Demonstration of Sufficient Progress

DSP Evaluation

Charter Holder Name: Concordia Charter School

School (s): Concordia Charter School, Concordia Charter School - Navajo Mission

Site Visit Date: February 5, 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: Concordia 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	☐	☒	☐	☒	☐	☒
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	☐	☒	☐	☒	☐	☒

School Name: Concordia Charter School – Navajo Mission

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	☒	☐				

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 one or more required measures and has provided data that demonstrates comparatively declining academic performance year-over-year for the two most recent school years for one or more of the required measures.

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

Concordia Mesa	Concordia Navajo Mission
1a. Student Median Growth Percentile (SGP) – Math	1a. Student Median Growth Percentile (SGP) – Math
1a. Student Median Growth Percentile (SGP) – Reading	1a. Student Median Growth Percentile (SGP) – Reading
1a. Student Median Growth Percentile (SGP) Bottom 25% – Math	1a. Student Median Growth Percentile (SGP) Bottom 25% – Math
1a. Student Median Growth Percentile (SGP) Bottom 25% – Reading	1a. Student Median Growth Percentile (SGP) Bottom 25% – Reading
2a. Percent Passing – Math	2a. Percent Passing – Math
2a. Percent Passing – Reading	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?	
☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
2. How does the Charter Holder identify gaps in the curriculum?	
☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
Adopting/Revising Curriculum	
3. What is the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?	
☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
4. Who is involved in the process for adopting or revising curriculum?	
☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
5. When adopting curriculum, how does the Charter Holder evaluate curriculum options to determine which curriculum to adopt?	
☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

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?	
☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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?	
☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
8. What is the expectation for consistent use of these tools? How are these expectations communicated?	
☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
9. What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	
☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
Alignment of Curriculum	
10. How does the Charter Holder know the curriculum is aligned to standards?	
☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

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%/non-proficient students?	
☐ 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 do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
12. How has the Charter Holder ensured that the curriculum addresses the needs of English Language Learners (ELLs)?	
☐ 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 do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
13. How has the Charter Holder ensured that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students?	
☒ 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 do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
14. How has the Charter Holder ensured that the curriculum addresses the needs of students with disabilities?	
☐ 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 do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

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

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:

- implementing curriculum
- addressing the curriculum needs of relevant subgroup populations

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?*
- ensuring curriculum is aligned with Arizona's College and Career Ready Standards, because the Charter Holder did not provide sufficient evidence to address:
  - *How does the Charter Holder know the curriculum is aligned to standards?*

Area III: Assessment

Assessment System	
1. What types of assessments does the Charter Holder use?	
☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
2. What was the process for designing or selecting the assessment system?	
☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
3. How is the assessment system aligned to the curriculum and instructional methodology?	
☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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?	
☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
Analyzing Assessment Data	
5. How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?	
☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
6. How is the analysis used to evaluate instructional and curricular effectiveness?	
☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
7. How is the analysis used to adjust curriculum and instruction in a timely manner? What intervals are used to adjust curriculum and instruction?	
☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

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%/non-proficient students?	
☐ 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 do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
9. How is the assessment system adapted to meet the assessment needs of English Language Learners (ELLs)?	
☐ 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 do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
10. How is the assessment system adapted to meet the assessment needs of Free and Reduced Lunch (FRL) students?	
☒ 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 do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
11. How is the assessment system adapted to meet the assessment needs of students with disabilities?	
☐ 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 do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

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

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?*
  - *How is the assessment system aligned to the curriculum and instructional methodology?*
  - *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?*
- analyzing assessment data to evaluate instructional and curricular effectiveness, because the Charter Holder did not provide sufficient evidence to address:
  - *How does the assessment system provide for analysis of assessment data? What intervals are used to analyze assessment data?*
  - *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%/non-proficient students?*
  - *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?	
☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
2. How does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?	
☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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?	
☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
4. How does this process identify individual strengths, weaknesses, and needs?	
☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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?	
☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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?	
☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

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%/non-proficient students?	
☐ 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 do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
8. How does the Charter Holder monitor instruction to ensure it is meeting the needs of English Language Learners (ELLs)?	
☐ 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 do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
9. How does the Charter Holder monitor instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students?	
☒ 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 do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
10. How does the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?	
☐ 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 do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

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

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:

- monitoring the integration of Arizona's College and Career Ready Standards into instruction
- evaluating instructional practices

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

- 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 the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?*
  - *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 students with proficiency in the bottom 25%?*
  - *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?	
☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
2. How was the professional development plan developed?	
☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
3. How is the professional development plan aligned with instructional staff learning needs?	
☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
4. How does this plan address areas of high importance?	
☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
Supporting High Quality Implementation	
5. How does the Charter Holder support high quality implementation of the strategies learned in professional development sessions?	
☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
6. How does the Charter Holder provide the resources that are necessary for high quality implementation?	
☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
Monitoring Implementation	
7. How does the Charter Holder monitor the implementation of the strategies learned in professional development sessions?	
☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

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?	
☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.	☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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%/non-proficient students?	
☐ 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 do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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)?	
☐ 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 do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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?	
☒ 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 do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
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?	
☐ 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 do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

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

The area of Professional Development 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 provide professional development that is aligned with instructional staff learning needs, focuses on areas of high importance, addresses the needs of relevant subgroup populations, and supports high quality implementation; and monitoring follow-up to support and develop implementation of the strategies learned. 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:

- Providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance, because the Charter Holder did not provide sufficient evidence to address:
  - *How was the professional development plan developed?*
  - *How is the professional development plan aligned with instructional staff learning needs?*
  - *How does this plan address areas of high importance?*
- 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?*
  - *How does the Charter Holder provide the resources that are necessary for high quality implementation?*
- 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?*
- Providing professional development that addresses the needs of relevant subgroup populations, because the Charter Holder did not provide sufficient evidence to address:
  - *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%?*
  - *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)?*
  - *How does the professional development plan ensure that instructional staff receives the type of development required to meet the needs of students with disabilities?*

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