# Demonstration of Sufficient Progress

# DSP Evaluation

**Charter Holder Name: Aprender Tucson**
**School (s): Southside Community School**
**Site Visit Date: January 20, 2015**
**Purpose of Demonstration of Sufficient Progress:**

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

**Academic Dashboard Year:**

- ☒ FY2013
- ☒ FY2014

## Evaluation Overview:

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

- An overall rating for each area of Curriculum, Monitoring Instruction, Professional Development, Assessment, and Data
  - 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

# Area I: Data

School Name: Southside Community 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 | ☐ | ☒ | ☐ | ☒ | ☐ | ☒ |
| 1a. Student Median Growth Percentile (SGP) Bottom 25% – Math | ☐ | ☒ | ☐ | ☒ | ☐ | ☒ |
| 1a. Student Median Growth Percentile (SGP) Bottom 25% – Reading | ☐ | ☒ | ☐ | ☒ | ☐ | ☒ |
| 2a. Percent Passing – Math | ☐ | ☒ | ☐ | ☒ | ☐ | ☒ |
| 2a. Percent Passing – Reading | ☐ | ☒ | ☐ | ☒ | ☐ | ☒ |
| 2b. Subgroup, ELL – Math | ☐ | ☒ | ☐ | ☒ | ☐ | ☒ |
| 2b. Subgroup, ELL – Reading | ☐ | ☒ | ☐ | ☒ | ☐ | ☒ |
| 2b. Subgroup, FRL – Math | ☒ | ☐ | | | | |
| 2b. Subgroup, FRL – Reading | ☒ | ☐ | | | | |
| 2b. Subgroup, students with disabilities – Math | ☐ | ☒ | ☐ | ☒ | ☐ | ☒ |
| 2b. 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 Falls Far Below**. The Charter Holder failed to provide sufficient comparative data and analysis for all required measures and has provided data that demonstrates declining academic performance within the current school year for all of the required 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

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

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

2a. Percent Passing – Math

2a. Percent Passing – Reading

2b. Subgroup, ELL – Math

2b. Subgroup, ELL – Reading

2b. Subgroup, students with disabilities – Math

2b. Subgroup, students with disabilities – Reading

# 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**

☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
☒ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.

**2. How does the Charter Holder identify gaps in the curriculum?**

**Question is Sufficiently Answered: ☐ Yes ☒ No**

☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
☒ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.

## 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**

☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
☒ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.

**4. Who is involved in the process for adopting or revising curriculum?**

**Question is Sufficiently Answered: ☐ Yes ☒ No**

☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
☒ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.

**5. When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?**

**Question is Sufficiently Answered: ☐ Yes ☒ No**

☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
☒ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.

## 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**

☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
☒ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.

**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**

☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
☒ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.

**8. What is the expectation for consistent use of these tools? How are these expectations communicated?**

**Question is Sufficiently Answered: ☐ Yes ☒ No**

☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
☒ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.

**9. What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?**

**Question is Sufficiently Answered: ☐ Yes ☒ No**

☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
☒ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.

## Alignment of Curriculum

**10. How does the Charter Holder know the curriculum is aligned to standards?**

**Question is Sufficiently Answered: ☒ Yes ☐ No**

☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.

## 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**

☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.
☐ Not applicable

**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**

☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.
☐ Not applicable

**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**

☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.
☒ Not applicable

**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**

☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
☒ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.
☐ Not applicable

| CURRICULUM OVERALL RATING | | |
|---|---|---|
| DSP Report Evaluation | | |
| Meets<br>☐ | Does Not Meet<br>☒ | Falls Far Below<br>☐ |

**The area of Curriculum is evaluated as Does Not Meet.** As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a limited curriculum approach. At the DSP site visit, the Charter Holder sufficiently demonstrated the following components of these required elements:

- ensuring curriculum is aligned with Arizona's College and Career Ready Standards

**However, at the DSP site visit, the Charter Holder failed to sufficiently demonstrate the following components of these required elements:**

- evaluating curriculum, because the Charter Holder did not provide sufficient evidence to address:
  - *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 did not provide sufficient evidence to address*:*
  - *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 did not provide sufficient evidence to address:
  - *What is the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder?*
  - *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 is the expectation for consistent use of these tools? How are these expectations communicated?*
  - *What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?*
- addressing the curriculum needs of relevant subgroup populations, because the Charter Holder did not provide sufficient evidence to address:
  - *How has the Charter Holder ensured that the curriculum addresses the needs of students with proficiency in the bottom 25%?*
  - *How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?*
  - *How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?*

# Area III: Assessment

| Assessment System |
|---|
| **1. What types of assessments does the Charter Holder use?** |
| **Question is Sufficiently Answered: ☒ Yes ☐ No** |
| ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.<br>☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.<br>☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes. |
| **2. What was the process for designing or selecting the assessment system?** |
| **Question is Sufficiently Answered: ☐ Yes ☒ No** |
| ☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.<br>☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.<br>☒ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes. |
| **3. How is the assessment system aligned to the curriculum and instructional methodology?** |
| **Question is Sufficiently Answered: ☒ Yes ☐ No** |
| ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.<br>☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.<br>☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes. |
| **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** |
| ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.<br>☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.<br>☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes. |

## 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**

☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.

**6. How is the analysis used to evaluate instructional and curricular effectiveness?**

**Question is Sufficiently Answered: ☐ Yes ☒ No**

☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
☒ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.

**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**

☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
☒ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.

## 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**

☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
☒ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.
☐ Not applicable

| 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** |
| ☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.<br>☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.<br>☒ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.<br>☐ Not applicable |
| **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** |
| ☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.<br>☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.<br>☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.<br>☒ Not applicable |
| **11. How is the assessment system adapted to meet the assessment needs of students with disabilities?** |
| **Question is Sufficiently Answered: ☒ Yes ☐ No ☐ Not Applicable** |
| ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.<br>☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.<br>☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.<br>☐ Not applicable |

| ASSESSMENT OVERALL RATING | | |
|---|---|---|
| DSP Report Evaluation | | |
| Meets<br>☐ | Does Not Meet<br>☐ | Falls Far Below<br>☒ |

**The area of Assessment is evaluated as Falls Far Below.** As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has implemented no efforts or fragmented, ad hoc efforts to assess student performance on expectations for student learning, and to evaluate and adjust curriculum and instruction based on analysis of student assessment data. The efforts lack intentionality and/or prior planning, and are not consistently implemented.

**At the DSP site visit the Charter Holder failed to sufficiently demonstrate the following components of these 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, because the Charter Holder did not provide sufficient evidence to address:
  - *What was the process for designing or selecting the assessment system?*
- analyzing assessment data to evaluate instructional and curricular effectiveness, because the Charter Holder did not provide sufficient evidence to address:
  - *How is the analysis used to evaluate instructional and curricular effectiveness?*
- adjusting curriculum and instruction in a timely manner based on assessment results, because the Charter Holder did not provide sufficient evidence to address:
  - *How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?*
- addressing the assessment needs of relevant subgroup populations, because the Charter Holder did not provide sufficient evidence to address:
  - *How is the assessment system adapted to meet the assessment needs of students with proficiency in the bottom 25%?*
  - *How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?*

# 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** |
| ☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.<br>☒ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.<br>☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes. |
| **2. How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?** |
| **Question is Sufficiently Answered: ☒ Yes ☐ No** |
| ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.<br>☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.<br>☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes. |
| **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** |
| ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.<br>☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.<br>☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes. |
| **4. How does this process identify individual strengths, weaknesses, and needs?** |
| **Question is Sufficiently Answered: ☒ Yes ☐ No** |
| ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.<br>☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.<br>☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes. |

## 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**

☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.

**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**

☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
☒ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.

## 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**

☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.
☐ Not applicable

| 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** |
| ☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.<br>☒ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.<br>☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.<br>☐ Not applicable |
| **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** |
| ☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.<br>☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.<br>☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.<br>☒ Not applicable |
| **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** |
| ☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.<br>☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.<br>☒ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.<br>☐ Not applicable |

| MONITORING INSTRUCTION OVERALL RATING | | |
|---|---|---|
| DSP Report Evaluation | | |
| Meets<br>☐ | Does Not Meet<br>☒ | Falls Far Below<br>☐ |

**The area of Monitoring Instruction is evaluated as Does Not Meet.** As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a limited instructional monitoring approach.

At the DSP site visit the Charter Holder sufficiently demonstrated the following components of these required elements:

- evaluating instructional practices

**However, at the DSP site visit, the Charter Holder has failed to sufficiently demonstrate the following components of these required elements:**

- monitoring the integration of Arizona's College and Career Ready Standards into instruction, because the Charter Holder did not provide sufficient evidence to address:
  - *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?*
- providing analysis and feedback to further develop instructional quality and standards integration, because the Charter Holder did not provide sufficient evidence to address:
  - *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?*
- evaluating instructional practices targeted to address the needs of relevant subgroup populations, because the Charter Holder did not provide sufficient evidence to address:
  - *How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?*
  - *How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?*

# Area IV: Professional Development

| Professional Development System |
|---|
| **1. What is the Charter Holder's professional development plan?** |
| **Question is Sufficiently Answered: ☒ Yes ☐ No** |
| ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.<br>☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.<br>☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes. |
| **2. How was the professional development plan developed?** |
| **Question is Sufficiently Answered: ☒ Yes ☐ No** |
| ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.<br>☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.<br>☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes. |
| **3. How is the professional development plan aligned with instructional staff learning needs?** |
| **Question is Sufficiently Answered: ☒ Yes ☐ No** |
| ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.<br>☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.<br>☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes. |
| **4. How does this plan address areas of high importance?** |
| **Question is Sufficiently Answered: ☒ Yes ☐ No** |
| ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.<br>☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.<br>☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes. |

| 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** |
| ☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.<br>☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.<br>☒ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes. |
| **6. How does the Charter Holder provide the resources that are necessary for high quality implementation?** |
| **Question is Sufficiently Answered: ☒ Yes ☐ No** |
| ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.<br>☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.<br>☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes. |
| **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** |
| ☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.<br>☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.<br>☒ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes. |
| **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** |
| ☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.<br>☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.<br>☒ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes. |

## 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**

☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.
☐ Not applicable

**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**

☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.
☐ Not applicable

**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**

☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.
☒ Not applicable

**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**

☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.
☐ Documents presented serve as limited evidence of implementation of each of the relevant described processes, and thus are evaluated as insufficient.
☐ The Charter Holder failed to provide relevant documentation that can serve as evidence of implementation of described processes.
☐ Not applicable

| PROFESSIONAL DEVELOPMENT OVERALL RATING | | |
|---|---|---|
| DSP Report Evaluation | | |
| Meets<br>☐ | Does Not Meet<br>☒ | Falls Far Below<br>☐ |

**The area of Professional Development is evaluated as Does Not Meet**. As demonstrated by the evidence provided at the DSP site visit, the Charter Holder has consistently implemented a limited approach to professional development.

At the DSP site visit, the Charter Holder sufficiently demonstrated the following components of these required elements:

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

**<u>However, at the DSP site visit, the Charter Holder failed to sufficiently demonstrate</u> the following components of these required elements:**

- supporting high quality implementation of the strategies learned in professional development, because the Charter Holder did not provide sufficient evidence to address:
  - *How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?*
- monitoring and providing follow-up to support and develop implementation of the strategies learned in professional development, because the Charter Holder did not provide sufficient evidence to address:
  - *How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?*
  - *How does the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?*