Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Academy of Excellence, Inc.
School Names: Academy of Excellence and Academy of Excellence – Central Arizona

Date Submitted: 12/20/2013
Required for: Review - Annual Report
Evaluation Completed: 1/14/14; 2/27/14

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 identified the school's math curriculum, discussed grade level curriculum maps aligned to Arizona's College and Career Ready Standards, and lesson plans for specific math concepts but did not address curriculum for increasing student growth in Math. **This area of the measure scored Meets because, at the site visit, the charter holder provided evidence of Math curriculum as adapted by the school from EngageNY and aligned with Core Knowledge including curriculum maps, pacing guides, and lesson plans with standards identified. The school has standards articulation for Saxon Math and is participating in professional development for implementing Arizona's College and Career Ready Standards.** **Instruction:** The narrative does not describe monitoring and evaluating the integration of standards into instruction. The narrative did not include information about lesson plan reviews, formal teacher evaluations, informal classroom observations and other information that would indicate ongoing monitoring of the integration of standards into instruction. **This area of the measure is scored Meets because, at the site visit, the charter holder did provide evidence of a system to monitor the integration of the standards into instruction and evaluate the instructional practices of the teachers including lesson plan review, classroom walkthrough observations with notes and feedback, formal teacher evaluations, and lesson plan checklists.** **Assessment:** The narrative describes an assessment plan that, while lacking detail, is based on performance measures aligned with Arizona's College and Career Ready Standards and includes data collection from multiple measures. Limited data and data analysis is provided. **This area of the measure scored Approaches because, at the site visit, the charter holder provided limited assessment data reports, including Study Island documenting Math progress. There was no evidence of the process the school uses to review and analyze the data to inform instructional decisions.**

			Professional Development: The narrative describes a professional development plan aligned with teacher learning needs but did not include a process for monitoring improved instructional effectiveness. The narrative did not demonstrate that the school implemented a professional development plan that specifically contributed to increased student growth in Math. **This area of the measure scored Approaches because, at the site visit, the charter holder provided evidence of professional development for teachers and staff members aligned with teacher learning needs which included training on implementing the curricular programs aligned to Arizona's College and Career Ready Standards. However, the charter holder did not provide a professional development plan that includes follow-up and monitoring strategies or focuses on high-quality implementation.** The data provided reported student performance on AIMS for 2011, 2012, and 2013 but did not demonstrate increased student growth in Math. **Limited additional data or analysis was provided at the site visit.**
1a. Student Median Growth Percentile (SGP) *Reading*		**I/S**	**Curriculum:** The narrative identified the school's reading curriculum, discussed grade level curriculum maps aligned to Arizona's College and Career Ready Standards, and lesson plans but did not address curriculum for increasing student growth in Reading. **This area of the measure scored Meets because, at the site visit, the charter holder provided evidence of Reading curriculum as adapted by the school from EngageNY and aligned with Core Knowledge including curriculum maps, pacing guides, and lesson plans with standards identified. The school is participating in professional development for implementing Arizona's College and Career Ready Standards.** **Instruction:** The narrative does not describe monitoring and evaluating the integration of standards into instruction. The narrative did not include information about lesson plan reviews, formal teacher evaluations, informal classroom observations and other information that would indicate ongoing monitoring of the integration of standards into instruction. **This area of the measure is scored Meets because, at the site visit, the charter holder did provide evidence of a system to monitor the integration of the standards into instruction and evaluate the instructional practices of the teachers including lesson plan review, classroom walkthrough observations with notes and feedback, formal teacher evaluations, and lesson plan checklists.** **Assessment:** The narrative describes an assessment plan that, while lacking detail, is based on performance measures aligned with Arizona's College and Career Ready Standards and includes data collection from multiple measures. Limited data and no data analysis are provided. **This area of the measure scored Approaches because, at the site visit, the charter holder provided limited assessment data reports, including**

			DIBELS report for the Phoenix site which shows progress in reducing the number of students at risk across the school. There was no evidence of the process the school uses to review and analyze the data to inform instructional decisions. **Professional Development:** The narrative describes a professional development plan aligned with teacher learning needs but did not include a process for monitoring improved instructional effectiveness. The narrative did not demonstrate that the school implemented a professional development plan that specifically contributed to increased student growth in Reading. **This area of the measure scored Approaches because, at the site visit, the charter holder provided evidence of professional development for teachers and staff members aligned with teacher learning needs which included training on implementing the curricular programs aligned to Arizona's College and Career Ready Standards. However, the charter holder did not provide a professional development plan that includes follow-up and monitoring strategies or focuses on high-quality implementation.** The data provided reported student performance on AIMS for 2011, 2012, and 2013 but did not demonstrate increased student growth in Reading. **Limited additional data or analysis was provided at the site visit.**
1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*		**I/S**	**Curriculum:** The narrative identified the school's math curriculum, discussed grade level curriculum maps aligned to Arizona's College and Career Ready Standards, and lesson plans for specific math concepts but did not address curriculum for increasing student growth for students with growth percentiles in the lowest 25% in Math. **This area of the measure scored Meets because, at the site visit, the charter holder provided evidence of Math curriculum as adapted by the school from EngageNY and aligned with Core Knowledge including curriculum maps, pacing guides, and lesson plans with standards identified. The school has standards articulation for Saxon Math and is participating in professional development for implementing Arizona's College and Career Ready Standards. The school uses Study Island and Star Fall interventions for bottom 25%.** **Instruction:** The narrative does not describe monitoring and evaluating the integration of standards into instruction. The narrative did not include information about lesson plan reviews, formal teacher evaluations, informal classroom observations and other information that would indicate ongoing monitoring of the integration of standards into instruction. **This area of the measure is scored Meets because, at the site visit, the charter holder did provide evidence of a system to monitor the integration of the standards into instruction and evaluate the instructional practices of the teachers including lesson plan review, classroom walkthrough observations with notes and feedback, formal teacher evaluations,**

			and lesson plan checklists. **Assessment:** The narrative describes an assessment plan that, while lacking detail, is based on performance measures aligned with Arizona's College and Career Ready Standards and includes data collection from multiple measures. Limited data and data analysis is provided. **This area of the measure scored Approaches because, at the site visit, the charter holder provided limited assessment data reports, including Study Island documenting Math progress. There was no evidence of the process the school uses to review and analyze the data to inform instructional decisions.** **Professional Development:** The narrative describes a professional development plan aligned with teacher learning needs but did not include a process for monitoring improved instructional effectiveness. The narrative did not demonstrate that the school implemented a professional development plan that specifically contributed to increased student growth for students with growth percentiles in the lowest 25% in Math. **This area of the measure scored Approaches because, at the site visit, the charter holder provided evidence of professional development for teachers and staff members aligned with teacher learning needs which included training on implementing the curricular programs aligned to Arizona's College and Career Ready Standards. However, the charter holder did not provide a professional development plan that includes follow-up and monitoring strategies or focuses on high-quality implementation.** The data provided reported student performance on AIMS for 2011, 2012, and 2013 but did not demonstrate increased student growth for students with growth percentiles in the lowest 25% in Math. **Limited additional data or analysis was provided at the site visit.**
1b. Student Median Growth Percentile (SGP) Bottom 25% *Reading*		**I/S**	**Curriculum:** The narrative identified the school's reading curriculum, discussed grade level curriculum maps aligned to Arizona's College and Career Ready Standards, and lesson plans but did not address curriculum for increasing student growth for students with growth percentiles in the lowest 25% in Reading. **This area of the measure scored Meets because, at the site visit, the charter holder provided evidence of Reading curriculum as adapted by the school from EngageNY and aligned with Core Knowledge including curriculum maps, pacing guides, and lesson plans with standards identified. The school is participating in professional development for implementing Arizona's College and Career Ready Standards. The school uses Study Island and Star Fall interventions for bottom 25%.** **Instruction:** The narrative does not describe monitoring and evaluating the integration of standards into instruction. The narrative did not include information

			about lesson plan reviews, formal teacher evaluations, informal classroom observations and other information that would indicate ongoing monitoring of the integration of standards into instruction. **This area of the measure is scored Meets because, at the site visit, the charter holder did provide evidence of a system to monitor the integration of the standards into instruction and evaluate the instructional practices of the teachers including lesson plan review, classroom walkthrough observations with notes and feedback, formal teacher evaluations, and lesson plan checklists.** **Assessment:** The narrative describes an assessment plan that, while lacking detail, is based on performance measures aligned with Arizona's College and Career Ready Standards and includes data collection from multiple measures. Limited data and no data analysis are provided. **This area of the measure scored Approaches because, at the site visit, the charter holder provided limited assessment data reports, including DIBELS report for the Phoenix site which shows progress in reducing the number of students at risk across the school. There was no evidence of the process the school uses to review and analyze the data to inform instructional decisions.** **Professional Development:** The narrative describes a professional development plan aligned with teacher learning needs but did not include a process for monitoring improved instructional effectiveness. The narrative did not demonstrate that the school implemented a professional development plan that specifically contributed to increased student growth for students with growth percentiles in the lowest 25% in Reading. **This area of the measure scored Approaches because, at the site visit, the charter holder provided evidence of professional development for teachers and staff members aligned with teacher learning needs which included training on implementing the curricular programs aligned to Arizona's College and Career Ready Standards. However, the charter holder did not provide a professional development plan that includes follow-up and monitoring strategies or focuses on high-quality implementation.** The data provided reported student performance on AIMS for 2011, 2012, and 2013 but did not demonstrate increased student growth for students with growth percentiles in the lowest 25% in Reading. **Limited additional data or analysis was provided at the site visit.**
2a. Percent Passing *Math*	**S**	**I**	**Instruction:** The narrative does not describe monitoring and evaluating the integration of standards into instruction. The narrative and data provided did not include information about lesson plan reviews, formal teacher evaluations, informal classroom observations and other information that would indicate ongoing monitoring of the integration of standards into instruction. **This area of the measure**

			is scored Meets because, at the site visit, the charter holder did provide evidence of a system to monitor the integration of the standards into instruction and evaluate the instructional practices of the teachers including lesson plan review, classroom walkthrough observations with notes and feedback, formal teacher evaluations, and lesson plan checklists. **Professional Development:** The narrative describes professional development aligned with teacher learning needs but did not identify training or activities specific to increasing student proficiency in math. **This area of the measure scored Approaches because, at the site visit, the charter holder provided evidence of professional development for teachers and staff members aligned with teacher learning needs which included training on implementing the curricular programs aligned to Arizona's College and Career Ready Standards. However, the charter holder did not provide a professional development plan that includes follow-up and monitoring strategies or focuses on high-quality implementation.**
2a. Percent Passing *Reading*	**S**	**I**	**Instruction:** The narrative does not describe monitoring and evaluating the integration of standards into instruction. The narrative and data provided did not include information about lesson plan reviews, formal teacher evaluations, informal classroom observations and other information that would indicate ongoing monitoring of the integration of standards into instruction. **This area of the measure is scored Meets because, at the site visit, the charter holder did provide evidence of a system to monitor the integration of the standards into instruction and evaluate the instructional practices of the teachers including lesson plan review, classroom walkthrough observations with notes and feedback, formal teacher evaluations, and lesson plan checklists.**
2b. Composite School Comparison (*Traditional and Small Schools only*) *Math*		**I/S**	**Curriculum:** The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math for ELL students, FRL students, and students with disabilities. The narrative identified the school's math curriculum, discussed grade level curriculum maps aligned to Arizona's College and Career Ready Standards, and lesson plans for specific math concepts but did not specifically address curriculum for the these subgroups. **This area of the measure scored Meets because, at the site visit, the charter holder provided evidence of Math curriculum as adapted by the school from EngageNY and aligned with Core Knowledge including curriculum maps, pacing guides, and lesson plans with standards identified. The school has standards articulation for Saxon Math and is participating in professional development for implementing Arizona's College and Career Ready Standards.** **Instruction:** The narrative does not describe monitoring and evaluating the

			integration of standards into instruction. The narrative and data provided did not include information about lesson plan reviews, formal teacher evaluations, informal classroom observations and other information that would indicate ongoing monitoring of the integration of standards into instruction. **This area of the measure is scored Meets because, at the site visit, the charter holder did provide evidence of a system to monitor the integration of the standards into instruction and evaluate the instructional practices of the teachers including lesson plan review, classroom walkthrough observations with notes and feedback, formal teacher evaluations, and lesson plan checklists.** **Assessment:** The narrative describes an assessment plan that lacks detail but is based on performance measures aligned with Arizona's College and Career Ready Standards and includes data collection from multiple measures. 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. **This area of the measure scored Approaches because, at the site visit, the charter holder provided limited assessment data reports, including Study Island documenting Math progress. There was no evidence of the process the school uses to review and analyze the data to inform instructional decisions.** **Professional Development:** The narrative describes professional development aligned with teacher learning needs but did not identify training or activities specific to increasing student proficiency in math for subgroups. **This area of the measure scored Approaches because, at the site visit, the charter holder provided evidence of professional development for teachers and staff members aligned with teacher learning needs which included training on implementing the curricular programs aligned to Arizona's College and Career Ready Standards. However, the charter holder did not provide a professional development plan that includes follow-up and monitoring strategies or focuses on high-quality implementation.** Very limited data was provided to demonstrate efforts to improve student proficiency in Math for ELL students, FRL students, and students with disabilities. **Limited additional data or analysis was provided at the site visit.**
2b. Composite School Comparison (*Traditional and Small Schools only*) *Reading*		**I/S**	**Curriculum:** The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Reading for ELL students, FRL students, and students with disabilities. The narrative identified the school's reading curriculum, discussed grade level curriculum maps aligned to Arizona's College and Career Ready Standards, and lesson plans but did not specifically address curriculum for the these subgroups. **This area of the measure scored Meets because, at the site visit, the charter holder provided evidence of**

			Reading curriculum as adapted by the school from EngageNY and aligned with Core Knowledge including curriculum maps, pacing guides, and lesson plans with standards identified. The school is participating in professional development for implementing Arizona's College and Career Ready Standards. **Instruction:** The narrative does not describe monitoring and evaluating the integration of standards into instruction. The narrative and data provided did not include information about lesson plan reviews, formal teacher evaluations, informal classroom observations and other information that would indicate ongoing monitoring of the integration of standards into instruction. **This area of the measure is scored Meets because, at the site visit, the charter holder did provide evidence of a system to monitor the integration of the standards into instruction and evaluate the instructional practices of the teachers including lesson plan review, classroom walkthrough observations with notes and feedback, formal teacher evaluations, and lesson plan checklists.** **Assessment:** The narrative describes an assessment plan that lacks detail but is based on performance measures aligned with Arizona's College and Career Ready Standards and includes data collection from multiple measures. 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, FRL students, and students with disabilities. **This area of the measure scored Approaches because, at the site visit, the charter holder provided limited assessment data reports, including DIBELS report for the Phoenix site which shows progress in reducing the number of students at risk across the school. There was no evidence of the process the school uses to review and analyze the data to inform instructional decisions.** **Professional Development:** 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, FRL students, and students with disabilities. **This area of the measure scored Approaches because, at the site visit, the charter holder provided evidence of professional development for teachers and staff members aligned with teacher learning needs which included training on implementing the curricular programs aligned to Arizona's College and Career Ready Standards. However, the charter holder did not provide a professional development plan that includes follow-up and monitoring strategies or focuses on high-quality implementation.** Very limited data was provided to demonstrate efforts to improve student proficiency in Reading for ELL students, FRL students, and students with disabilities. **Limited additional data or analysis was provided at the site visit.**

2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*		**I/S**	**Curriculum:** The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math for ELL students. The narrative identified the school's math curriculum, discussed grade level curriculum maps aligned to Arizona's College and Career Ready Standards, and lesson plans for specific math concepts but did not specifically address curriculum for the this subgroup. **This area of the measure scored Meets because, at the site visit, the charter holder provided evidence of Math curriculum as adapted by the school using an Individual Curriculum Adaptation Plan template for students with disabilities.** **Instruction:** The narrative does not describe monitoring and evaluating the integration of standards into instruction. The narrative and data provided did not include information about lesson plan reviews, formal teacher evaluations, informal classroom observations and other information that would indicate ongoing monitoring of the integration of standards into instruction. **This area of the measure is scored Meets because, at the site visit, the charter holder did provide evidence of a system to monitor the integration of the standards into instruction and evaluate the instructional practices of the teachers including lesson plan review, classroom walkthrough observations with notes and feedback, formal teacher evaluations, and lesson plan checklists.** **Assessment:** The narrative describes an assessment plan that lacks detail but is based on performance measures aligned with Arizona's College and Career Ready Standards and includes data collection from multiple measures. 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. **This area of the measure scored Approaches because, at the site visit, the charter holder provided limited assessment data reports, including Study Island documenting Math progress. There was no evidence of the process the school uses to review and analyze the data to inform instructional decisions.** **Professional Development:** The narrative describes professional development aligned with teacher learning needs but did not identify training or activities specific to increasing student proficiency in math. Very limited data was provided to demonstrate efforts to improve student proficiency in Math for ELL students. **This area of the measure scored Approaches because, at the site visit, the charter holder provided evidence of professional development for teachers and staff members aligned with teacher learning needs which included training on implementing the curricular programs aligned to Arizona's College and Career Ready Standards. However, the charter holder did not provide a professional development plan that includes follow-up and monitoring strategies or focuses on high-quality**

			implementation. **No additional data or analysis was provided at the site visit for ELL students.**
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*		**I/S**	**Curriculum:** The narrative and data provided did not demonstrate that the school implemented a curriculum that specifically contributes to increasing student proficiency in Reading for ELL students. **This area of the measure scored Meets because, at the site visit, the charter holder provided evidence of Reading curriculum as adapted by the school from EngageNY and aligned with Core Knowledge including curriculum maps, pacing guides, and lesson plans with standards identified. The school is participating in professional development for implementing Arizona's College and Career Ready Standards. The school uses readers with differentiated selections to support English Language Learners.** **Instruction:** The narrative does not describe monitoring and evaluating the integration of standards into instruction. The narrative and data provided did not include information about lesson plan reviews, formal teacher evaluations, informal classroom observations and other information that would indicate ongoing monitoring of the integration of standards into instruction. **This area of the measure is scored Meets because, at the site visit, the charter holder did provide evidence of a system to monitor the integration of the standards into instruction and evaluate the instructional practices of the teachers including lesson plan review, classroom walkthrough observations with notes and feedback, formal teacher evaluations, and lesson plan checklists.** **Assessment:** The narrative describes an assessment plan that lacks detail but is based on performance measures aligned with Arizona's College and Career Ready Standards and includes data collection from multiple measures. 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. **This area of the measure scored Approaches because, at the site visit, the charter holder provided limited assessment data reports, including DIBELS report for the Phoenix site which shows progress in reducing the number of students at risk across the school. There was no evidence of the process the school uses to review and analyze the data to inform instructional decisions.** **Professional Development:** The narrative describes professional development aligned with teacher learning needs but did not identify training or activities specific to increasing student proficiency in math. Very limited data was provided to demonstrate efforts to improve student proficiency in Reading for ELL students. **This**

			area of the measure scored Approaches because, at the site visit, the charter holder provided evidence of professional development for teachers and staff members aligned with teacher learning needs which included training on implementing the curricular programs aligned to Arizona's College and Career Ready Standards. However, the charter holder did not provide a professional development plan that includes follow-up and monitoring strategies or focuses on high-quality implementation. **No additional data or analysis was provided at the site visit for ELL students.**
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*		**I/S**	**Curriculum:** The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math for FRL students. The narrative identified the school's math curriculum, discussed grade level curriculum maps aligned to Arizona's College and Career Ready Standards, and lesson plans for specific math concepts but did not specifically address curriculum for the this subgroup. **This area of the measure scored Meets because, at the site visit, the charter holder provided evidence of Math curriculum as adapted by the school from EngageNY and aligned with Core Knowledge including curriculum maps, pacing guides, and lesson plans with standards identified. The school has standards articulation for Saxon Math and is participating in professional development for implementing Arizona's College and Career Ready Standards.** **Instruction:** The narrative does not describe monitoring and evaluating the integration of standards into instruction. The narrative and data provided did not include information about lesson plan reviews, formal teacher evaluations, informal classroom observations and other information that would indicate ongoing monitoring of the integration of standards into instruction. **This area of the measure is scored Meets because, at the site visit, the charter holder did provide evidence of a system to monitor the integration of the standards into instruction and evaluate the instructional practices of the teachers including lesson plan review, classroom walkthrough observations with notes and feedback, formal teacher evaluations, and lesson plan checklists.** **Assessment:** The narrative describes an assessment plan that lacks detail but is based on performance measures aligned with Arizona's College and Career Ready Standards and includes data collection from multiple measures. 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. **This area of the measure scored Approaches because, at the site visit, the charter holder provided limited assessment data reports, including Study Island documenting Math progress. There was no evidence of the process the school uses to review and analyze the data to**

			inform instructional decisions. **Professional Development:** The narrative describes professional development aligned with teacher learning needs but did not identify training or activities specific to increasing student proficiency in Math for FRL students. **This area of the measure scored Approaches because, at the site visit, the charter holder provided evidence of professional development for teachers and staff members aligned with teacher learning needs which included training on implementing the curricular programs aligned to Arizona's College and Career Ready Standards. However, the charter holder did not provide a professional development plan that includes follow-up and monitoring strategies or focuses on high-quality implementation.**
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*		**I/S**	**Curriculum:** The narrative and data provided did not demonstrate that the school implemented a curriculum that specifically contributes to increasing student proficiency in Reading for students with disabilities. **This area of the measure scored Meets because, at the site visit, the charter holder provided evidence of Reading curriculum as adapted by the school from EngageNY and aligned with Core Knowledge including curriculum maps, pacing guides, and lesson plans with standards identified. The school is participating in professional development for implementing Arizona's College and Career Ready Standards.** **Instruction:** The narrative does not describe monitoring and evaluating the integration of standards into instruction. The narrative and data provided did not include information about lesson plan reviews, formal teacher evaluations, informal classroom observations and other information that would indicate ongoing monitoring of the integration of standards into instruction. **This area of the measure is scored Meets because, at the site visit, the charter holder did provide evidence of a system to monitor the integration of the standards into instruction and evaluate the instructional practices of the teachers including lesson plan review, classroom walkthrough observations with notes and feedback, formal teacher evaluations, and lesson plan checklists.** **Assessment:** The narrative describes an assessment plan that lacks detail but is based on performance measures aligned with Arizona's College and Career Ready Standards and includes data collection from multiple measures. 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. **This area of the measure scored Approaches because, at the site visit, the charter holder provided limited assessment data reports, including DIBELS report for the Phoenix site which shows progress in reducing the number of students at risk across the school. There was no evidence of the process the school uses to review and analyze the data to**

			inform instructional decisions. **Professional Development:** The narrative and data provided did not demonstrate that the school implemented a professional development plan that specifically contributed to increased student proficiency in Reading for FRL students. **This area of the measure scored Approaches because, at the site visit, the charter holder provided evidence of professional development for teachers and staff members aligned with teacher learning needs which included training on implementing the curricular programs aligned to Arizona's College and Career Ready Standards. However, the charter holder did not provide a professional development plan that includes follow-up and monitoring strategies or focuses on high-quality implementation.**
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*		**I/S**	**Curriculum:** The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math for students with disabilities. The narrative identified the school's math curriculum, discussed grade level curriculum maps aligned to Arizona's College and Career Ready Standards, and lesson plans for math concepts but did not specifically address curriculum for the this subgroup. **This area of the measure scored Meets because, at the site visit, the charter holder provided evidence of Math curriculum as adapted by the school and uses an Individual Curriculum Adaptation Plan template for lesson planning for students with disabilities.** **Instruction:** The narrative does not describe monitoring and evaluating the integration of standards into instruction. The narrative and data provided did not include information about lesson plan reviews, formal teacher evaluations, informal classroom observations and other information that would indicate ongoing monitoring of the integration of standards into instruction. **This area of the measure is scored Meets because, at the site visit, the charter holder did provide evidence of a system to monitor the integration of the standards into instruction and evaluate the instructional practices of the teachers including lesson plan review, classroom walkthrough observations with notes and feedback, formal teacher evaluations, and lesson plan checklists.** **Assessment:** The narrative describes an assessment plan that lacks detail but is based on performance measures aligned with Arizona's College and Career Ready Standards and includes data collection from multiple measures. 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. **This area of the measure scored Approaches because, at the site visit, the charter holder provided limited assessment data reports, including Study Island documenting Math**

			progress. There was no evidence of the process the school uses to review and analyze the data to inform instructional decisions. **Professional Development:** The narrative describes professional development aligned with teacher learning needs but did not identify training or activities specific to increasing student proficiency in Math for students with disabilities. Very limited data was provided to demonstrate efforts to improve student proficiency in Math for students with disabilities. **This area of the measure scored Approaches because, at the site visit, the charter holder provided evidence of professional development for teachers and staff members aligned with teacher learning needs which included training on implementing the curricular programs aligned to Arizona's College and Career Ready Standards. However, the charter holder did not provide a professional development plan that includes follow-up and monitoring strategies or focuses on high-quality implementation.** **No additional data or analysis was provided at the site visit for students with disabilities.**
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*		**I/S**	**Curriculum:** The narrative and data provided did not demonstrate that the school implemented a curriculum that specifically contributes to increasing student proficiency in Reading for students with disabilities. **This area of the measure scored Meets because, at the site visit, the charter holder provided evidence of Math curriculum as adapted by the school and uses an Individual Curriculum Adaptation Plan template for lesson planning for students with disabilities.** **Instruction:** The narrative does not describe monitoring and evaluating the integration of standards into instruction. The narrative and data provided did not include information about lesson plan reviews, formal teacher evaluations, informal classroom observations and other information that would indicate ongoing monitoring of the integration of standards into instruction. **This area of the measure is scored Meets because, at the site visit, the charter holder did provide evidence of a system to monitor the integration of the standards into instruction and evaluate the instructional practices of the teachers including lesson plan review, classroom walkthrough observations with notes and feedback, formal teacher evaluations, and lesson plan checklists.** **Assessment:** The narrative describes an assessment plan that lacks detail but is based on performance measures aligned with Arizona's College and Career Ready Standards and includes data collection from multiple measures. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Reading for students with disabilities. **This area of**

			the measure scored Approaches because, at the site visit, the charter holder provided limited assessment data reports, including DIBELS report for the Phoenix site which shows progress in reducing the number of students at risk across the school. There was no evidence of the process the school uses to review and analyze the data to inform instructional decisions. **Professional Development:** The narrative describes professional development aligned with teacher learning needs but did not identify training or activities specific to increasing student proficiency in Reading for students with disabilities. **This area of the measure scored Approaches because, at the site visit, the charter holder provided evidence of professional development for teachers and staff members aligned with teacher learning needs which included training on implementing the curricular programs aligned to Arizona's College and Career Ready Standards. However, the charter holder did not provide a professional development plan that includes follow-up and monitoring strategies or focuses on high-quality implementation.** **No additional data or analysis was provided at the site visit for students with disabilities.**
3a. A-F Letter Grade State Accountability System	**I/S**		The narrative provided additional information to demonstrate that the school is collaborating with parents to support the school's efforts to increase student growth and proficiency or meet targets as described in the A-F Letter Grade Model. The school has developed a strategic plan for the purpose of meeting student growth and achievement goals.