Performance Management Plan Evaluation

Charter Holder Name: Children's Success Academy, Inc.
School Name(s): Children's Success Academy
Date Submitted: March 11, 2015
Academic Dashboard Year: FY 2012/2013

Purpose:
☐ **Interval Review**
☐ **Annual Monitoring**
☒ **Non-Renewal Reconsideration**

Date Evaluated: April 1, 2015

Evaluation Overview:

The following serves as an evaluation of the PMP submitted by the Charter Holder and includes:

- the overall rating for each area of Data, Curriculum, Assessment, Monitoring Instruction, Professional Development, Graduation Rate (if applicable), and Academic Persistence (if applicable), and a summary of concerns by area, action step, description/purpose, responsible party, timeline, and documentation
- whether described action steps sufficiently identify valid and reliable data to provide a year-over-year comparison of academic performance,
- whether described action steps thoroughly describe a comprehensive system,
- whether essential details sufficiently describe the key components of the action step to enable implementation,
- whether intervals sufficiently describe a schedule for implementing the action steps, and
- whether documents listed sufficiently describe implementation of each action step.

Next Step

The PMP is evaluated as "Does Not Meet" or "Falls Far Below" for Action Steps or Evidence in at least one area. After reviewing the evaluation and the PMP evaluation criteria, (Appendix D of the Board's Academic Performance Framework and Guidance) determine what changes should be made to the PMP. Changes to the PMP should take into consideration the requirements of a Demonstration of Sufficient Progress as one may be required at a later date based on the Charter Holder's academic performance in subsequent years.

Should the Charter Holder be assigned to a Demonstration of Sufficient Progress (DSP) process in subsequent years, the documentation listed in the PMP will be required as evidence of the implementation of the system.

Area I: Data

Data				
Has the Charter Holder identified sufficient data to provide a year-over-year comparison for at least the two most recent school years for all measures?				
Measure	**Relevant Action Step #(s)**	**Data identified**	**Validity and reliability sufficiently identified**	**Process used to analyze data sufficiently described**
1a. Student Median Growth Percentile (SGP) – Math	1	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☐ No ☒
1a. Student Median Growth Percentile (SGP) – Reading	1	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☐ No ☒
1a. SGP Bottom 25% – Math	1	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☐ No ☒
1a. SGP Bottom 25% – Reading	1	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☐ No ☒
2a. Percent Passing – Math	2	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☒ No ☐
2a. Percent Passing – Reading	2	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☒ No ☐
2b. Subgroup, ELL – Math	2	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☒ No ☐
2b. Subgroup, ELL – Reading	2	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☒ No ☐
2b. Subgroup, FRL – Math	2	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☒ No ☐
2b. Subgroup, FRL – Reading	2	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☒ No ☐
2b. Subgroup, students with disabilities – Math	2	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☒ No ☐
2b. Subgroup, students with disabilities – Reading	2	Yes ☒ No ☐	Yes ☒ No ☐	Yes ☒ No ☐

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

The Charter Holder has failed to identify sufficient data to provide a year-over-year comparison for at least the two most recent school years for one or more of the measures in which the school received a rating of "Does Not Meet" or "Falls Far Below" on its most recent Dashboard.

The Charter Holder has specifically failed to:

- identify, for each of the Board's measures, what piece of information from its data will speak to that measure,
- explain why that information is a valid and reliable predictor of future performance on the Board's measure, and
- explain how it will analyze the data to gather this information and understand how the school's performance in that area will compare to prior years.

The Charter Holder has specifically failed to sufficiently address the following required measures:

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

Area II: Curriculum

A. Evaluating Curriculum

1. What is the Charter Holder's process for evaluating curriculum?

Relevant Action Steps # 1, 2, 3, 4, 5, 6

Action Steps	Documentation
☒ Complete ☐ Failed to Address ☐ Partial based on action steps #	☒ Complete and detailed evidence of implementation ☐ Limited evidence of implementation for action steps # ☐ Failed to identify relevant documents
Areas of concern: ☐ Essential Details ☐ Interval ☐ Responsible Party	

2. How does the Charter Holder evaluate how effectively the curriculum enables students to meet the standards?

Relevant Action Steps # 3, 4

Action Steps	Documentation
☒ Complete ☐ Failed to Address ☐ Partial based on action steps #	☒ Complete and detailed evidence of implementation ☐ Limited evidence of implementation for action steps # ☐ Failed to identify relevant documents
Areas of concern: ☐ Essential Details ☐ Interval ☐ Responsible Party	

3. How will the Charter Holder identify gaps in the curriculum?

Relevant Action Steps # 5, 6

Action Steps	Documentation
☒ Complete ☐ Failed to Address ☐ Partial based on action steps #	☒ Complete and detailed evidence of implementation ☐ Limited evidence of implementation for action steps # ☐ Failed to identify relevant documents
Areas of concern: ☐ Essential Details ☐ Interval ☐ Responsible Party	

Section Rating - A. Evaluating Curriculum

Action Steps:
☒ The action steps provided describe a complete process for evaluating curriculum.
☐ The action steps provided describe a partial process for evaluating curriculum.
☐ The action steps provided failed to describe a process for evaluating curriculum.

Evidence:
☒ The documents, as described, would provide detailed evidence of the process for evaluating curriculum.
☐ The documents, as described, would provide limited evidence of the process for evaluating curriculum.
☐ The documents, as described, did not provide relevant evidence of the process for evaluating curriculum.

B. Adopting/Revising Curriculum

1. What will be the Charter Holder's process for adopting or revising curriculum based on its evaluation processes?

Relevant Action Steps # 1, 2, 3

Action Steps	Documentation
☒ Complete ☐ Failed to Address ☐ Partial based on action steps # Areas of concern: ☐ Essential Details ☒ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☐ Limited evidence of implementation for action steps # ☐ Failed to identify relevant documents

2. Who will be involved in the process for adopting or revising curriculum?

Relevant Action Steps # 1, 2, 3

Action Steps	Documentation
☒ Complete ☐ Failed to Address ☐ Partial based on action steps # Areas of concern: ☐ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☐ Limited evidence of implementation for action steps # ☐ Failed to identify relevant documents

3. When adopting curriculum, how will the Charter Holder evaluate curriculum options to determine which curriculum to adopt?

Relevant Action Steps # 1, 2, 3

Action Steps	Documentation
☒ Complete ☐ Failed to Address ☐ Partial based on action steps # Areas of concern: ☐ Essential Details ☒ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☐ Limited evidence of implementation for action steps # ☐ Failed to identify relevant documents

Section Rating - B. Adopting/Revising Curriculum

Action Steps:
☒ The action steps provided describe a complete process for adopting/revising curriculum.
☐ The action steps provided describe a partial process for adopting/revising curriculum.
☐ The action steps provided failed to describe a process for adopting/revising curriculum.

Evidence:
☒ The documents, as described, would provide detailed evidence of the process for adopting/revising curriculum.
☐ The documents, as described, would provide limited evidence of the process for adopting/revising curriculum.
☐ The documents, as described, did not provide relevant evidence of the process for adopting/revising curriculum.

C. Implementing Curriculum

1. What will be the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s)?

Relevant Action Steps # 1, 2, 3, 4, 5, 6, 7

Action Steps	Documentation
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 1, 2, 4, 5, 6 Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 1, 5, 7 ☐ Failed to identify relevant documents

2. What tools will exist to identify what must be taught and when it must be delivered?

Relevant Action Steps # 1, 3

Action Steps	Documentation
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 1 Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 1 ☐ Failed to identify relevant documents

3. How will the Charter Holder ensure that all grade-level standards are covered within the academic year according to this plan?

Relevant Action Steps # 1, 2, 3, 4, 5, 6

Action Steps	Documentation
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 1, 2, 4, 5, 6 Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 1, 5 ☐ Failed to identify relevant documents

4. What will be the expectation for consistent use of these tools? How will these expectations communicated?

Relevant Action Steps # 7

Action Steps	Documentation
☒ Complete ☐ Failed to Address ☐ Partial based on action steps # Areas of concern: ☐ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 7 ☐ Failed to identify relevant documents

5. What evidence will there be to demonstrate usage of these tools in the classroom and alignment with instruction?	
Relevant Action Steps # 1, 2, 3, 4, 5	
Action Steps	**Documentation**
☒ Complete ☐ Failed to Address ☐ Partial based on action steps #	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 1, 5 ☐ Failed to identify relevant documents
Areas of concern: ☐ Essential Details ☐ Interval ☐ Responsible Party	

Section Rating - C. Implementing Curriculum

Action Steps:
☐ The action steps provided describe a complete process for implementing curriculum.
☒ The action steps provided describe a partial process for implementing curriculum.
☐ The action steps provided failed to describe a process for implementing curriculum.

Evidence:
☐ The documents, as described, would provide detailed evidence of the process for implementing curriculum.
☒ The documents, as described, would provide limited evidence of the process for implementing curriculum.
☐ The documents, as described, did not provide relevant evidence of the process for implementing curriculum.

D. Alignment of Curriculum

1. How will the Charter Holder know the curriculum is aligned to standards?	
Relevant Action Steps # 1	
Action Steps	**Documentation**
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 1	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 1 ☐ Failed to identify relevant documents
Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	

Section Rating - D. Alignment of Curriculum

Action Steps:
☐ The action steps provided describe a complete process for ensuring alignment of curriculum.
☒ The action steps provided describe a partial process for ensuring alignment of curriculum.
☐ The action steps provided failed to describe a process for ensuring alignment of curriculum.

Evidence:
☐ The documents, as described, would provide detailed evidence of the process for ensuring alignment of curriculum.
☒ The documents, as described, would provide limited evidence of the process for ensuring alignment of curriculum.
☐ The documents, as described, did not provide relevant evidence of the process for ensuring alignment of curriculum.

E. Curriculum Adapted to Meet the Needs of Subgroups

1. How will the curriculum be adapted to meet the needs of students with proficiency in the bottom 25%/non-proficient students?

Relevant Action Steps # 1, C.1.1-2

Action Steps	Documentation
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 1, C.1.1-2 Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 1, C.1.1-2 ☐ Failed to identify relevant documents

2. How will the curriculum be adapted to meet the needs of ELL students?

Relevant Action Steps # 2, C.1.1-2

Action Steps	Documentation
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 2, C.1.1-2 Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 2, C.1.1-2 ☐ Failed to identify relevant documents

3. How will the curriculum be adapted to meet the needs of FRL students?

Relevant Action Steps # 3, C.1.1-2

Action Steps	Documentation
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 3, C.1.1-2 Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 3, C.1.1-2 ☐ Failed to identify relevant documents

4. How will the curriculum be adapted to meet the needs of students with disabilities?

Relevant Action Steps # 4, C.1.1-2

Action Steps	Documentation
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 4, C.1.1-2 Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 4, C.1.1-2 ☐ Failed to identify relevant documents

Section Rating - E. Curriculum Adapted to Meet the Needs of Subgroups
Action Steps: ☐ The action steps provided describe a complete process for adapting curriculum to meet the needs of subgroups. ☒ The action steps provided describe a partial process for adapting curriculum to meet the needs of subgroups. ☐ The action steps provided failed to describe a process for adapting curriculum to meet the needs of subgroups.
Evidence: ☐ The documents, as described, would provide detailed evidence of the process for adapting curriculum to meet the needs of subgroups. ☒ The documents, as described, would provide limited evidence of the process for adapting curriculum to meet the needs of subgroups. ☐ The documents, as described, did not provide relevant evidence of the process for adapting curriculum to meet the needs of subgroups.

CURRICULUM OVERALL RATING		
Action Steps		
Meets ☐	**Does Not Meet** ☒	**Falls Far Below** ☐

The Charter Holder has provided action steps that address each of the required elements.

However, while the action steps address all required elements, the Charter Holder failed to provide sufficiently detailed and implementable action steps for some of the required elements. Specifically, the action steps did not sufficiently respond to the following questions:

- implementation of curriculum
  - *What will be the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s)?*
  - *What tools will exist to identify what must be taught and when it must be delivered?*
  - *How will the Charter Holder ensure that all grade-level standards are covered within the academic year according to this plan?*
- verification to ensure the curriculum is aligned to Arizona's College and Career Ready Standards
  - *How will the Charter Holder know the curriculum is aligned to standards?*
- adaptation to address the curriculum needs of subgroup populations
  - *How will the curriculum be adapted to meet the needs of students with proficiency in the bottom 25%/non-proficient students?*
  - *How will the curriculum be adapted to meet the needs of ELL students?*
  - *How will the curriculum be adapted to meet the needs of FRL students?*
  - *How will the curriculum be adapted to meet the needs of students with disabilities?*

Evidence		
Meets ☐	**Does Not Meet** ☒	**Falls Far Below** ☐
The documentation identified can serve as limited evidence of implementation of the required elements of a comprehensive curriculum system. More detailed evidence of implementation will be required.		

Area III: Assessment

A. Developing the Assessment System	
1. What types of assessments will the Charter Holder use?	
Relevant Action Steps # 1	
Action Steps	**Documentation**
☒ Complete ☐ Failed to Address ☐ Partial based on action steps # Areas of concern: ☐ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 1 ☐ Failed to identify relevant documents
2. What will be the process for designing or selecting the assessment system?	
Relevant Action Steps # 2	
Action Steps	**Documentation**
☐ Complete ☐ Failed to Address ☒ Partial based on action steps #2 Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 2 ☐ Failed to identify relevant documents
3. How will the assessment system be aligned to the curriculum and instructional methodology?	
Relevant Action Steps # 3, 4	
Action Steps	**Documentation**
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 3, 4 Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 3, 4 ☐ Failed to identify relevant documents

4. What intervals will be used to assess student progress?	
Relevant Action Steps # 1	
Action Steps	**Documentation**
☒ Complete ☐ Failed to Address ☐ Partial based on action steps # Areas of concern: ☐ Essential Details ☐ Interval ☐ Responsible Party	☒ Complete and detailed evidence of implementation ☐ Limited evidence of implementation for action steps # ☐ Failed to identify relevant documents
5. How will the assessment plan include data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments?	
Relevant Action Steps # 2	
Action Steps	**Documentation**
☒ Complete ☐ Failed to Address ☐ Partial based on action steps # Areas of concern: ☐ Essential Details ☐ Interval ☐ Responsible Party	☒ Complete and detailed evidence of implementation ☐ Limited evidence of implementation for action steps # ☐ Failed to identify relevant documents

Section Rating - A. Developing the Assessment System

Action Steps:
☐ The action steps provided describe a complete process for developing the assessment system.
☒ The action steps provided describe a partial process for developing the assessment system.
☐ The action steps provided failed to describe a process for developing the assessment system.

Evidence:
☐ The documents, as described, would provide detailed evidence of the process for developing the assessment system.
☒ The documents, as described, would provide limited evidence of the process for developing the assessment system.
☐ The documents, as described, did not provide relevant evidence of the process for developing the assessment system.

B. Analyzing Assessment Data

1. How will the assessment system provide for analysis of assessment data? What intervals will be used to analyze assessment data?	
Relevant Action Steps # 1, 2	
Action Steps	**Documentation**
☒ Complete ☐ Failed to Address ☐ Partial based on action steps # Areas of concern: ☐ Essential Details ☐ Interval ☐ Responsible Party	☒ Complete and detailed evidence of implementation ☐ Limited evidence of implementation for action steps # ☐ Failed to identify relevant documents

2. How will the analysis be used to evaluate instructional and curricular effectiveness?	
Relevant Action Steps #	
Action Steps	**Documentation**
☐ Complete ☒ Failed to Address ☐ Partial based on action steps # Areas of concern: ☐ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☐ Limited evidence of implementation for action steps # ☒ Failed to identify relevant documents

3. How will the analysis be used to adjust curriculum and instruction in a timely manner? What intervals will be used to adjust curriculum and instruction?	
Relevant Action Steps # A.1.4, 1, 2	
Action Steps	**Documentation**
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # A.1.4, 1, 2 Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # A.1.4, 1, 2 ☐ Failed to identify relevant documents

Section Rating - B. Analyzing Assessment Data

Action Steps:
☐ The action steps provided describe a complete process for analyzing assessment data.
☒ The action steps provided describe a partial process for analyzing assessment data.
☐ The action steps provided failed to describe a process for analyzing assessment data.

Evidence:
☐ The documents, as described, would provide detailed evidence of the process for analyzing assessment data.
☒ The documents, as described, would provide limited evidence of the process for analyzing assessment data.
☐ The documents, as described, did not provide relevant evidence of the process for analyzing assessment data.

C. Assessment Adapted to Meet the Needs of Subgroups

1. How will the assessment system be adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students?	
Relevant Action Steps # 1	
Action Steps	**Documentation**
☐ Complete ☐ Failed to Address ☒ Partial based on action steps #1 Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 1 ☐ Failed to identify relevant documents

2. How will the assessment system be adapted to meet the assessment needs of ELL students?	
Relevant Action Steps # 2, 5	
Action Steps	**Documentation**
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 2, 5 Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 2, 5 ☐ Failed to identify relevant documents

3. How will the assessment system be adapted to meet the assessment needs of FRL students?	
Relevant Action Steps # 3	
Action Steps	**Documentation**
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 3 Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 3 ☐ Failed to identify relevant documents

4. How will the assessment system be adapted to meet the assessment needs of students with disabilities?	
Relevant Action Steps # 4, 5	
Action Steps	**Documentation**
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 4, 5 Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 4, 5 ☐ Failed to identify relevant documents

Section Rating - C. Assessment Adapted to Meet the Needs of Subgroups

Action Steps:
☐ The action steps provided describe a complete process for adapting the assessment system to meet the needs of subgroups.
☒ The action steps provided describe a partial process for adapting the assessment system to meet the needs of subgroups.
☐ The action steps provided failed to describe a process for adapting the assessment system to meet the needs of subgroups.

Evidence:
☐ The documents, as described, would provide detailed evidence of the process for adapting the assessment system to meet the needs of subgroups.
☒ The documents, as described, would provide limited evidence of the process for adapting the assessment system to meet the needs of subgroups.
☐ The documents, as described, did not provide relevant evidence of the process for adapting the assessment system to meet the needs of subgroups.

ASSESSMENT OVERALL RATING		
Action Steps		
Meets ☐	**Does Not Meet** ☒	**Falls Far Below** ☐

The Charter Holder has provided action steps that address each of the required elements.

However, while the action steps address all required elements, the Charter Holder failed to provide sufficiently detailed and implementable action steps for some of the required elements. Specifically, the action steps did not sufficiently respond to the following questions:

- data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments, based on clearly defined performance measures aligned with the curriculum and instructional methodology
  - *What will be the process for designing or selecting the assessment system?*
  - *How will the assessment system be aligned to the curriculum and instructional methodology?*
- analysis of assessment data to evaluate instructional and curricular effectiveness and to adjust curriculum and instruction in a timely manner
  - *How will the analysis be used to evaluate instructional and curricular effectiveness?*
  - *How will the analysis be used to adjust curriculum and instruction in a timely manner? What intervals will be used to adjust curriculum and instruction?*
- adaptation to address the assessment needs of subgroup populations
  - *How will the assessment system be adapted to meet the assessment needs of students with proficiency in the bottom 25%/non-proficient students?*
  - *How will the assessment system be adapted to meet the assessment needs of ELL students?*
  - *How will the assessment system be adapted to meet the assessment needs of FRL students?*
  - *How will the assessment system be adapted to meet the assessment needs of students with disabilities?*

Evidence		
Meets ☐	**Does Not Meet** ☒	**Falls Far Below** ☐

The documentation identified can serve as limited evidence of implementation of the required elements of a comprehensive assessment system to assess student performance.
More detailed evidence of implementation will be required.

Area IV: Monitoring Instruction

A. Monitoring Instruction

1. What will be the Charter Holder's process for monitoring the integration of standards into classroom instruction?

Relevant Action Steps # 1, 2

Action Steps	Documentation
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 1, 2 Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 1, 2 ☐ Failed to identify relevant documents

2. How will the Charter Holder monitor whether or not instructional staff implement an ACCRS-aligned curriculum with fidelity?

Relevant Action Steps # 1, 2

Action Steps	Documentation
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 1, 2 Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 1, 2 ☐ Failed to identify relevant documents

3. How will the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?

Relevant Action Steps # 3

Action Steps	Documentation
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 3 Areas of concern: ☒ Essential Details ☒ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 3 ☐ Failed to identify relevant documents

Section Rating - A. Monitoring Instruction

Action Steps:
☐ The action steps provided describe a complete process for monitoring instruction.
☒ The action steps provided describe a partial process for monitoring instruction.
☐ The action steps provided failed to describe a process for monitoring instruction.

Evidence:
☐ The documents, as described, would provide detailed evidence of the process for monitoring instruction.
☒ The documents, as described, would provide limited evidence of the process for monitoring instruction.
☐ The documents, as described, did not provide relevant evidence of the process for monitoring instruction.

B. Evaluating Instructional Practices

1. What will be the Charter Holder's process for evaluating instructional practices?

Relevant Action Steps # 1, 2, 3

Action Steps	Documentation
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 1, 2, 3 Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 1, 2, 3 ☐ Failed to identify relevant documents

2. How will this process evaluate the quality of instruction?

Relevant Action Steps # 1, 2, 3

Action Steps	Documentation
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 1, 2, 3 Areas of concern: ☒ Essential Details ☐ Interval ☒ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 1, 2, 3 ☐ Failed to identify relevant documents

3. How will this process identify individual strengths, weaknesses, and needs?

Relevant Action Steps # 1, 2, 3

Action Steps	Documentation
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 1, 2, 3 Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 1, 2, 3 ☐ Failed to identify relevant documents

Section Rating - B. Evaluating Instructional Practices

Action Steps:
☐ The action steps provided describe a complete process for evaluating instructional practices.
☒ The action steps provided describe a partial process for evaluating instructional practices.
☐ The action steps provided failed to describe a process for evaluating instructional practices.

Evidence:
☐ The documents, as described, would provide detailed evidence of the process for evaluating instructional practices.
☒ The documents, as described, would provide limited evidence of the process for evaluating instructional practices.
☐ The documents, as described, did not provide relevant evidence of the process for evaluating instructional practices.

C. Providing Feedback that Develops the Quality of Teaching

1. How will the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?

Relevant Action Steps # 1, 2

Action Steps	Documentation
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 1, 2 Areas of concern: ☒ Essential Details ☐ Interval ☒ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 1, 2 ☐ Failed to identify relevant documents

2. How will the Charter Holder analyze this information?

Relevant Action Steps # 2

Action Steps	Documentation
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 2 Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 2 ☐ Failed to identify relevant documents

Section Rating - C. Providing Feedback that Develops the Quality of Teaching

Action Steps:
☐ The action steps provided describe a complete process for providing feedback.
☒ The action steps provided describe a partial process for providing feedback.
☐ The action steps provided failed to describe a process for providing feedback.

Evidence:
☐ The documents, as described, would provide detailed evidence of the process for providing feedback.
☒ The documents, as described, would provide limited evidence of the process for providing feedback.
☐ The documents, as described, did not provide relevant evidence of the process for providing feedback.

D. Adapted to Meet the Needs of Subgroups

1. How will the Charter Holder monitor instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%/non-proficient students?

Relevant Action Steps # 1, 2

Action Steps	Documentation
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 1, 2 Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 1, 2 ☐ Failed to identify relevant documents

2. How will the Charter Holder monitor instruction to ensure it is meeting the needs of ELL students?	
Relevant Action Steps # 2, 3	
Action Steps	**Documentation**
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 2, 3 Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 2, 3 ☐ Failed to identify relevant documents

3. How will the Charter Holder monitor instruction to ensure it is meeting the needs of FRL students?	
Relevant Action Steps # 1, 2	
Action Steps	**Documentation**
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 1, 2 Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 1, 2 ☐ Failed to identify relevant documents

4. How will the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?	
Relevant Action Steps # 2, 4	
Action Steps	**Documentation**
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 2, 4 Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 2, 4 ☐ Failed to identify relevant documents

Section Rating - D. Adapted to Meet the Needs of Subgroups

Action Steps:
☐ The action steps provided describe a complete process for monitoring instruction to ensure it is meeting the needs of students in subgroups.
☒ The action steps provided describe a partial process for monitoring instruction to ensure it is meeting the needs of students in subgroups.
☐ The action steps provided failed to describe a process for monitoring instruction to ensure it is meeting the needs of students in subgroups.

Evidence:
☐ The documents, as described, would provide detailed evidence of the process for monitoring instruction to ensure it is meeting the needs of students in subgroups.
☒ The documents, as described, would provide limited evidence of the process for monitoring instruction to ensure it is meeting the needs of students in subgroups.
☐ The documents, as described, did not provide relevant evidence of the process for monitoring instruction to ensure it is meeting the needs of students in subgroups.

MONITORING OF INSTRUCTION OVERALL RATING		
Action Steps		
Meets ☐	**Does Not Meet** ☒	**Falls Far Below** ☐

The Charter Holder has provided action steps that address each of the required elements.

However, while the action steps address all required elements, the Charter Holder failed to provide sufficiently detailed and implementable action steps for all of the required elements. Specifically, the action steps did not sufficiently respond to the following questions:

- monitoring the integration of Arizona's College and Career Ready Standards into instruction
  - *What will be the Charter Holder's process for monitoring the integration of standards into classroom instruction?*
  - *How will the Charter Holder monitor whether or not instructional staff implement an ACCRS-aligned curriculum with fidelity?*
- evaluating instructional practices
  - *How will the Charter Holder monitor the effectiveness of standards-based instruction throughout the year?*
  - *What will be the Charter Holder's process for evaluating instructional practices?*
  - *How will this process evaluate the quality of instruction?*
  - *How will this process identify individual strengths, weaknesses, and needs?*
- providing analysis and feedback to further develop instructional quality and standards integration
  - *How will the Charter Holder provide feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?*
  - *How will the Charter Holder analyze this information?*
- evaluating instructional practices targeted to address the needs of subgroup populations
  - *How will the Charter Holder monitor instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%/non-proficient students?*
  - *How will the Charter Holder monitor instruction to ensure it is meeting the needs of ELL students?*
  - *How will the Charter Holder monitor instruction to ensure it is meeting the needs of FRL students?*
  - *How will the Charter Holder monitor instruction to ensure it is meeting the needs of students with disabilities?*

Evidence		
Meets ☐	**Does Not Meet** ☒	**Falls Far Below** ☐

The documentation identified can serve as limited evidence of implementation of the required elements of a comprehensive assessment system to assess student performance.

More detailed evidence of implementation will be required.

Area V: Professional Development

A. Developing the Professional Development Plan

1. What will be the Charter Holder's professional development plan?

Relevant Action Steps # 1

Action Steps	Documentation
☒ Complete ☐ Failed to Address ☐ Partial based on action steps #	☒ Complete and detailed evidence of implementation ☐ Limited evidence of implementation for action steps # ☐ Failed to identify relevant documents
Areas of concern: ☐ Essential Details ☐ Interval ☒ Responsible Party	

2. How will the professional development plan be developed?

Relevant Action Steps # 1, 2, 3, 4, 5, 6

Action Steps	Documentation
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 1, 2, 3, 4, 5, 6	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 2, 4 ☐ Failed to identify relevant documents
Areas of concern: ☒ Essential Details ☐ Interval ☒ Responsible Party	

3. How will the professional development plan be aligned with instructional staff learning needs?

Relevant Action Steps # 2, 3, 4, 5, 6

Action Steps	Documentation
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 1, 2, 3, 4, 5, 6	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 2, 4 ☐ Failed to identify relevant documents
Areas of concern: ☒ Essential Details ☐ Interval ☒ Responsible Party	

4. How will the professional development plan address areas of high importance?

Relevant Action Steps #

Action Steps	Documentation
☐ Complete ☒ Failed to Address ☐ Partial based on action steps #	☐ Complete and detailed evidence of implementation ☐ Limited evidence of implementation for action steps # ☒ Failed to identify relevant documents
Areas of concern: ☐ Essential Details ☐ Interval ☐ Responsible Party	

Section Rating - A. Developing the Professional Development Plan
Action Steps: ☐ The action steps provided describe a complete process for developing a professional development plan. ☒ The action steps provided describe a partial process for developing a professional development plan. ☐ The action steps provided failed to describe a process for developing a professional development plan.
Evidence: ☐ The documents, as described, would provide detailed evidence of the process for developing a professional development plan. ☒ The documents, as described, would provide limited evidence of the process for developing a professional development plan. ☐ The documents, as described, did not provide relevant evidence of the process for developing a professional development plan.

B. Supporting High Quality Implementation

1. How will the Charter Holder support high quality implementation of the strategies learned in professional development sessions?

Relevant Action Steps # 1, 3, 4,

Action Steps	Documentation
☒ Complete ☐ Failed to Address ☐ Partial based on action steps #	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 4 ☐ Failed to identify relevant documents
Areas of concern: ☐ Essential Details ☐ Interval ☐ Responsible Party	

2. How will the Charter Holder provide the resources that are necessary for high quality implementation?

Relevant Action Steps #

Action Steps	Documentation
☐ Complete ☒ Failed to Address ☐ Partial based on action steps #	☐ Complete and detailed evidence of implementation ☐ Limited evidence of implementation for action steps # ☒ Failed to identify relevant documents
Areas of concern: ☐ Essential Details ☐ Interval ☐ Responsible Party	

Section Rating - B. Supporting High Quality Implementation
Action Steps: ☐ The action steps provided describe a complete process for supporting high quality implementation of professional development. ☒ The action steps provided describe a partial process for supporting high quality implementation of professional development. ☐ The action steps provided failed to describe a process for supporting high quality implementation of professional development.

Evidence:
☐ The documents, as described, would provide detailed evidence of the process for supporting high quality implementation of professional development.
☒ The documents, as described, would provide limited evidence of the process for supporting high quality implementation of professional development.
☐ The documents, as described, did not provide relevant evidence of the process for supporting high quality implementation of professional development.

C. Monitoring Implementation

1. How will the Charter Holder monitor the implementation of the strategies learned in professional development sessions?

Relevant Action Steps # 1, 2

Action Steps	Documentation
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 1, 2	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 1, 2
Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Failed to identify relevant documents

2. How will the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?

Relevant Action Steps # 1, 2

Action Steps	Documentation
☐ Complete ☐ Failed to Address ☒ Partial based on action steps # 1, 2	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 1, 2
Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Failed to identify relevant documents

Section Rating - C. Monitoring Implementation

Action Steps:
☐ The action steps provided describe a complete process for monitoring implementation of strategies learned through professional development.
☒ The action steps provided describe a partial process for monitoring implementation of strategies learned through professional development.
☐ The action steps provided failed to describe a process for monitoring implementation of strategies learned through professional development.

Evidence:
☐ The documents, as described, would provide detailed evidence of the process for monitoring implementation of strategies learned through professional development.
☒ The documents, as described, would provide limited evidence of the process for monitoring implementation of strategies learned through professional development.
☐ The documents, as described, did not provide relevant evidence of the process for monitoring implementation of strategies learned through professional development.

D. Adapted to Meet the Needs of Subgroups

1. How will the professional development plan ensure that instructional staff receive the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students?

Relevant Action Steps # 1

Action Steps	Documentation
☐ Complete ☐ Failed to Address ☒ Partial based on action steps #1 Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 1 ☐ Failed to identify relevant documents

2. How will the professional development plan ensure that instructional staff receive the type of development required to meet the needs of ELL students?

Relevant Action Steps # 2

Action Steps	Documentation
☐ Complete ☐ Failed to Address ☒ Partial based on action steps #2 Areas of concern: ☐ Essential Details ☐Interval ☐Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 2 ☐ Failed to identify relevant documents

3. How will the professional development plan ensure that instructional staff receive the type of development required to meet the needs of FRL students?

Relevant Action Steps # 3

Action Steps	Documentation
☐ Complete ☐ Failed to Address ☒ Partial based on action steps #3 Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 3 ☐ Failed to identify relevant documents

4. How will the professional development plan ensure that instructional staff receive the type of development required to meet the needs of students with disabilities?

Relevant Action Steps # 4

Action Steps	Documentation
☐ Complete ☐ Failed to Address ☒ Partial based on action steps #4 Areas of concern: ☒ Essential Details ☐ Interval ☐ Responsible Party	☐ Complete and detailed evidence of implementation ☒ Limited evidence of implementation for action steps # 4 ☐ Failed to identify relevant documents

Section Rating - E. Adapted to Meet the Needs of Subgroups
Action Steps: ☐ The action steps provided describe a complete process for providing professional development to meet the needs of students in subgroup. ☒ The action steps provided describe a partial process for providing professional development to meet the needs of students in subgroup. ☐ The action steps provided failed to describe a process for providing professional development to meet the needs of students in subgroup.
Evidence: ☐ The documents, as described, would provide detailed evidence of the process for providing professional development to meet the needs of students in subgroup. ☒ The documents, as described, would provide limited evidence of the process for providing professional development to meet the needs of students in subgroup. ☐ The documents, as described, did not provide relevant evidence of the process for providing professional development to meet the needs of students in subgroup.

PROFESSIONAL DEVELOPMENT OVERALL RATING

Action Steps		
Meets	**Does Not Meet**	**Falls Far Below**
☐	☒	☐

The Charter Holder has provided action steps that address each of the required elements.

However, while the action steps address all required elements, the Charter Holder failed to provide sufficiently detailed and implementable action steps for some of the required elements. Specifically, the action steps did not sufficiently respond to the following questions:

- identifying and providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance
  - *I How will the professional development plan be developed?*
  - *How will the professional development plan be aligned with instructional staff learning needs?*
  - *How will the professional development plan address areas of high importance?*
- supporting high quality implementation of the strategies learned in professional development
  - *How will the Charter Holder provide the resources that are necessary for high quality implementation?*
- providing monitoring and follow-up to support and develop implementation of the strategies learned in professional development
  - *How will the Charter Holder monitor the implementation of the strategies learned in professional development sessions?*
  - *How will the Charter Holder monitor and follow-up with instructional staff to support and develop implementation of the strategies learned in professional development?*
- identifying and providing professional development that addresses the needs of subgroup populations
  - *How will the professional development plan ensure that instructional staff receive the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students?*
  - *How will the professional development plan ensure that instructional staff receive the type of development required to meet the needs of ELL students?*

- *How will the professional development plan ensure that instructional staff receive the type of development required to meet the needs of FRL students?*
- *How will the professional development plan ensure that instructional staff receive the type of development required to meet the needs of students with disabilities?*

Evidence		
Meets ☐	**Does Not Meet** ☒	**Falls Far Below** ☐
The documentation identified can serve as limited evidence of implementation of the required elements of a comprehensive professional development system. More detailed evidence of implementation will be required.		

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