. This monitoring/follow-up occurs in individual meetings at the HS for those 8th graders intending to enroll in the 9th grade, and a class-wide 8th grader monitoring/follow-up meeting with all 8th grade students.

The HS administrator monitors and supervises the follow-ups on each student’s progress on ECAP and graduation-on-time status. This is accomplished through weekly class meetings in the case of all 9-12th grades, as well as weekly ECAP class meetings in the case of 11th and 12th grades. In both of these weekly class/ECAP meetings, the class sponsors and teachers work with the students to assess progress towards completion of in the class to stay current on completing their ECAP goals for academics, graduation, and career planning. To make sure students are staying current with their plans, ECAP Team members consult together and review academic and credit performance and credit acquisition every nine weeks throughout each school year. The team utilizes records and reports generated through the school student records management system, achievement reporting the through the school's assessment systems, the State’s AzMERIT and other test systems, and student ECAP forms and processes to determine that the students are:

- maintaining the necessary level of academic performance in their classes to earn needed credits
- seeking appropriate support if they are not
- pursuing credits in all the areas needed to graduate
- acquiring credits at the rate needed to graduate on time



- forming plans to address any gaps in credits, including summer school when necessary
- taking the necessary actions to fulfill all non-academic ECAP goals

The primary criteria for evaluating and guiding the processes above is verification that every student has achieved all of the academic, graduation, and career exploration goals indicated on their ECAP for that point in time. Criteria for determining if students are current and on track is the student's percentage of achievement on the school's graduation rubric - each student should have 100% of their annual yearly academic and career goals met by the conclusion of each school year.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Five Year ECAP Forms completed
- Annual Endorsed (College Preparatory) Graduation Requirements met forms completed
- Annual Minimum AZ Graduation Requirements met forms completed
- Work Week documentation and reports
- ECAP description and performance reports

B. Addressing Barriers to Timely Graduation

Question #1: What is the Charter Holder's ongoing process to provide timely supports to remediate academic and social problems for students struggling to meet graduation requirements on time?

Answer

Write answer here. Suggested word count is 400 words.

The school's process utilizes the six components to support struggling students to graduate on time. The process is facilitated primarily by the Class Sponsors. The sponsors are supported by a) data from SchoolMaster/StaffLink electronic student grade and credit data management systems, and b) redundant source personnel to insure most current, accurate, and complete data/information (the Grades 9-12 Student Support Services Lead, and the High School Administrator) to address and overcome student's academic and social problems. Using the steps below, the Sponsors evaluate each component to determine a support plan for struggling students.

1. Sponsor's review and utilize previous and current academic, discipline, attendance, personal goals as documented in each student's records during the following intervals:
 - a. Four times a year quarter grading
 - b. Twice a year semester grading
 - c. Twice a year parent/teacher/student conferences
 - d. Receipt of every Notice of Academic/Behavioral Concern, After School Work Session,



Incident Report, Excessive Tardy Notice, Counseling Assignment

2. The HS administrator may approve scheduling modifications to maximize time on most needed content and reduce stress if the student is failing classes
3. The HS administrator may change the student’s schedule to substitute missing graduation requirements for endorsed-diploma course college-preparatory requirements (i.e., additional arts, science, or even foreign language) that are otherwise prescribed in order to recover academic deficiencies and credit, if the HS administrator deems this necessary due to the student failing classes, and at risk of not receiving enough core graduation requirements to graduate on time.
4. The HS administrator may assign students to non-credit student support periods instead of foreign languages or other non-required content/credits for a State diploma if the HS administrator deems/determines that the student is in danger or/or is failing core required classes.
5. The HS administrator may assign after school tutoring facilitated by the grades 9-12 student support services lead if the HS administrator deems/determines that the student is in danger or/or is failing core required classes.
6. The HS administrator and 9-12 student support services lead may assign guidance counseling for students struggling socially and/or academically if the HS administrator deems/determines that the student is in danger or/or is failing core required classes due to their social and/or academic condition.
7. Parents of every grades 9-12 student (and the student themselves) is fully apprised of continuous academic condition in every class through FamilyLink online gradebook, attendance, disciplinary, and mark history systems.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- Class Sponsors Job Description and Performance Reports
- SchoolMaster/StaffLink Reports as Utilized
- Four times a year quarter grading
- Twice a year semester grading
- Twice a year parent/teacher/student conferences
- Receipt of every Notice of Academic/Behavioral Concern, After School Work Session, Incident Report, Excessive Tardy Notice, Counseling Assignment
- Grades 9-12 Student Support Services Lead Job Description
- High School Administrator Job Description
- Approved scheduling modifications to maximize time on most needed content and recover academic deficiencies and credit
- Approved assignment to non-credit student support periods instead of foreign languages or other non-required content/credits for a State diploma
- Approved assignments to after school tutoring
- Approved assignment to guidance counseling



- FamilyLink reports on Gradebook, attendance, disciplinary, and mark history systems

Question #2: What is the Charter Holder’s ongoing process to evaluate the processes described above to determine effectiveness? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

The High School Steering Committee, in consultation with the Executive Director’s Leadership Team, has supervisory responsibility over the high school’s ongoing processes to support students struggling academically and socially to meet graduation requirements on time. The committee meets every two weeks throughout the school year to a) receive input from the instructional community on the objective implementation, and subjective effectiveness of the process described above, and b) evaluate high school testing results, academic achievement, social well-being, grades, and credit achievement. Evidence or data are collected from Galileo and AzMERIT results, graduation rate reports from SchoolMaster, as well as guidance and disciplinary action reports from SchoolMaster to make the referenced evaluation. The criteria used to determine implementation and effectiveness is a) percentage of student retention (100% being the goal), b) 10% reduction annually in guidance and disciplinary incidents and reporting, c) annual graduation rate (100% of student graduating on time being the goal).

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

- The High School Steering Committee description, meetings, actions, and reports
- Graduation requirements
- High school testing results, academic achievement, social well-being, grades, and credit achievement reports
- Graduation Rate Reports
- Evidence of the implementation of each of the six process components
- Class sponsors, Grades 9-12 Student Support Services Lead, and the High School Administrator job descriptions



AREA VII: ACADEMIC PERSISTENCE (if applicable)

Answer the questions for the following section. Provide documentation that will clearly demonstrate implementation of the processes.

A. Strategies for Continuous Enrollment

Question #1: What is the Charter Holder’s ongoing process to measure levels of **engagement**? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

Question #2: What is the Charter Holder’s ongoing process to provide timely intervention for students demonstrating potential for **disengagement**?

Answer

Write answer here. Suggested word count is 400 words.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

Question #3: What is the Charter Holder’s ongoing process to evaluate these strategies to determine effectiveness? What criteria guide that process?

Answer

Write answer here. Suggested word count is 400 words.

Documentation

Provide a bulleted list of documents that serve as evidence of implementation of this process:

