Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Santa Cruz Valley Opportunities in Education, Inc.

Required for: Review - Annual Report

School Name: Montessori De Santa Cruz – St. Ann's Hall

Evaluation Completed: 10/7/13; 11/5/13

Date Submitted: 5/7/2013

I = Result after initial evaluation
S = Result after evaluation of information collected from the site visit

Measure	Acceptable	Not Acceptable	Comments
1a. Student Median Growth Percentile (SGP) *Math*		I/S	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Math. **At the site visit, a system to create, implement, evaluate, and revise curriculum was demonstrated. This was evidenced by curriculum maps intended to identify holes in the curriculum, pacing guides (including additional concepts identified by the curriculum maps), individualized learning plans for all students, and Montessori Records Express to monitor individual students levels of mastery.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. There was minimal or no description of lesson plan review, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessment. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit, an individual standards checklist report was generated from Montessori Record Express. According to the leadership team, lesson plan reviews, formal teacher evaluations, informal classroom observations, and data review teams are in the process of being developed. The documentation provided at the site visit supported that the charter is in the beginning stages of monitoring and evaluating the standards and instructional practices.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The plan is not aligned with teacher learning needs nor include follow up and monitoring strategies. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math. **While the leadership team described a comprehensive plan for professional development, there was minimal documentation to support follow up and monitoring strategies and documentation to support effectiveness.** The data provided does not demonstrate student growth in Math. **While the assessment**

Measure	Acceptable	Not Acceptable	Comments
			system described in the DSP was deemed acceptable and sample assessments (both formative and summative) were provided at the site visit, in addition to the informal assessment program Montessori Records Express, no internal data was provided at the site visit to support the school is continuing to demonstrate growth.
1a. Student Median Growth Percentile (SGP) *Reading*		**I/S**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Reading. **At the site visit, a system to create, implement, evaluate, and revise curriculum was demonstrated. This was evidenced by curriculum maps intended to identify holes in the curriculum, pacing guides (including additional concepts identified by the curriculum maps), individualized learning plans for all students, and Montessori Records Express to monitor individual students levels of mastery.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. There was minimal or no description of lesson plan review, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessment. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit, an individual standards checklist report was generated from Montessori Record Express. According to the leadership team, lesson plan reviews, formal teacher evaluations, informal classroom observations, and data review teams are in the process of being developed. The documentation provided at the visit supported that the charter is in the beginning stages of monitoring and evaluating the standards and instructional practices.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The plan is not aligned with teacher learning needs nor include follow up and monitoring strategies. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading. **While the leadership team described a comprehensive plan for professional development, there was minimal documentation to support follow up and monitoring strategies and documentation to support effectiveness.** Limited data provided. **While the assessment system described in the DSP was deemed**

Measure	Acceptable	Not Acceptable	Comments
			acceptable and sample assessments (both formative and summative) were provided at the site visit, in addition to the informal assessment program Montessori Records Express, no internal data was provided at the site visit to support the school is continuing to demonstrate growth.
1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*		**I/S**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25% in Math. **At the site visit, a system to create, implement, evaluate, and revise curriculum was demonstrated. This was evidenced by curriculum maps intended to identify holes in the curriculum, pacing guides (including additional concepts identified by the curriculum maps), individualized learning plans for all students, and Montessori Records Express to monitor individual students levels of mastery.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. There was minimal or no description of lesson plan review, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessment. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit, an individual standards checklist report was generated from Montessori Record Express. According to the leadership team, lesson plan reviews, formal teacher evaluations, informal classroom observations, and data review teams are in the process of being developed. The documentation provided at the visit supported that the charter is in the beginning stages of monitoring and evaluating the standards and instructional practices.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The plan is not aligned with teacher learning needs nor include follow up and monitoring strategies. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth for students with growth percentiles in the lowest 25% in Math. **While the leadership team described a comprehensive plan for professional development, there was minimal documentation to support follow up and monitoring strategies and documentation to support effectiveness.** The data does not demonstrate increases in student proficiency in Math for the Bottom 25%. **While the assessment system described in the DSP was deemed acceptable and sample assessments (both formative and summative) were provided at the site visit, in addition to the informal assessment program Montessori Records Express, no internal data was provided at the site visit to support the school is continuing to demonstrate growth.**

Measure	Acceptable	Not Acceptable	Comments
1b. Student Median Growth Percentile (SGP) Bottom 25% *Reading*		I/S	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25% in Reading. **At the site visit, a system to create, implement, evaluate, and revise curriculum was demonstrated. This was evidenced by curriculum maps intended to identify holes in the curriculum, pacing guides (including additional concepts identified by the curriculum maps), individualized learning plans for all students, and Montessori Records Express to monitor individual students levels of mastery.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. There was minimal or no description of lesson plan review, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessment. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit, an individual standards checklist report was generated from Montessori Record Express. According to the leadership team, lesson plan reviews, formal teacher evaluations, informal classroom observations, and data review teams are in the process of being developed. The documentation provided at the visit supported that the charter is in the beginning stages of monitoring and evaluating the standards and instructional practices.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The plan is not aligned with teacher learning needs nor include follow up and monitoring strategies. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth for students with growth percentiles in the lowest 25% in Reading. **While the leadership team described a comprehensive plan for professional development, there was minimal documentation to support follow up and monitoring strategies and documentation to support effectiveness.** Does not demonstrate increases in student proficiency in Reading for the Bottom 25%. **While the assessment system described in the DSP was deemed acceptable and sample assessments (both formative and summative) were provided at the site visit, in addition to the informal assessment program Montessori Records Express, no internal data was provided at the site visit to support the school is continuing to demonstrate growth.**
2a. Percent Passing *Math*		I/S	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math. **At the site visit, a system to create, implement, evaluate, and revise curriculum was demonstrated. This was evidenced by curriculum maps intended to identify holes in the curriculum, pacing guides (including additional concepts identified by the curriculum maps), individualized learning**

Measure	Acceptable	Not Acceptable	Comments
			plans for all students, and Montessori Records Express to monitor individual students levels of mastery. **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. There was minimal or no description of lesson plan review, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessment. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit, an individual standards checklist report was generated from Montessori Record Express. According to the leadership team, lesson plan reviews, formal teacher evaluations, informal classroom observations, and data review teams are in the process of being developed. The documentation provided at the visit supported that the charter is in the beginning stages of monitoring and evaluating the standards and instructional practices.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The plan is not aligned with teacher learning needs nor include follow up and monitoring strategies. The narrative and data provided did not demonstrate that the school implemented a plan for professional development that contributed to increased student proficiency in Math. **While the leadership team described a comprehensive plan for professional development, there was minimal documentation to support follow up and monitoring strategies and documentation to support effectiveness.** Limited data provided. **While the assessment system described in the DSP was deemed acceptable and sample assessments (both formative and summative) were provided at the site visit, in addition to the informal assessment program Montessori Records Express, no internal data was provided at the site visit to support the school is continuing to demonstrate growth.**
2b. Composite School Comparison (*Traditional and Small Schools only*) *Math*		**I/S**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Math for ELL students, FRL students, and students with disabilities. **At the site visit, a system to create, implement, evaluate, and revise curriculum was demonstrated. This was evidenced by curriculum maps intended to identify holes in the curriculum, pacing guides (including additional concepts identified by the curriculum maps), individualized learning plans for all students, and Montessori Records Express to monitor individual students levels of mastery.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. There was minimal or no description of lesson plan review, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessment. The narrative and data provided did not

Measure	Acceptable	Not Acceptable	Comments
			demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit, an individual standards checklist report was generated from Montessori Record Express. According to the leadership team, lesson plan reviews, formal teacher evaluations, informal classroom observations, and data review teams are in the process of being developed. The documentation provided at the visit supported that the charter is in the beginning stages of monitoring and evaluating the standards and instructional practices.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Math for ELL students, FRL students, and students with disabilities. **On the site visit, sample assessments (both formative and summative) were provided, in addition to the informal assessment program Montessori Records Express. However, no documentation of data review teams, data analysis, or data results were provided.** **Professional Development:** The narrative describes that the school is in the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for ELL students, FRL students, and students with disabilities. **While the leadership team described a comprehensive plan for professional development, there was minimal documentation to support follow up and monitoring strategies and documentation to support effectiveness.** Data does not demonstrate student proficiency in Math for ELL students, FRL students, and students with disabilities. **No additional data was provided.**
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*		**I/S**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Math for ELL students. **At the site visit, a system to create, implement, evaluate, and revise curriculum was demonstrated. This was evidenced by curriculum maps intended to identify holes in the curriculum, pacing guides (including additional concepts identified by the curriculum maps), individualized learning plans for all students, and Montessori Records Express to monitor individual students levels of mastery.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. There was minimal or no description of lesson plan review, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessment. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ

Measure	Acceptable	Not Acceptable	Comments
			Academic Standards into instruction. **At the site visit, an individual standards checklist report was generated from Montessori Record Express. According to the leadership team, lesson plan reviews, formal teacher evaluations, informal classroom observations, and data review teams are in the process of being developed. The documentation provided at the visit supported that the charter is in the beginning stages of monitoring and evaluating the standards and instructional practices.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Math for ELL students. **On the site visit, sample assessments (both formative and summative) were provided, in addition to the informal assessment program Montessori Records Express. However, no documentation of data review teams, data analysis, or data results were provided.** **Professional Development:** The narrative describes that the school is in the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for ELL students. **While the leadership team described a comprehensive plan for professional development, there was minimal documentation to support follow up and monitoring strategies and documentation to support effectiveness.** Limited data was provided. **No additional data was provided**
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*		**I/S**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Reading for ELL students. **At the site visit, a system to create, implement, evaluate, and revise curriculum was demonstrated. This was evidenced by curriculum maps intended to identify holes in the curriculum, pacing guides (including additional concepts identified by the curriculum maps), individualized learning plans for all students, and Montessori Records Express to monitor individual students levels of mastery.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. There was minimal or no description of lesson plan review, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessment. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit, an individual standards checklist report was generated from Montessori Record Express. According to the leadership team, lesson plan reviews, formal teacher evaluations, informal classroom observations, and data review**

Measure	Acceptable	Not Acceptable	Comments
			teams are in the process of being developed. The documentation provided at the visit supported that the charter is in the beginning stages of monitoring and evaluating the standards and instructional practices. **Assessment:** The narrative describes an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. Little data is collected from formative and summative, benchmark, and common assessments. Data is not used to make instructional decisions. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Reading for ELL students. **On the site visit, sample assessments (both formative and summative) were provided, in addition to the informal assessment program Montessori Records Express. However, no documentation of data review teams, data analysis, or data results were provided.** **Professional Development:** The narrative describes that the school is in the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for ELL students. **While the leadership team described a comprehensive plan for professional development, there was minimal documentation to support follow up and monitoring strategies and documentation to support effectiveness.** Data does not demonstrate student proficiency of ELL students in Reading. **No additional data was provided**
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*		**I/S**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Math for FRL students. **At the site visit, a system to create, implement, evaluate, and revise curriculum was demonstrated. This was evidenced by curriculum maps intended to identify holes in the curriculum, pacing guides (including additional concepts identified by the curriculum maps), individualized learning plans for all students, and Montessori Records Express to monitor individual students levels of mastery.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. There was minimal or no description of lesson plan review, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessment. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit, an individual standards checklist report was generated from Montessori Record Express. According to the leadership team, lesson plan reviews, formal teacher evaluations, informal classroom observations, and data review teams are in the process of being developed. The documentation provided at the visit supported that the charter is in the beginning stages of monitoring and evaluating the**

Measure	Acceptable	Not Acceptable	Comments
			standards and instructional practices. **Assessment:** The narrative describes an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. Little data is collected from formative and summative, benchmark, and common assessments. Data is not used to make instructional decisions. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Math for FRL students. **On the site visit, sample assessments (both formative and summative) were provided, in addition to the informal assessment program Montessori Records Express. However, no documentation of data review teams, data analysis, or data results were provided.** **Professional Development:** The narrative describes that the school is in the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for FRL students. **While the leadership team described a comprehensive plan for professional development, there was minimal documentation to support follow up and monitoring strategies and documentation to support effectiveness.** Limited data was provided. **No additional data was provided**
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*		**I/S**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Reading for FRL students. **At the site visit, a system to create, implement, evaluate, and revise curriculum was demonstrated. This was evidenced by curriculum maps intended to identify holes in the curriculum, pacing guides (including additional concepts identified by the curriculum maps), individualized learning plans for all students, and Montessori Records Express to monitor individual students levels of mastery.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. There was minimal or no description of lesson plan review, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessment. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit, an individual standards checklist report was generated from Montessori Record Express. According to the leadership team, lesson plan reviews, formal teacher evaluations, informal classroom observations, and data review teams are in the process of being developed. The documentation provided at the visit supported that the charter is in the beginning stages of monitoring and evaluating the standards and instructional practices.** **Assessment:** The narrative describes an assessment approach that is not comprehensive nor

Measure	Acceptable	Not Acceptable	Comments
			aligned with the curriculum and instructional practices. Little data is collected from formative and summative, benchmark, and common assessments. Data is not used to make instructional decisions. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Reading for FRL students. **On the site visit, sample assessments (both formative and summative) were provided, in addition to the informal assessment program Montessori Records Express. However, no documentation of data review teams, data analysis, or data results were provided.** **Professional Development:** The narrative that the school is in the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for FRL students. **While the leadership team described a comprehensive plan for professional development, there was minimal documentation to support follow up and monitoring strategies and documentation to support effectiveness.** Data does not demonstrate increased student proficiency in Reading FRL students. **No additional data was provided**
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*		**I/S**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Math for students with disabilities. **At the site visit, a system to create, implement, evaluate, and revise curriculum was demonstrated. This was evidenced by curriculum maps intended to identify holes in the curriculum, pacing guides (including additional concepts identified by the curriculum maps), individualized learning plans for all students, and Montessori Records Express to monitor individual students levels of mastery.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. There was minimal or no description of lesson plan review, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessment. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit, an individual standards checklist report was generated from Montessori Record Express. According to the leadership team, lesson plan reviews, formal teacher evaluations, informal classroom observations, and data review teams are in the process of being developed. The documentation provided at the visit supported that the charter is in the beginning stages of monitoring and evaluating the standards and instructional practices.** **Assessment:** The narrative describes an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. Little data is collected from formative and summative, benchmark, and common assessments. Data is not used to make instructional

Measure	Acceptable	Not Acceptable	Comments
			decisions. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Math for students with disabilities. **On the site visit, sample assessments (both formative and summative) were provided, in addition to the informal assessment program Montessori Records Express. However, no documentation of data review teams, data analysis, or data results were provided.** **Professional Development:** The narrative describes that the school is in the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for students with disabilities. **While the leadership team described a comprehensive plan for professional development, there was minimal documentation to support follow up and monitoring strategies and documentation to support effectiveness.** Limited data was provided. **No additional data was provided**
3a. A-F Letter Grade State Accountability System		**I/S**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school is increasing student growth and proficiency or meeting targets as described in the A-F Letter Grade Model. **At the site visit, a system to create, implement, evaluate, and revise curriculum was demonstrated. This was evidenced by curriculum maps intended to identify holes in the curriculum, pacing guides (including additional concepts identified by the curriculum maps), individualized learning plans for all students, and Montessori Records Express to monitor individual students levels of mastery.** **Instruction:** The narrative describes the very beginning stages of monitoring and evaluating standards and instructional practices. There was minimal or no description of lesson plan review, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessment. The narrative and data provided did not demonstrate that the school is increasing student growth and proficiency or meeting targets as described in the A-F Letter Grade Model. **At the site visit, an individual standards checklist report was generated from Montessori Record Express. According to the leadership team, lesson plan reviews, formal teacher evaluations, informal classroom observations, and data review teams are in the process of being developed. The documentation provided at the visit supported that the charter is in the beginning stages of monitoring and evaluating the standards and instructional practices.** **Professional Development:** The narrative describes that the school is in the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school is increasing student growth

Measure	Acceptable	Not Acceptable	Comments
			and proficiency or meeting targets as described in the A-F Letter Grade Model. **While the leadership team described a comprehensive plan for professional development, there was minimal documentation to support follow up and monitoring strategies and documentation to support effectiveness.** **While the assessment system described in the DSP was deemed acceptable and sample assessments (both formative and summative) were provided at the site visit, in addition to the informal assessment program Montessori Records Express. No internal data was provided at the site visit to support the school is continuing to demonstrate growth and proficiency.**