Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Children's Success Academy
School Name: Children's Success Academy
Date Submitted: March 31, 2014
Academic Dashboard: FY13/FY12

Required for: Renewal
Initial Evaluation Completed: April 4, 2014
Final Evaluation Completed: May 27, 2014

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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
1a. Student Median Growth Percentile (SGP) Math		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented system to create, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by instructional material adoptions, committee work, and data review teams. However, the narrative does not describe 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, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Math on Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. The narrative describes an approach to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, informal classroom observations, and data review teams. However, the narrative does not describe 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, standards checklists, and standards-based assessments. Nor does the narrative 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.	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scores as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that

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1a. Student Median Growth Percentile (SGP) Reading		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented system to create, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by instructional material adoptions, committee work, and data review teams. However, the narrative does not describe 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, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Reading on Arizona's College and Career Ready Standards for Reading. **Instruction:** This area was scored as approaches. The narrative describes an approach to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, informal classroom observations, and data review teams. However, the narrative does not describe 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, standards checklists, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scores as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments,

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

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			Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, standards checklists, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. Further, the narrative does not indicate how the system is adapted to address the needs of students in the bottom 25%. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math for students in the bottom 25%. **Professional Development:** This area was scored as approaches. The narrative describes professional development offerings that are aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is includes follow-up and monitoring strategies, focuses on areas of high importance, 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 for students in the bottom 25%. **Data:** No Math data and analysis of data was provided to demonstrate increased student growth for students in the bottom 25% in Math.	proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams for students in the bottom 25% for Math. **Professional Development:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan for students in the bottom 25% for Math. **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 for students in the bottom 25%.
1b. Student Median Growth Percentile (SGP) Bottom 25% Reading		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented system to create, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by instructional material adoptions, committee work, and data review teams. However, the narrative does not describe 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, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Reading on Arizona's College and Career Ready Standards for students in the bottom 25%.	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scores as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and

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2a. Percent Passing Math		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented system to create, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by instructional material adoptions, committee work, and data review teams. However, the narrative does not describe a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum,	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of disjointed efforts to develop or address school curriculum aligned with

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2a. Percent Passing Reading		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented system to create, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by instructional material adoptions, committee work, and data review teams. However, the narrative does not describe 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, and clearly defined and measureable implementation across the school. 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. **Instruction** This area was scored as approaches. The narrative describes an approach to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, informal classroom observations, and data review teams. However, the narrative does not describe 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, standards checklists, and standards-based assessments. Nor does the narrative 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 professional development offerings that are aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is includes follow-up and monitoring strategies, focuses on areas of high importance, 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.	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scores as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data

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			Data: Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading. The data provided did not demonstrate increased student proficiency in Reading.	generated from valid and reliable assessment sources.
2b. Composite School Comparison (Traditional and Small Schools only) **Math**		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented system to create, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by instructional material adoptions, committee work, and data review teams. However, the narrative does not describe 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, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency to expected performance levels for ELL, FRL, and students with disabilities in Math as compared to similar schools. **Instruction:** This area was scored as approaches. The narrative describes an approach to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, informal classroom observations, and data review teams. However, the narrative does not describe 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, standards checklists, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. Further, the narrative does not indicate how the system is adapted to address 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 Math. **Professional Development:** This area was scored as approaches. The narrative describes professional development offerings that are aligned	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards for ELL students and students with disabilities in Math as compared to similar schools. **Instruction:** This area was scores as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams for ELL, FRL, and students with disabilities in Math as compared to similar schools. **Professional Development:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that

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2b. Composite School Comparison (Traditional and Small Schools only) Reading		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented system to create, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by instructional material adoptions, committee work, and data review teams. However, the narrative does not describe 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, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency to expected performance levels for ELL, FRL, and students with disabilities in Reading as compared to similar schools. **Instruction:** This area was scored as approaches. The narrative describes an approach to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, informal classroom observations, and data review teams. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards for ELL students and students with disabilities in Reading as compared to similar schools. **Instruction:** This area was scores as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student

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

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			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 evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, informal classroom observations, and data review teams. However, the narrative does not describe 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, standards checklists, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. Further, the narrative does not indicate how the system is adapted to address 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 Math for ELL students. **Professional Development:** This area was scored as approaches. The narrative describes professional development offerings that are aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is includes follow-up and monitoring strategies, focuses on areas of high importance, 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 in Math for ELL students. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in math for ELL students.	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 in math. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams in math for ELL students **Professional Development:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan in math for ELL 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 for students in the ELL subgroups.
2c. Subgroup Comparison (2b. for Alternative) ELL Reading		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented system to create, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by instructional material adoptions, committee work, and data review teams. However, the narrative does not describe a system to create, implement,	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of disjointed efforts to develop or address school curriculum aligned with

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			evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. 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 an approach to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, informal classroom observations, and data review teams. However, the narrative does not describe 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, standards checklists, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. Further, the narrative does not indicate how the system is adapted to address 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 **Professional Development:** This area was scored as approaches. The narrative describes professional development offerings that are aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is includes follow-up and monitoring strategies, focuses on areas of high importance, 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 for ELL students. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in reading for ELL students.	Arizona's College and Career Ready Standards in Reading for ELL students. **Instruction:** This area was scores as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices in Reading. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams in Reading for ELL students. **Professional Development:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan in Reading for ELL 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 for students in the ELL subgroups.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
2c. Subgroup Comparison (2b. for Alternative) FRL Math		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented system to create, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by instructional material adoptions, committee work, and data review teams. However, the narrative does not describe 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, and clearly defined and measureable implementation across the school. 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 evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, informal classroom observations, and data review teams. However, the narrative does not describe 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, standards checklists, and standards-based assessments. Nor does the narrative 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 FRL students. **Professional Development:** This area was scored as approaches. The narrative describes professional development offerings that are aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is includes follow-up and monitoring strategies, focuses on areas of high importance, 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 for FRL students.	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards in Math. **Instruction:** This area was scores as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices in Math. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams in Math for FRL students. **Professional Development:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan in Math for FRL students. **Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			Data: Limited data and analysis of data was provided to demonstrate increased student proficiency in Math for FRL students. The data provided did not demonstrate increased student proficiency in Math for FRL students.	generated from valid and reliable assessment sources.
2c. Subgroup Comparison (2b. for Alternative) FRL Reading		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented system to create, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by instructional material adoptions, committee work, and data review teams. However, the narrative does not describe 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, and clearly defined and measureable implementation across the school. 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 evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, informal classroom observations, and data review teams. However, the narrative does not describe 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, standards checklists, and standards-based assessments. Nor does the narrative 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 FRL students. **Professional Development:** This area was scored as approaches. The narrative describes professional development offerings that are aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is includes follow-	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards in Reading. **Instruction:** This area was scores as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams in Reading for FRL students. **Professional Development:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			up and monitoring strategies, focuses on areas of high importance, 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 for FRL students. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading for FRL students. The data provided did not demonstrate increased student proficiency in Reading for FRL students.	on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan in Reading 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.
2c. Subgroup Comparison (2b. for Alternative) Students with disabilities Math		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented system to create, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by instructional material adoptions, committee work, and data review teams. However, the narrative does not describe 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, and clearly defined and measureable implementation across the school. 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 evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, informal classroom observations, and data review teams. However, the narrative does not describe 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, standards checklists, and standards-based assessments. Nor does the narrative 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	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards in Math for students with disabilities. **Instruction:** This area was scores as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices in Math. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams in Math for students with disabilities. **Professional Development:** This area was scored as approaches.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			instruction in Math for students with disabilities. **Professional Development:** This area was scored as approaches. The narrative describes professional development offerings that are aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is includes follow-up and monitoring strategies, focuses on areas of high importance, 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 for students with disabilities. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in math for students with disabilities.	Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan in Math for students with disabilities. **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 for students with disabilities.
2c. Subgroup Comparison (2b. for Alternative) Students with disabilities Reading		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented system to create, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by instructional material adoptions, committee work, and data review teams. However, the narrative does not describe 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, and clearly defined and measureable implementation across the school. 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 evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, informal classroom observations, and data review teams. However, the narrative does not describe 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, standards checklists, and standards-based assessments. Nor does the narrative	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards in Reading. **Instruction:** This area was scores as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices in Reading. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments,

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			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 students with disabilities. **Professional Development:** This area was scored as approaches. The narrative describes professional development offerings that are aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is includes follow-up and monitoring strategies, focuses on areas of high importance, 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 for students with disabilities. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities.	and data review teams in Reading for students with disabilities. **Professional Development:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan in Reading for students with disabilities. **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 for students with disabilities.
3a. A-F Letter Grade State Accountability System		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented system to create, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by instructional material adoptions, committee work, and data review teams. However, the narrative does not describe 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, and clearly defined and measureable implementation across the school. 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 evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, informal classroom observations, and data review teams. However, the narrative does not	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scores as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			describe 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, standards checklists, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. Further, the narrative did not indicate how the system is adapted to meet the needs of students in the bottom 25% and 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. **Professional Development:** This area was scored as approaches. The narrative describes professional development offerings that are aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is includes follow-up and monitoring strategies, focuses on areas of high importance, 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 and proficiency in Math and Reading. **Data:** Limited data was provided to demonstrate increased growth and proficiency in Math and Reading. The data provided did not clearly demonstrate increased growth and proficiency in Math and Reading.	proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources for students in the ELL or students with disabilities subgroups.