Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Career Success Schools
School Name: Career Success High School – Main Campus
Date Submitted: 3/16/2014
Academic Dashboard: FY13/FY12

Required for: Renewal
Initial Evaluation Completed: April 9, 2014
Final Evaluation Completed: June 4, 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**	**Instruction:** This area was scored as approaches. The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. 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. **Professional Development:** This area was scored as approaches. The narrative describes an approach to professional development that that is aligned with teacher learning needs and focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math. **Data:** Limited data and no 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. 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. 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 evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment**: This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches. 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,

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
				the charter holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **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. The data and analysis did not demonstrate improved growth for reading.
1a. Student Median Growth Percentile (SGP) Reading		**I/S**	**Instruction:** This area was scored as approaches. The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. 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. **Professional Development:** This area was scored as approaches. The narrative describes an approach to professional development that that is aligned with teacher learning needs and focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading. **Data:** Limited data and no 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. 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. 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 evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment**: This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
				that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **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. The data and analysis did not demonstrate improved growth for reading.
1b. Improvement Math		**I/S**	**Instruction:** This area was scored as approaches. The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. 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 non-proficient students. **Professional Development:** This area was scored as approaches. The narrative describes an approach to professional development that that is aligned with teacher learning needs and focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student performance of non-proficient students in math. **Data:** Limited data and no analysis of data was provided to demonstrate increased student performance of non-proficient students in math.	**Curriculum:** This area was scored as falls far below. 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. 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 evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment**: This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
				plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **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. The data and analysis did not demonstrate improved growth for math.
1b. Improvement Reading		**I/S**	**Instruction:** This area was scored as approaches. The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. 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 non-proficient students. **Professional Development:** This area was scored as approaches. The narrative describes an approach to professional development that that is aligned with teacher learning needs and focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student performance of non-proficient students in reading. **Data:** Limited data and no analysis of data was provided to demonstrate increased student performance of non-proficient students	**Curriculum:** This area was scored as falls far below. 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. 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 evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment**: This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches. The

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			in reading.	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 provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **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. The data and analysis did not demonstrate improved growth for reading.
2a. Percent Passing Math		**I/S**	**Instruction:** This area was scored as approaches. The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. 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. **Professional Development:** This area was scored as approaches. The narrative describes an approach to professional development that that is aligned with teacher learning needs and focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math. **Data:** Limited data and no analysis of data was provided to	**Curriculum:** This area was scored as falls far below. 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. 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 evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment**: This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			demonstrate increased student proficiency.	**Professional Development:** This area was scored as approaches. 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 provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **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. The data and analysis did not demonstrate improved proficiency for math.
2a. Percent Passing Reading		**I/S**	**Instruction:** This area was scored as approaches. The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. 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. **Professional Development:** This area was scored as approaches. The narrative describes an approach to professional development that that is aligned with teacher learning needs and focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading. **Data:** Limited data and no analysis of data was provided to	**Curriculum:** This area was scored as falls far below. 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. 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 or evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment**: This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			demonstrate increased student proficiency.	**Professional Development:** This area was scored as approaches. 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 provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **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. The data and analysis did not demonstrate improved proficiency for reading.
2c. Subgroup Comparison (2b. for Alternative) ELL Math		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe how this system is adapted to meet the needs of ELL students. 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 ELL students. **Instruction:** This area was scored as approaches. The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. Nor does the narrative describe how this system is adapted to meet the needs of ELL students. The narrative provided did not demonstrate that the school implemented a plan for	**Curriculum:** This area was scored as falls far below. 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. 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 evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment**: This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math for ELL 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 this system is adapted to meet the needs of ELL students. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in Math on Arizona's College and Career Ready Standards for ELL students. **Professional Development:** This area was scored as approaches. The narrative describes an approach to professional development that that is aligned with teacher learning needs and focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. Nor does the narrative describe how this system is adapted to meet the needs of ELL students. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in in Math for ELL students. **Data:** Limited data and no analysis of data was provided to demonstrate increased student proficiency in math for ELL students.	**Professional Development:** This area was scored as approaches. 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 provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **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. The data and analysis did not demonstrate improved proficiency for math.
2c. Subgroup Comparison (2b. for Alternative) ELL Reading		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe how this system is adapted to meet the needs of ELL students. The narrative provided did not demonstrate that the school	**Curriculum:** This area was scored as falls far below. 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. The charter holder did not provide evidence of a sustained improvement plan that includes

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			implemented a curriculum that contributes to increased student proficiency in Reading on Arizona's College and Career Ready Standards for ELL students. **Instruction:** This area was scored as approaches. The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. Nor does the narrative describe how this system is adapted to meet the needs of ELL 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 ELL 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 this system is adapted to meet the needs of ELL 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 ELL students in Reading. **Professional Development:** This area was scored as approaches. The narrative describes an approach to professional development that that is aligned with teacher learning needs and focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. Nor does the narrative describe how this system is adapted to meet the needs of ELL students. The narrative provided did not demonstrate that the school	implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment**: This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches. 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 provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **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. The data and analysis did not demonstrate improved proficiency for reading.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			implemented a professional development plan that contributed to increased student proficiency in Reading for ELL students. **Data:** Limited data and no analysis of data was provided to demonstrate increased student proficiency in reading for ELL students.	
2c. Subgroup Comparison (2b. for Alternative) FRL Math		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe how this system is adapted to meet the needs of FRL students. 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 an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. Nor does the narrative describe how this system is adapted to meet 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	**Curriculum:** This area was scored as falls far below. 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. 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 evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment**: This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches. 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 provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			describe how this system is adapted to meet 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 Math. **Professional Development:** This area was scored as approaches. The narrative describes an approach to professional development that that is aligned with teacher learning needs and focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. Nor does the narrative describe how this system is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for FRL students. **Data:** Limited data and no analysis of data was provided to demonstrate increased student proficiency in Math for FRL students.	**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. The data and analysis did not demonstrate improved proficiency for math.
2c. Subgroup Comparison (2b. for Alternative) FRL Reading		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe how this system is adapted to meet the needs of FRL students. 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 an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, classroom observations, standards checklists, data review	**Curriculum:** This area was scored as falls far below. 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. 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 evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment**: This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. Nor does the narrative describe how this system is adapted to meet 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 this system is adapted to meet 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. **Professional Development:** This area was scored as approaches. The narrative describes an approach to professional development that that is aligned with teacher learning needs and focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. Nor does the narrative describe how this system is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for FRL students. **Data:** Limited data and no analysis of data was provided to demonstrate increased student proficiency in Reading for FRL students.	assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches. 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 provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **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. The data and analysis did not demonstrate improved proficiency for reading.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
2c. Subgroup Comparison (2b. for Alternative) Students with disabilities Math		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe how this system is adapted to meet the needs of students with disabilities. 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 students with disabilities. **Instruction:** This area was scored as approaches. The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. Nor does the narrative describe how this system is adapted to meet the needs of students with disabilities. 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 with disabilities. **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 this system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in Math on Arizona's College and Career Ready Standards for students with disabilities.	**Curriculum:** This area was scored as falls far below. 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. 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 evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment**: This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches. 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 provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **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. The data and

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			Professional Development This area was scored as approaches. The narrative describes an approach to professional development that that is aligned with teacher learning needs and focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. Nor does the narrative describe how this system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for students with disabilities. **Data:** Limited data and no analysis of data was provided to demonstrate increased student proficiency in math for students with disabilities.	analysis did not demonstrate improved proficiency for math.
2c. Subgroup Comparison (2b. for Alternative) Students with disabilities Reading		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe how this system is adapted to meet the needs of students with disabilities. 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 students with disabilities. **Instruction:** This area was scored as approaches. The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. Nor does the narrative describe how this system is adapted to meet the needs of students with disabilities. The	**Curriculum:** This area was scored as falls far below. 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. 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 evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment**: This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			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 with disabilities. **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 this system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in Reading on Arizona's College and Career Ready Standards for students with disabilities. **Professional Development:** This area was scored as approaches. The narrative describes an approach to professional development that that is aligned with teacher learning needs and focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. Nor does the narrative describe how this system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for students with disabilities. **Data:** Limited data and no analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities.	**Professional Development:** This area was scored as approaches. 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 provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **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. The data and analysis did not demonstrate improved proficiency for reading.
3a. A-F Letter Grade State Accountability System		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material	**Curriculum:** This area was scored as falls far below. 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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe how this system is adapted to meet the needs of FRL, ELL, and students with disabilities. 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. **Instruction:** This area was scored as approaches. The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. Nor does the narrative describe how this system is adapted to meet the needs of ELL, FRL, and students with disabilities. 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. **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 this system is adapted to meet the needs of ELL, FRL, and students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth and proficiency on Arizona's College and Career Ready Standards for Math and Reading. **Professional Development:** This area was scored as approaches. The narrative describes an approach to professional development that that is aligned with teacher learning needs and focuses on areas of high importance. However, the narrative does not describe a comprehensive	Arizona's College and Career Ready Standards. **Instruction:** This area was scored as falls far below. 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 evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment**: This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches. 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 provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. Nor does the narrative describe how this system is adapted to meet the needs of ELL, FRL, and students with disabilities. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth and proficiency in Math and Reading. **Data:** Limited data and no analysis of data was provided to demonstrate increased growth and proficiency in Math and Reading.	**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. The data and analysis did not demonstrate improved proficiency or growth for reading and math.

Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Career Success Schools
School Name: Career Success High School – Robert L. Duffy
Date Submitted: March 16, 2014
Academic Dashboard: FY13/FY12

Required for: Renewal
Initial Evaluation Completed: April 7, 2014
Final Evaluation Completed: June 4, 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**	**Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Math on Arizona's College and Career Ready Standards. Data provided is unclear.	**Curriculum:** This area was scored as falls far below. 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. 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 evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment**: This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches. 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,

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
				the charter holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **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. The data and analysis did not demonstrate improved growth for math.
1a. Student Median Growth Percentile (SGP) Reading		**I/S**	**Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Reading on Arizona's College and Career Ready Standards. Data provided is unclear. Data does not demonstrate consistent improvement.	**Curriculum:** This area was scored as falls far below. 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. 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 evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment**: This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
				that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **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. The data and analysis did not demonstrate improved growth for reading.
1b. Improvement Math		**I/S**	**Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Math on Arizona's College and Career Ready Standards for non-proficient students. Data provided is unclear.	**Curriculum:** This area was scored as falls far below. 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. 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 evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment**: This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
				plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **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. The data and analysis did not demonstrate improved growth for math.
1b. Improvement Reading		**I/S**	**Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Reading on Arizona's College and Career Ready Standards for non-proficient students. Data provided is unclear.	**Curriculum:** This area was scored as falls far below. 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. 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 evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment**: This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches. The

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
				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 provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **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. The data and analysis did not demonstrate improved growth for reading.
2a. Percent Passing Math		**I/S**	**Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Math on Arizona's College and Career Ready Standards. Data provided is unclear. Data does not demonstrate consistent improvement.	**Curriculum:** This area was scored as falls far below. 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. 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 evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment**: This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
				Professional Development: This area was scored as approaches. 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 provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **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. The data and analysis did not demonstrate improved proficiency for math.
2a. Percent Passing Reading		**I/S**	**Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading on Arizona's College and Career Ready Standards. Data provided is unclear. Data does not demonstrate consistent improvement.	**Curriculum:** This area was scored as falls far below. 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. 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 evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment**: This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
				Professional Development: This area was scored as approaches. 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 provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **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. The data and analysis did not demonstrate improved proficiency for reading.
2c. Subgroup Comparison (2b. for Alternative) ELL Reading		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe how this system is adapted to meet the needs of ELL students. 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 ELL 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 lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. Further, the narrative describes a system that provides for some analysis and feedback to further develop the system. However, the narrative does not describe how this system is adapted to meet the needs of ELL students. The narrative provided did not demonstrate that	**Curriculum:** This area was scored as falls far below. 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. 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 evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment**: This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading for ELL 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 this system is adapted to meet the needs of ELL 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 ELL students in Reading. **Professional Development:** This area was scored as approaches. The narrative describes a comprehensive professional development 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. However, the narrative does not describe how this system is adapted to meet the needs of ELL students. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for ELL students. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in reading for ELL students. Data provided is unclear.	**Professional Development:** This area was scored as approaches. 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 provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **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. The data and analysis did not demonstrate improved proficiency for reading.
2c. Subgroup Comparison (2b. for Alternative) FRL Math		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe how this system is adapted to meet the needs of FRL	**Curriculum:** This area was scored as falls far below. 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. The charter holder

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			students. 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 lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. Further, the narrative describes a system that provides for some analysis and feedback to further develop the system. However, the narrative does not describe how this system is adapted to meet 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 this system is adapted to meet 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 Math. **Professional Development:** This area was scored as approaches. The narrative describes a comprehensive professional development 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. However, the narrative does not describe how this system is adapted to meet the needs of FRL students.	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 evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment**: This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches. 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 provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for FRL students. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Math for FRL students. Data provided is unclear.	**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. The data and analysis did not demonstrate improved proficiency for math.
2c. Subgroup Comparison (2b. for Alternative) FRL Reading		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe how this system is adapted to meet the needs of FRL students. 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 lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. Further, the narrative describes a system that provides for some analysis and feedback to further develop the system. However, the narrative does not describe how this system is adapted to meet 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	**Curriculum:** This area was scored as falls far below. 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. 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 evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment**: This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches. 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 provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			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 this system is adapted to meet 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. **Professional Development:** This area was scored as approaches. The narrative describes a comprehensive professional development 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. However, the narrative does not describe how this system is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for FRL students. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading for FRL students. Data provided is unclear.	lacks a process for implementing new procedures and processes at the school. **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. The data and analysis did not demonstrate improved proficiency for reading.
2c. Subgroup Comparison (2b. for Alternative) Students with disabilities Math		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe how this system is adapted to meet the needs of students with disabilities. 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 students with disabilities. **Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and	**Curriculum:** This area was scored as falls far below. 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. 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 evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment**: This area was scored as approaches. The charter holder did

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. Further, the narrative describes a system that provides for some analysis and feedback to further develop the system. However, the narrative does not describe how this system is adapted to meet the needs of students with disabilities. 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 with disabilities. **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 this system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in Math on Arizona's College and Career Ready Standards for students with disabilities. **Professional Development:** This area was scored as approaches. The narrative describes a comprehensive professional development 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. However, the narrative does not describe how this system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for students with disabilities. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in math for students with disabilities. Data provided is unclear.	not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches. 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 provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **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. The data and analysis did not demonstrate improved proficiency for math.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
2c. Subgroup Comparison (2b. for Alternative) Students with disabilities Reading		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe how this system is adapted to meet the needs of students with disabilities. 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 students with disabilities. **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 lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. Further, the narrative describes a system that provides for some analysis and feedback to further develop the system. However, the narrative does not describe how this system is adapted to meet the needs of students with disabilities. 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 with disabilities. **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 this system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in Reading on Arizona's College and Career Ready	**Curriculum:** This area was scored as falls far below. 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. 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 evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment**: This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches. 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 provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **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. The data and

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			Standards for students with disabilities. **Professional Development:** This area was scored as approaches. The narrative describes a comprehensive professional development 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. However, the narrative does not describe how this system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for students with disabilities. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities. Data provided is unclear.	analysis did not demonstrate improved proficiency for reading.
3a. A-F Letter Grade State Accountability System		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe how this system is adapted to meet the needs of ELL, FRL, and students with disabilities. 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. **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 lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. Further, the narrative describes a system that provides for some analysis and feedback to further develop the system. However, the narrative does not describe how this system is adapted to meet the	**Curriculum:** This area was scored as falls far below. 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. 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 evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment**: This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			needs of ELL, FRL, and students with disabilities. 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. **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 this system is adapted to meet the needs of ELL, FRL, and students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth and proficiency on Arizona's College and Career Ready Standards for Math and Reading. **Professional Development:** This area was scored as approaches. The narrative describes a comprehensive professional development 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. However, the narrative does not describe how this system is adapted to meet the needs of ELL, FRL, and students with disabilities. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth and proficiency in Math and Reading. **Data:** Limited data was provided to demonstrate increased growth and proficiency in Math and Reading. Data provided is unclear.	**Professional Development:** This area was scored as approaches. 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 provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **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. The data and analysis did not demonstrate improved proficiency or growth for reading and math.
4a. Graduation		**I/S**	**Data:** Limited data was provided to demonstrate success in ensuring students graduate on time. Data provided is unclear.	**Graduation Rate:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes increasing the percent of entering ninth graders who graduate from high school in four years. While the charter holder's evidence demonstrates that the charter holder has implemented strategies to ensure students in grades 9-12 graduate on time, the schools did not present data that demonstrates success in ensuring students graduate

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
				on time.