Demonstration of Sufficient Progress

DSP Report Evaluation

Charter Holder Name: Arizona Autism Charter Schools, Inc.
School Name(s): Arizona Autism Charter School
Date Submitted: 9-13-15
Academic Dashboard Year: FY 2014

Purpose:

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

Date Evaluated: 11-10-15

Additional Steps Required:

☐ None
☒ Desk Audit Due Date: 12-10-15
☐ Site Visit Date: _____ Location: _____

Evaluation Overview:

The following serves as an evaluation of the DSP Report submitted by the Charter Holder to Board staff and includes:

- An overall rating for each area of Curriculum, Monitoring Instruction, Professional Development, Assessment, and Data.
  - Whether questions are sufficiently addressed in the DSP Report submitted by the Charter Holder
  - Whether documents listed in the DSP Report serve as sufficient evidence of implementation of described processes

Additional Steps Overview

Desk Audit

1. Review the evaluation below to understand the overall evaluation for each area, and which processes and documents are evaluated as insufficient.
2. Review the evaluation below to determine which documents are required to be submitted to Board staff.
3. Review the full Desk Audit Instructions as found on pages 18–20 of the DSP Guide for Charter Holders.

Final Evaluation:

Upon completion of the evaluation of documents, a revised evaluation will be provided. If the Charter Holder receives a final evaluation of “Does Not Meet” or “Falls Far Below” in any area, the Charter Holder has failed to demonstrate that it is making sufficient progress toward meeting the Board’s academic performance expectations.

Area I: Data

School Name: Arizona Autism Charter School

Data for All Applicable Measures and Subgroups

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

Measure	No Data Required	Data Required	Comparative Data Provided	Insufficient Comparative Data Provided	Data Does Demonstrate Improvement	Data Does Not Demonstrate Improvement
1a. Student Median Growth Percentile (SGP) – Math	☐	☒	☐	☒	☐	☒
1a. Student Median Growth Percentile (SGP) – Reading	☐	☒	☐	☒	☐	☒
1b. Student Median Growth Percentile (SGP) Bottom 25% – Math	☐	☒	☐	☒	☐	☒
1b. Student Median Growth Percentile (SGP) Bottom 25% – Reading	☐	☒	☐	☒	☐	☒
2a. Percent Passing – Math	☐	☒	☒	☐	☒	☐
2a. Percent Passing – Reading	☐	☒	☒	☐	☒	☐
2c. Subgroup, ELL – Math	☒	☐	☐	☐	☐	☐
2c. Subgroup, ELL – Reading	☒	☐	☐	☐	☐	☐
2c. Subgroup, FRL – Math	☐	☒	☒	☐	☒	☐
2c. Subgroup, FRL – Reading	☐	☒	☒	☐	☒	☐
2c. Subgroup, students with disabilities – Math	☐	☒	☒	☐	☒	☐
2c. Subgroup, students with disabilities – Reading	☐	☒	☒	☐	☒	☐

Valid and Reliable Data

2. How does the Charter Holder know that the data provided above is valid and reliable?

Question is Sufficiently Answered: ☒ Yes ☐ No

Conclusions Drawn From Data

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

Question is Sufficiently Answered: ☒ Yes ☐ No

DATA OVERALL RATING		
Evaluation of DSP Report		
Meets ☐	**Does Not Meet** ☒	**Falls Far Below** ☐

The area of Data is evaluated as Does Not Meet. The Charter Holder has, for each required measure, provided data and analysis generated from valid and reliable assessment sources to demonstrate FY 15 academic performance for all measures.

Data provided does not demonstrate improved academic outcomes for the following required measures:

1a. Student Median Growth Percentile (SGP) – Math
1a. Student Median Growth Percentile (SGP) – Reading
1b. Student Median Growth Percentile (SGP) Bottom 25% – Math
1b. Student Median Growth Percentile (SGP) Bottom 25% – Reading

For each of the data measures identified above, clarify what variable or criteria was used to rank the students and how the median was derived from that information. Additionally, include any FY 16 internal benchmarking data currently available for comparison.

Area II: Curriculum

Evaluating Curriculum	
1. What is the Charter Holder's process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is required to provide the following documents listed in the DSP Report to Board staff as part of a desk audit: • Summer planning meeting agendas—Administrative Team • Summer planning meeting sign ins—Administrative Team • Meeting sign in sheet—Summer Teacher Meeting • ReThink's School Implementation Plan • Curriculum process checklists and charts • Teacher training and planning meetings for curriculum revisions
2. How does the Charter Holder identify gaps in the curriculum?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is required to provide the following documents listed in the DSP Report to Board staff as part of a desk audit: • Math and language arts summer program evaluation and training sign ins • Edmark and TouchMath scope and sequence • NCSC Alternate State Test training materials (Essential Learning and Learning Progressions) • Story of the Week samples and calendar • Curriculum work team sign ins

Adopting/Revising Curriculum	
3. What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Curriculum system.
4. Who is involved in the process for adopting or revising curriculum?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is required to provide the following documents listed in the DSP Report to Board staff as part of a desk audit: • Revision/evaluation forms for work team • Sign in for work team (September 2015) • ReThink School Implementation Plan • Training calendar—September to December 2015 • Curriculum Review Cycle • Curriculum addition checklist • Curriculum adaptation form • ReThink emails and lists of areas of need from Principal and Director of Curriculum and ABA Programs • Sign ins and agendas for summer training • Summer training notes and plans

5. When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is required to provide the following documents listed in the DSP Report to Board staff as part of a desk audit: • Curriculum review cycle • Curriculum discovery checklist • Curriculum side by side comparison chart • Curriculum maps

Implementing Curriculum

6. What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is required to provide the following documents listed in the DSP Report to Board staff as part of a desk audit: • Summer training calendar • Summer sign ins/agendas • Summer planning notes and agendas/sign ins • Teacher schedules and alignment to master schedule with 90 min reading blocks and 60 minute math blocks • Coaching communication log • Data from walkthroughs and communication logs • ESY program evaluation • RTI academic model

7. What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Curriculum system.
8. What is the expectation for consistent use of these tools? How are these expectations communicated?	
Question is Sufficiently Answered: ☐ Yes ☒ No	
☐ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☒ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is required to provide the following documents listed in the DSP Report to Board staff as part of a desk audit: • Curriculum maps • Curriculum review cycle • Summer training calendar • Summer sign ins/agendas • Summer planning notes and agendas/sign ins • Teacher schedules and alignment to master schedule with 90 min reading blocks and 60 minute math blocks Because documents were evaluated as limited, the Charter Holder should also consider providing additional documents that can serve as evidence of implementation of applicable processes. Specifically, the described process and evidence identified did not address the following aspects of a process that would sufficiently answer the question: ***What is the expectation for consistent use of these tools?*** The Charter Holder must provide representative samples of documents that include multiple grade levels and subject areas from various points in time across the year.

9. What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Curriculum system.

Alignment of Curriculum

10. How does the Charter Holder know the curriculum is aligned to standards?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Curriculum system.

Adapted to Meet the Needs of Subgroups	
11. How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%?	
Question is Sufficiently Answered: ☒ Yes ☐ No ☐ Not Applicable	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes. ☐ Not applicable	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Curriculum system.
12. How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	
Question is Sufficiently Answered: ☐ Yes ☐ No ☒ Not Applicable ***Charter Holder has no ELL population; question does not require a response.***	
13. How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?	
Question is Sufficiently Answered: ☐ Yes ☐ No ☒ Not Applicable ***Charter Holder has more than 65% FRL population; question does not require a response.***	
14. How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	
Question is Sufficiently Answered: ☐ Yes ☐ No ☒ Not Applicable ***Charter Holder has more than 65% students with disabilities population; question does not require a response.***	

CURRICULUM OVERALL RATING		
DSP Report Evaluation		
Meets ☐	Does Not Meet ☒	Falls Far Below ☐

The area of Curriculum is evaluated as Does Not Meet. The Charter Holder has described a limited curriculum approach.

The Charter Holder's response sufficiently addresses the following components of these required elements:

- evaluating curriculum, because the Charter Holder addresses:
  - *What is the Charter Holder's process for evaluating curriculum? How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?*
  - *How does the Charter Holder identify gaps in the curriculum?*
- adopting/revising curriculum, because the Charter Holder addresses:
  - *What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?*
  - *Who is involved in the process for adopting or revising curriculum?*
  - *When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?*
- implementing curriculum, because the Charter Holder addresses:
  - *What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s)?*
  - *What tools exist that identify what must be taught and when it must be delivered? How does the Charter Holder ensure that all grade-level standards are covered within the academic year?*
  - *What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?*
- ensuring curriculum is aligned with Arizona's College and Career Ready Standards, because the Charter Holder addresses:
  - *How does the Charter Holder know the curriculum is aligned to standards?*
- addressing the curriculum needs of relevant subgroup populations, because the Charter Holder addresses:
  - *How has the Charter Holder ensured that the curriculum addresses the needs of student with proficiency in the bottom 25%?*

<u>However, the Charter Holder has failed to sufficiently address the following components of these required elements:</u>

- implementing curriculum, because the Charter Holder did not provide:
  - A sufficient response with evidence to address:
    - *What is the expectation for consistent use of these tools? How are these expectations communicated?*

Area III: Assessment

Assessment System	
1. What types of assessments does the Charter Holder use?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Assessment system.
2. What was the process for designing or selecting the assessment system?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Assessment system.
3. How is the assessment system aligned to the curriculum and instructional methodology?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Assessment system.

4. What intervals are used to assess student progress? How does the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Assessment system.

Analyzing Assessment Data

5. How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Assessment system.

6. How is the analysis used to evaluate instructional and curricular effectiveness?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Assessment system.

7. How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Assessment system.

Adapted to Meet the Needs of Subgroups	
8. How is the assessment system adapted to meet the assessment needs of students with proficiency in the bottom 25%?	
Question is Sufficiently Answered: ☒ Yes ☐ No ☐ Not Applicable	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes. ☐ Not Applicable	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Assessment system.
9. How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?	
Question is Sufficiently Answered: ☐ Yes ☐ No ☒ Not Applicable ***Charter Holder has no ELL population; question does not require a response.***	
10. How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students?	
Question is Sufficiently Answered: ☐ Yes ☐ No ☒ Not Applicable ***Charter Holder has more than 65% FRL population; question does not require a response.***	
11. How is the assessment system adapted to meet the assessment needs of students with disabilities?	
Question is Sufficiently Answered: ☐ Yes ☐ No ☒ Not Applicable ***Charter Holder has more than 65% students with disabilities population; question does not require a response.***	

ASSESSMENT OVERALL RATING		
DSP Report Evaluation		
Meets ☒	Does Not Meet ☐	Falls Far Below ☐

The area of Assessment is evaluated as Meets. The Charter Holder has consistently implemented a comprehensive assessment system that addresses each of the following required elements:

- assessing student performance based on clearly defined performance measures aligned with the curriculum and instructional methodology using data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments;
- analyzing assessment data to evaluate instructional and curricular effectiveness;
- adjusting curriculum and instruction in a timely manner based on assessment results; and
- addressing the assessment needs of relevant subgroup populations.

Area IV: Monitoring Instruction

Monitoring the Integration of Standards	
1. What is the Charter Holder's process for monitoring the integration of standards into classroom instruction? How does the Charter Holder monitor whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is required to provide the following documents listed in the DSP Report to Board staff as part of a desk audit: The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Monitoring Instruction system.
2. How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Monitoring Instruction system.

Evaluating Instructional Practices	
3. What is the Charter Holder's process for evaluating the instructional practices? How does this process evaluate the quality of instruction?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Monitoring Instruction system.
4. How does this process identify individual strengths, weaknesses, and needs?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Monitoring Instruction system.

Providing Analysis and Feedback to Further Develop Instructional Quality	
5. How does the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Monitoring Instruction system.
6. How does this Charter Holder analyze this information? What does the data about quality of instruction tell the Charter Holder? What has the Charter Holder done in response?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Monitoring Instruction system.

Adapted to Meet the Needs of Subgroups	
7. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%?	
Question is Sufficiently Answered: ☒ Yes ☐ No ☐ Not Applicable	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes. ☐ Not Applicable	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Monitoring Instruction system.
8. How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?	
Question is Sufficiently Answered: ☐ Yes ☐ No ☒ Not Applicable ***Charter Holder has no ELL population; question does not require a response.***	
9. How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students?	
Question is Sufficiently Answered: ☐ Yes ☐ No ☒ Not Applicable ***Charter Holder has more than 65% FRL population; question does not require a response.***	
10. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?	
Question is Sufficiently Answered: ☐ Yes ☐ No ☒ Not Applicable ***Charter Holder has more than 65% students with disabilities population; question does not require a response.***	

MONITORING INSTRUCTION OVERALL RATING		
DSP Report Evaluation		
Meets ☒	Does Not Meet ☐	Falls Far Below ☐

The area of Monitoring Instruction is evaluated as Meets. The Charter Holder has consistently implemented a comprehensive instructional monitoring system that addresses each of the following required elements:

- monitoring the integration of Arizona's College and Career Ready Standards into instruction;
- evaluating instructional practices;
- providing analysis and feedback to further develop instructional quality and standards integration; and
- evaluating instructional practices targeted to address the needs of relevant subgroup populations.

Area V: Professional Development

Professional Development System	
1. What is the Charter Holder's professional development plan?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Professional Development system.
2. How was the professional development plan developed?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Professional Development system.
3. How is the professional development plan aligned with instructional staff learning needs?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Professional Development system.

4. How does this plan address areas of high importance?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Professional Development system.
Supporting High Quality Implementation	
5. How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Professional Development system.
6. How does the Charter Holder provide the resources that are necessary for high quality implementation?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Professional Development system.

Monitoring Implementation	
7. How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Professional Development system.
8. How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?	
Question is Sufficiently Answered: ☒ Yes ☐ No	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes.	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Professional Development system.

Adapted to Meet the Needs of Subgroups	
9. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%?	
Question is Sufficiently Answered: ☒ Yes ☐ No ☐ Not Applicable	
☒ As described, documents serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ As described, documents serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient. ☐ The Charter Holder failed to identify relevant documentation that can serve as evidence of implementation of described processes. ☐ Not Applicable	The Charter Holder is not required to complete a desk audit. The described process and evidence identified sufficiently addressed the question. The Charter Holder should continue implementation and documentation of the comprehensive systems described in the PMP to support a comprehensive Professional Development system.
10. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs)?	
Question is Sufficiently Answered: ☐ Yes ☐ No ☒ Not Applicable ***Charter Holder has more than no ELL population; question does not require a response.***	
11. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of Free and Reduced Lunch (FRL) students?	
Question is Sufficiently Answered: ☐ Yes ☐ No ☒ Not Applicable ***Charter Holder has more than 65% ELL population; question does not require a response.***	
12. How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities?	
Question is Sufficiently Answered: ☐ Yes ☐ No ☒ Not Applicable ***Charter Holder has more than 65% students with disabilities population; question does not require a response.***	

PROFESSIONAL DEVELOPMENT OVERALL RATING		
DSP Report Evaluation		
Meets ☒	Does Not Meet ☐	Falls Far Below ☐

The area of Professional Development is evaluated as Meets. The Charter Holder has consistently implemented a comprehensive professional development system that addresses each of the following required elements:

- providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance;
- supporting high quality implementation of the strategies learned in professional development;
- monitoring and providing follow-up to support and develop implementation of the strategies learned in professional development; and
- providing professional development that addresses the needs of relevant subgroup populations.

Evaluation Summary			
Area	Evaluation of DSP Report		
	Meets	Does Not Meet	Falls Far Below
Data	☐	☒	☐
Curriculum	☐	☒	☐
Assessment	☒	☐	☐
Monitoring Instruction	☒	☐	☐
Professional Development	☒	☐	☐