Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Vechij Himdag Alternative School, Inc.
School Name: Vechij Himdag MashchamakuD
Date Submitted: May 14, 2014
Academic Dashboard: FY12/FY13

Required for: Renewal
Initial Evaluation Completed: June 18, 2014
Final Evaluation Completed: June 30, 2014

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

			Initial Evaluation	Final Evaluation
Measure	**Acceptable**	**Not Acceptable**	**Comments**	**Comments**
1a. Student Median Growth Percentile (SGP) *Math*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student growth in Math on ACCR Standards because the narrative does not describe a system that includes processes to create, evaluate and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; and how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes approaches to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, and informal classroom observations. The narrative describes a system that provides for some analysis and feedback to further develop the system. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction which would have demonstrated how the school ensures all grade level	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student growth in Math on ACCR Standards because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process, and demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is scored as meets. The DSP provides evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math.

			standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity. **Assessment:** This area is initially scored as approaches. The narrative describes a plan based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, and common/benchmark assessments. The narrative provided describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student growth on ACCR Standards for Math because the narrative does not describe the use of data review teams which would have demonstrated how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs and focuses on areas of high importance. The narrative describes a system that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student growth in Math because the narrative does not describe a plan that includes follow-up and monitoring strategies and supports high quality implementation which would have demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan; and demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Math. Data must demonstrate improvement as compared to prior years.	**Assessment:** This area is scored as approaches. The DSP provides evidence of an assessment approach based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, and common/benchmark assessments. The DSP provides evidence of an approach that do not demonstrate the school implemented a plan for monitoring and documenting changes in student growth on ACCR Standards for Math because the evidence does not demonstrate a system that includes data review teams which would have demonstrated how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is scored as falls far below. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student growth in Math because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation which would have demonstrate that the plan was developed to address teacher learning needs and areas of high importance, demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, and demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan. **Data:** No data and analysis of data was provided to demonstrate increased student growth in Math as compared to prior years.
1a. Student Median Growth Percentile (SGP) *Reading*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to implement curriculum, including supplemental curriculum, aligned with ACCR Standards, evidenced by curriculum alignment. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The

			implemented a curriculum to increase student growth in Reading on ACCR Standards because the narrative does not describe a system that includes processes to create, evaluate and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; and how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes approaches to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, and informal classroom observations. The narrative describes a system that provides for some analysis and feedback to further develop the system. 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1b. Improvement (*Alternative High Schools only*) *Math*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to implement curriculum, including supplemental curriculum, aligned with ACCR Standards, evidenced by curriculum alignment and that the curriculum is adapted to meet the needs of non-proficient students. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student performance in Math on ACCR Standards for non-proficient students because the narrative does not describe a system that includes processes to create, evaluate and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; and how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes approaches to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, and informal classroom observations. The narrative describes a system that provides for some analysis and feedback to further develop the system and that is adapted to meet the needs of non-proficient students. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school, and that is adapted to meet the needs of non-proficient students. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student performance in Math on ACCR Standards for non-proficient students because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process, and demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is scored as approaches. The DSP provides evidence of processes to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop

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			necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** Limited data and analysis of data was provided to demonstrate increased student performance in Reading for non-proficient students. Data must be disaggregated for the non-proficient students in Reading and must demonstrate improvement as compared to prior years.	increased student performance in Reading for non-proficient students as compared to prior years.
2a. Percent Passing *Math*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to implement curriculum, including supplemental curriculum, aligned with ACCR Standards, evidenced by curriculum alignment. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards because the narrative does not describe a system that includes processes to create, evaluate and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; and how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes approaches to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, and informal classroom observations. The narrative describes a system that provides for some analysis and feedback to further develop the system. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction which would have demonstrated how the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity. **Assessment:** This area is initially scored as approaches. The narrative describes a plan based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school and that is adapted to meet the needs of non-proficient students. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process, and demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is scored as meets. The DSP provides evidence of processes to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math. **Assessment:** This area is scored as approaches. The DSP provides evidence of an assessment approach based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments,

			assessments, and common/benchmark assessments. The narrative provided describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math because the narrative does not describe the use of data review teams which would have demonstrated how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs and focuses on areas of high importance. The narrative describes a system that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Math because the narrative does not describe a plan that includes follow-up and monitoring strategies and supports high quality implementation which would have demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan; and demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Math. Data must demonstrate improvement as compared to prior years.	such as formative and summative assessments, and common/benchmark assessments. The DSP provides evidence of an approach that do not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math because the evidence does not demonstrate a system that includes data review teams which would have demonstrated how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is scored as falls far below. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Math because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation, and that is adapted to meet the needs of non-proficient students which would have demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, and demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, demonstrate how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math as compared to prior years.
2a. Percent Passing *Reading*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to implement curriculum, including supplemental curriculum, aligned with ACCR Standards, evidenced by curriculum alignment. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Reading on ACCR Standards because the narrative does not describe a system that includes processes to create, evaluate and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school and that is adapted to meet the needs of non-proficient students. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Reading on ACCR Standards because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum which

			who is involved in the curriculum adoption process; and how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes approaches to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, and informal classroom observations. The narrative describes a system that provides for some analysis and feedback to further develop the system. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction which would have demonstrated how the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity. **Assessment:** This area is initially scored as approaches. The narrative describes a plan based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, and common/benchmark assessments. The narrative provided describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading because the narrative does not describe the use of data review teams which would have demonstrated how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs and focuses on areas of high importance. The narrative describes a system that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Reading because the narrative does not describe a plan that includes follow-up and monitoring strategies and supports high quality implementation which	would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process, and demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is scored as meets. The DSP provides evidence of processes to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading. **Assessment:** This area is scored as approaches. The DSP provides evidence of an assessment approach based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, and common/benchmark assessments. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading because the evidence does not demonstrate a system that includes data review teams which would have demonstrated how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is scored as falls far below. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Reading because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation, and that is

			would have demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan; and demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading. Data must demonstrate improvement as compared to prior years.	adapted to meet the needs of non-proficient students which would have demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, and demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading as compared to prior years.
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*	**N/A**	**N/A**	The narrative provided stated that the school currently does not have any ELL students.	The narrative provided stated that the school currently does not have any ELL students.
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*	**N/A**	**N/A**	The narrative provided stated that the school currently does not have any ELL students.	The narrative provided stated that the school currently does not have any ELL students.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to implement curriculum, including supplemental curriculum, aligned with ACCR Standards, evidenced by curriculum alignment. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards because the narrative does not describe a system that includes processes to create, evaluate and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; and how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes approaches to evaluate the instructional practices of the	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, clearly defined and measureable implementation across the school, and that the curriculum is adapted to meet the needs of FRL students. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards for FRL students because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum, which would have demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process, and demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps.

			teachers evidenced by formal teacher evaluations, and informal classroom observations. The narrative describes a system that provides for some analysis and feedback to further develop the system. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction which would have demonstrated how the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity. **Assessment:** This area is initially scored as approaches. The narrative describes a plan based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, and common/benchmark assessments. The narrative provided describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math because the narrative does not describe the use of data review teams which would have demonstrated how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs and focuses on areas of high importance. The narrative describes a system that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Math because the narrative does not describe a plan that includes follow-up and monitoring strategies and supports high quality implementation which would have demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan; and demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies.	**Instruction:** This area is scored as approaches. The DSP provides evidence of processes to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for FRL students because the evidence does not demonstrate a system that is adapted to meet the needs of FRL students which would have demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of FRL students. **Assessment:** This area is scored as approaches. The DSP provides evidence of an assessment approach based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, and common/benchmark assessments and that it is adapted to meet the needs of FRL students. The DSP provides evidence of an approach that do not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math for FRL students because the evidence does not demonstrate a system that includes data review teams which would have demonstrated how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is scored as falls far below. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Math for FRL students because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation, and that is adapted to meet the needs of FRL students which would have demonstrated how the charter holder provides access to resources

			Data: Limited data and analysis of data was provided to demonstrate increased student proficiency in Math. Data must demonstrate improvement as compared to prior years.	necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, and demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrated how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to FRL students. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math for FRL students as compared to prior years.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to implement curriculum, including supplemental curriculum, aligned with ACCR Standards, evidenced by curriculum alignment. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Reading on ACCR Standards because the narrative does not describe a system that includes processes to create, evaluate and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; and how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes approaches to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, and informal classroom observations. The narrative describes a system that provides for some analysis and feedback to further develop the system. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction which would have demonstrated how the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity.	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, clearly defined and measureable implementation across the school, and that the curriculum is adapted to meet the needs of FRL students. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Reading on ACCR Standards for FRL students because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum, which would have demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process, and demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is scored as approaches. The DSP provides evidence of processes to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for FRL

			Assessment: This area is initially scored as approaches. The narrative describes a plan based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, and common/benchmark assessments. The narrative provided describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading because the narrative does not describe the use of data review teams which would have demonstrated how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs and focuses on areas of high importance. The narrative describes a system that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Reading because the narrative does not describe a plan that includes follow-up and monitoring strategies and supports high quality implementation which would have demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan; and demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading. Data must demonstrate improvement as compared to prior years.	students because the evidence does not demonstrate a system that is adapted to meet the needs of FRL students which would have demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of FRL students. **Assessment:** This area is scored as approaches. The DSP provides evidence of an assessment approach based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, and common/benchmark assessments and that it is adapted to meet the needs of FRL students. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for FRL students because the evidence does not demonstrate a system that includes data review teams which would have demonstrated how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is scored as falls far below. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Reading for FRL students because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation, and that is adapted to meet the needs of FRL students which would have demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, and demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrated how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to FRL students. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading for FRL students as compared to

				prior years.
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to implement curriculum, including supplemental curriculum, aligned with ACCR Standards, evidenced by curriculum alignment. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards for students with disabilities because the narrative does not describe a system that includes processes to create, evaluate and revise curriculum or that is adapted to meet the needs of students with disabilities which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; and how the curriculum is adapted to meet the needs of students with disabilities. **Instruction:** This area is initially scored as approaches. The narrative describes approaches to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, and informal classroom observations. The narrative describes a system that provides for some analysis and feedback to further develop the system and that is adapted to meet the needs of students with disabilities. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for students with disabilities the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction or a process to evaluate the quality of instruction that is that is adapted to meet the needs of students with disabilities which would have demonstrated how the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity; and how the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of nom-proficient students. **Assessment:** This area is initially scored as approaches. The narrative describes a plan based on clearly defined proficiency measures aligned	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards for Students with disabilities because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum, and that the curriculum is adapted to meet the needs of Students with disabilities which would have demonstrated that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing, and demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling students within the subgroups. **Instruction:** This area is scored as approaches. The DSP provides evidence of processes to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for students with disabilities because the evidence does not demonstrate a system that is adapted to meet the needs of students with disabilities which would have demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of students with disabilities. **Assessment:** This area is scored as approaches. The DSP provides evidence of an assessment approach based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, and common/benchmark assessments and that it is adapted to meet the needs of students with disabilities. The DSP provides evidence of an approach that does not

			with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, and common/benchmark assessments. The narrative provided describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math for students with disabilities because the narrative does not describe how the assessment plan is adapted to meet the needs of students with disabilities or the use of data review teams which would have demonstrated how the assessment system assesses students with disabilities according to their needs; and how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs and focuses on areas of high importance and that is adapted to meet the needs of students with disabilities. The narrative describes a system that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Math for students with disabilities because the narrative does not describe a plan that includes follow-up and monitoring strategies and supports high quality implementation which would have demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan; and demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Math for students with disabilities. Data must be disaggregated for the students with disabilities in Math and must demonstrate improvement as compared to prior years.	demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math for Students with disabilities because the evidence does not demonstrate a system that includes data review teams which would have demonstrated how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is scored as falls far below. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Math for Students with disabilities because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation, and that is adapted to meet the needs of students with disabilities which would have demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, and demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrated how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students with disabilities. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math for students with disabilities as compared to prior years.
2c. Subgroup Comparison *(2b. for Alternative)*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to implement curriculum, including supplemental curriculum, aligned with ACCR Standards, evidenced by curriculum alignment. The narrative provided describes processes that, even if	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and

Students with disabilities *Reading*			supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Reading on ACCR Standards for students with disabilities because the narrative does not describe a system that includes processes to create, evaluate and revise curriculum or that is adapted to meet the needs of students with disabilities which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; and how the curriculum is adapted to meet the needs of students with disabilities. **Instruction:** This area is initially scored as approaches. The narrative describes approaches to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, and informal classroom observations. The narrative describes a system that provides for some analysis and feedback to further develop the system and that is adapted to meet the needs of students with disabilities. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for students with disabilities the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction or a process to evaluate the quality of instruction that is that is adapted to meet the needs of students with disabilities which would have demonstrated how the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity; and how the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of nom-proficient students. **Assessment:** This area is initially scored as approaches. The narrative describes a plan based on clearly defined proficiency measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, and common/benchmark assessments. The narrative provided describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and	clearly defined and measureable implementation across the school. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Reading on ACCR Standards for Students with disabilities because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum, and that the curriculum is adapted to meet the needs of Students with disabilities which would have demonstrated that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing, and demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling students within the subgroups. **Instruction:** This area is scored as approaches. The DSP provides evidence of processes to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for students with disabilities because the evidence does not demonstrate a system that is adapted to meet the needs of students with disabilities which would have demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of students with disabilities. **Assessment:** This area is scored as approaches. The DSP provides evidence of an assessment approach based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, and common/benchmark assessments and that it is adapted to meet the needs of students with disabilities. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for Students with disabilities because the evidence does not demonstrate a system that includes data review teams which would have

			documenting changes in student proficiency on ACCR Standards for Reading for students with disabilities because the narrative does not describe how the assessment plan is adapted to meet the needs of students with disabilities or the use of data review teams which would have demonstrated how the assessment system assesses students with disabilities according to their needs; and how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs and focuses on areas of high importance and that is adapted to meet the needs of students with disabilities. The narrative describes a system that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Reading for students with disabilities because the narrative does not describe a plan that includes follow-up and monitoring strategies and supports high quality implementation which would have demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan; and demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities. Data must be disaggregated for the students with disabilities in Reading and must demonstrate improvement as compared to prior years.	demonstrated how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is scored as falls far below. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Reading for Students with disabilities because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation, and that is adapted to meet the needs of students with disabilities which would have demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, and demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrated how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students with disabilities. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities as compared to prior years.
3a. A-F Letter Grade State Accountability System		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to implement curriculum, including supplemental curriculum, aligned with ACCR Standards, evidenced by curriculum alignment. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student growth and proficiency in Math and Reading on ACCR Standards because the narrative does not describe a system that includes processes to create, evaluate and revise curriculum which would have demonstrated how and when the school	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student growth and proficiency in Math and Reading on ACCR Standards because the evidence does not demonstrate a system that includes processes to

			evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; and how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes approaches to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, and informal classroom observations. The narrative describes a system that provides for some analysis and feedback to further develop the system. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math and Reading because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction which would have demonstrated how the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity. **Assessment:** This area is initially scored as approaches. The narrative describes a plan based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, and common/benchmark assessments. The narrative provided describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student growth and proficiency on ACCR Standards for Math and Reading because the narrative does not describe the use of data review teams which would have demonstrated how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs and focuses on areas of high importance. The narrative describes a system that, even if supported by evidence, cannot demonstrate that the school implemented a professional	create, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process, and demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is scored as meets. The DSP provides evidence of processes to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math and Reading. **Assessment:** This area is scored as approaches. The DSP provides evidence of an assessment approach based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, and common/benchmark assessments. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student growth and proficiency in Math and Reading on ACCR Standards because the evidence does not demonstrate a system that includes data review teams which would have demonstrated how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is scored as falls far below. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student growth and proficiency in Math and Reading on ACCR Standards because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high

			development plan to increase student growth and proficiency in Math and Reading because the narrative does not describe a plan that includes follow-up and monitoring strategies and supports high quality implementation which would have demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan; and demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth and proficiency in Math and Reading. Data must demonstrate improvement as compared to prior years.	quality implementation which would have demonstrate that the plan was developed to address teacher learning needs and areas of high importance, demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, and demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan. **Data:** No data and analysis of data was provided to demonstrate increased student growth and proficiency in Math and Reading as compared to prior years.