Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Calibre Academy, Inc.
School Name: Taylion Virtual Academy of Arizona
Date Submitted: March 31, 2014
Academic Dashboard: FY13/FY12

Required for: Renewal
Initial Evaluation Completed: April 29, 2014
Final Evaluation Completed: May 27, 2014

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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
1a. Student Median Growth Percentile (SGP) Math		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system that includes processes to create and evaluate curriculum, evidenced by instructional material adoptions, committee work, and data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Math on Arizona's College and Career Ready Standards. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Math on Arizona's College and Career Ready Standards.	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction**: This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided minimal evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments. **Professional Development**: This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter

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				holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
1a. Student Median Growth Percentile (SGP) Reading		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system that includes processes to create and evaluate curriculum, evidenced by instructional material adoptions, committee work, and data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Reading on Arizona's College and Career Ready Standards for Reading. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Reading on Arizona's College and Career Ready Standards.	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction**: This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided minimal evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments.

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				Professional Development: This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
1b. Student Median Growth Percentile (SGP) Bottom 25% Math		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system that includes processes to create and evaluate curriculum, evidenced by instructional material adoptions, committee work, and data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Math on Arizona's College and Career Ready Standards for students in the bottom 25% for Math. **Instruction:** This area was scored as approaches. The narrative describes 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 teacher evaluations, standards checklists, and standards-based assessments. The narrative also describes a system that provides for some analysis and feedback to further develop the system. However, the narrative does not describe how the system is adapted to address the needs of students in the	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction**: This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided minimal evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of a

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			bottom 25%. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math for students in the bottom 25%. **Assessment:** This area was scored as approaches. The narrative describes a comprehensive assessment system 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, common/benchmark assessments, and data review teams. However, the narrative does not describe how the system is adapted to address the needs of students in the bottom 25%. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth on Arizona's College and Career Ready Standards for students in the bottom 25%. **Data:** Limited Math data and analysis of data was provided to demonstrate increased student growth for students in the bottom 25% in Math.	comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments. **Professional Development**: This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
1b. Student Median Growth Percentile (SGP) Bottom 25% Reading		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system that includes processes to create and evaluate curriculum, evidenced by instructional material adoptions, committee work, and data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Reading on Arizona's College and Career Ready Standards for students in the bottom 25%. **Instruction:** This area was scored as approaches. The narrative describes 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 teacher evaluations, standards	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction**: This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided minimal evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as meets. Through the

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			checklists, and standards-based assessments. The narrative also describes a system that provides for some analysis and feedback to further develop the system. However, the narrative does not describe how the system is adapted to address the needs of students in the bottom 25%. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading for students in the bottom 25%. **Assessment:** This area was scored as approaches. The narrative describes a comprehensive assessment system 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, common/benchmark assessments, and data review teams. However, the narrative does not describe how the system is adapted to address the needs of students in the bottom 25%. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth on Arizona's College and Career Ready Standards for Reading for students in the bottom 25%. **Data:** Limited Reading data and analysis of data was provided to demonstrate increased student growth for students in the bottom 25% in Reading.	Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments. **Professional Development**: This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
2a. Percent Passing Math		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system that includes processes to create and evaluate curriculum, evidenced by instructional material adoptions, committee work, and data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math on Arizona's College and Career Ready Standards. **Data:** Limited Math data and analysis of data was provided to	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction**: This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter

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			demonstrate increased student proficiency.	holder provided minimal evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments. **Professional Development**: This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
2a. Percent Passing Reading		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system that includes processes to create and evaluate curriculum, evidenced by instructional material adoptions, committee work, and data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Reading on Arizona's College and Career Ready	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction**: This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes

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2b. Composite School Comparison (Traditional and Small Schools only) **Math**		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system that includes processes to create and evaluate curriculum, evidenced by instructional material adoptions, committee work, and data review teams. The narrative provided did not demonstrate that the school	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction**: This area was scored as falls far below. Through the

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			implemented a curriculum that contributes to increased student proficiency to expected performance levels for FRL students in Math as compared to similar schools. **Instruction:** This area was scored as approaches. The narrative describes 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 teacher evaluations, standards checklists, and standards-based assessments. The narrative also describes a system that provides for some analysis and feedback to further develop the system. However, the narrative does not describe how the system is adapted to address the needs of FRL students. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math for FRL students. **Assessment:** This area was scored as approaches. The narrative describes a comprehensive assessment system 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, common/benchmark assessments, and data review teams. However, the narrative does not describe how the system is adapted to address the needs of FRL students. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in comparison to expected performance levels in Math for FRL students as compared to similar schools. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Math to expected performance levels for FRL students as compared to similar schools.	Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided minimal evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments. **Professional Development**: This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
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Reading			includes processes to create and evaluate curriculum, evidenced by instructional material adoptions, committee work, and data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency to expected performance levels for FRL students in Reading as compared to similar schools. **Instruction:** This area was scored as approaches. The narrative describes 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 teacher evaluations, standards checklists, and standards-based assessments. The narrative also describes a system that provides for some analysis and feedback to further develop the system. However, the narrative does not describe how the system is adapted to address the needs of FRL students. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading for FRL students. **Assessment:** This area was scored as approaches. The narrative describes a comprehensive assessment system 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, common/benchmark assessments, and data review teams. However, the narrative does not describe how the system is adapted to address the needs of FRL students. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in comparison to expected performance levels in Reading for FRL students as compared to similar schools. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading to expected performance levels for FRL students as compared to similar schools.	Arizona's College and Career Ready Standards. **Instruction**: This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided minimal evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments. **Professional Development**: This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.

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2c. Subgroup Comparison (2b. for Alternative) ELL Math	**N/A**	**N/A**	The DSP stated that the school does not have any identified ELL students.	The DSP stated that the school does not have any identified ELL students.
2c. Subgroup Comparison (2b. for Alternative) ELL Reading	**N/A**	**N/A**	The DSP stated that the school does not have any identified ELL students.	The DSP stated that the school does not have any identified ELL students.
2c. Subgroup Comparison (2b. for Alternative) FRL Math		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system that includes processes to create and evaluate curriculum, evidenced by instructional material adoptions, committee work, and data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math on Arizona's College and Career Ready Standards for FRL students. **Instruction:** This area was scored as approaches. The narrative describes 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 teacher evaluations, standards checklists, and standards-based assessments. The narrative also describes a system that provides for some analysis and feedback to further develop the system. However, the narrative does not describe how the system is adapted to address the needs of FRL students. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math for FRL students.	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction**: This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided minimal evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments.

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2c. Subgroup Comparison (2b. for Alternative) FRL Reading		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system that includes processes to create and evaluate curriculum, evidenced by instructional material adoptions, committee work, and data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Reading on Arizona's College and Career Ready Standards for FRL students. **Instruction:** This area was scored as approaches. The narrative describes 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 teacher evaluations, standards checklists, and standards-based assessments. The narrative also describes a system that provides for some analysis and feedback to further develop the system. However, the narrative does not describe how the system is adapted to address the needs of FRL students. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction**: This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided minimal evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of a comprehensive assessment system based on clearly defined

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			Ready Standards into instruction in Reading for FRL students. **Assessment:** This area was scored as approaches. The narrative describes a comprehensive assessment system 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, common/benchmark assessments, and data review teams. However, the narrative does not describe how the system is adapted to address the needs of FRL students. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency on Arizona's College and Career Ready Standards for FRL students in Reading. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading for FRL students.	performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments. **Professional Development**: This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
2c. Subgroup Comparison (2b. for Alternative) Students with disabilities Math	**N/A**	**N/A**	The DSP stated that the school does not have any identified special needs students.	The DSP stated that the school does not have any identified special needs students.
2c. Subgroup Comparison (2b. for Alternative) Students with disabilities Reading	**N/A**	**N/A**	The DSP stated that the school does not have any identified special needs students.	The DSP stated that the school does not have any identified special needs students.
3a. A-F Letter Grade State Accountability System		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum maps, pacing guides, and clearly defined and measureable implementation across the school.	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of

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			However, the narrative does not describe a curriculum system that includes processes to create and evaluate curriculum, evidenced by instructional material adoptions, committee work, and data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth and proficiency in Math and Reading on Arizona's College and Career Ready Standards. **Data:** Limited data was provided to demonstrate increased growth and proficiency in Math and Reading.	disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction**: This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided minimal evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments. **Professional Development**: This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.