Technical Guidance for Demonstration of Sufficient Progress

The following questions are utilized by Board staff to evaluate school processes in the areas of curriculum, monitoring instruction, assessment, professional development, data, graduation rate (if applicable) and academic persistence (if applicable). The table highlights the questions that were not sufficiently addressed in the most recent Demonstration of Sufficient Progress submitted by the Charter Holder, and are given as technical guidance should the Charter Holder be required to submit a Demonstration of Sufficient Progress in the future. In addition, as shown below, documentation of implementation will be required as evidence for each question at any accompanying site visits.

I. Curriculum

Guiding Question	Not Sufficiently Addressed in DSP	Documentation/ Evidence Required?
1. What is the school's process for creating or adopting curriculum?	X	X
2. Who is involved in the process for creating/adopting curriculum?	X	X
3. How does the school evaluate the curriculum options to determine which curriculum to adopt?	X	X
4. What is your process for ensuring consistent implementation of the curriculum across the school?	X	X
5. What tools exist that identify what must be taught and when it must be delivered? How do you ensure that all grade-level standards are covered within the academic year according to this plan?	X	X
6. What is the expectation for consistent teacher use of these tools? How are these expectations communicated to teachers?	X	X
7. What evidence is there to demonstrate usage of these tools in the classroom and alignment with instruction?	X	X
8. What is the school's process for evaluating and revising curriculum? How does the school evaluate how effectively the curriculum enables students to meet the standards?		X
9. How does the school identify gaps in the curriculum?		X
10. How does the school address the gaps that are identified?		X
11. How does the school know the curriculum is aligned to standards?		X
12. How is the curriculum adapted to meet the needs of students with proficiency in the bottom 25%? ELL students? FRL students? Students with disabilities?		X

II. Monitoring Instruction

Guiding Question	Not Sufficiently Addressed in DSP	Documentation/ Evidence Required?
1. What is your process for monitoring the integration of standards into classroom instruction? How do you monitor whether or not teachers implement an ACCRS-aligned curriculum with fidelity?		X
2. How does the school monitor the effectiveness of standards-based instruction throughout the year?	X	X
3. What is the school's process for evaluating the instructional practices of teachers? How does this process evaluate the quality of instruction?	X	X
4. How does this process identify individual teacher strengths, weaknesses, and needs?	X	X
5. How do you follow up on evaluating the instructional practices of teachers?	X	X
6. How do you analyze this information? What does the data about quality of instruction tell you? What have you done in response?	X	X
7. How are these processes adapted to meet the needs of students with proficiency in the bottom 25%? ELL students? FRL students? Students with disabilities?	X For non-proficient students and students with disabilities	X

III. Assessment

Guiding Question	Not Sufficiently Addressed in DSP	Documentation/ Evidence Required?
1. What is the school's comprehensive assessment system? How is the system aligned with the curriculum and curriculum tools? What was the process for designing the assessment system?		X
2. How is the data from these assessments evaluated and analyzed? How is that analysis used to inform and adapt instruction?		X
3. How is the assessment system adapted to meet the needs of students with proficiency in the bottom 25%? ELL students? FRL students? Students with disabilities?		X

IV. Professional Development

Guiding Question	Not Sufficiently Addressed in DSP	Documentation/ Evidence Required?
1. What is the school's professional development plan?	X	X

2. How was this plan developed?	X	X
3. How is this plan aligned with teacher learning needs as identified during the monitoring and evaluation of instructional practices?	X	X
4. How does this plan address areas of high importance?	X	X
5. How does the school support high-quality implementation of the strategies and ideas learned in the professional development session? What resources are available for teachers to support high quality implementation?	X	X
6. How does the school monitor, evaluate, and follow up on the implementation of the strategies and ideas learned in the professional development sessions?	X	X
7. How is the school's professional development plan adapted to meet the needs of students with proficiency in the bottom 25%? ELL students? FRL students? Students with disabilities?	X For non-proficient students and students with disabilities	X

V. Data

Guiding Question	Not Sufficiently Addressed in DSP	Documentation/ Evidence Required?
1. What comparative (year-over-year) data proves that the school's academic performance has improved this year in comparison to last year in terms of student proficiency in Math and Reading? Student growth in Math and Reading? Describe and provide data disaggregated by students in the various subgroups.		X
2. How does the school know that this data is a valid and reliable predictor of state assessment results?		X
3. What conclusions has the school gained from analyzing this data? What has the school done with the data?		X

VII. Academic Persistence (if applicable)

Guiding Question	Not Sufficiently Addressed in DSP	Documentation/ Evidence Required?
1. How does the school identify students who are at risk of dropping out or failing?		X
2. What strategies does the school utilize to address student challenges to completing/continuing their education?		X
3. How does the school evaluate these strategies to determine effectiveness?		X