Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Developing Innovations in Navajo Education, Inc. (DINE, Inc.)
Required for: Renewal
School Name: Developing Innovations in Navajo Education, Inc. (DINE, Inc.)
Initial Evaluation Completed: July 10, 2014
Date Submitted: June 9, 2014
Final Evaluation Completed: July 24, 2014
Academic Dashboard: FY2012 and FY2013

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

			Initial Evaluation	Final Evaluation
Measure	**Acceptable**	**Not Acceptable**	**Comments**	**Comments**
1a. Student Median Growth Percentile (SGP) *Math*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to implement curriculum aligned with Arizona's College and Career Ready (ACCR) Standards. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student growth in Math on ACCR Standards because the narrative does not describe a system that includes processes to create, implement, evaluate, and revise curriculum. Sufficient evidence would demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; and demonstrate how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as falls far below. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system. Sufficient evidence would	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to create curriculum, including supplemental curriculum, evidenced by instructional material adoptions. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student growth in Math on ACCR Standards because the evidence does not demonstrate a system that includes processes to, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, committee work, data review teams, and clearly defined and measureable implementation across the school, which would have demonstrated the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; and demonstrated implementation of a curriculum aligned to the ACCR standards. **Instruction:** This area is scored as falls far below. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of

			demonstrate that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity; demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrate that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment:** This area is initially scored as approaches. The narrative describes an assessment approach based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments. The narrative provided describes an approach that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student growth on ACCR Standards for Math because the narrative does not describe a system that includes data review teams. Sufficient evidence would demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs and focuses on areas of high importance. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student growth in Math because the narrative does not describe a comprehensive plan that includes follow-up and monitoring strategies and supports high quality implementation. Sufficient evidence would demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; and demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan. **Data:** Limited data and analysis of data was provided to demonstrate	the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity; demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrated that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment:** This area is scored as meets. The DSP provides evidence of 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. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring and documenting changes in student growth on ACCR Standards for Math. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that focuses on areas of high importance. The DSP provides evidence of a plan that do not demonstrate the school implemented a professional development plan to increase student growth in Math because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs; demonstrated how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; and demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan. **Data:** No data was provided to demonstrate increased student growth in Math.

			increased student growth in Math. Data must demonstrate improvement as compared to prior years.	
1a. Student Median Growth Percentile (SGP) *Reading*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to implement curriculum aligned with Arizona's College and Career Ready (ACCR) Standards. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student growth in Reading on ACCR Standards because the narrative does not describe a system that includes processes to create, implement, evaluate, and revise curriculum. Sufficient evidence would demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; and demonstrate how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as falls far below. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system. Sufficient evidence would demonstrate that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity; demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrate that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment:** This area is initially scored as approaches. The narrative describes an assessment approach based on clearly defined performance measures aligned with the curriculum and instructional methodology and	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to create curriculum, including supplemental curriculum, evidenced by instructional material adoptions. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student growth in Reading on ACCR Standards because the evidence does not demonstrate a system that includes processes to, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, committee work, data review teams, and clearly defined and measureable implementation across the school, which would have demonstrated the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; and demonstrated implementation of a curriculum aligned to the ACCR standards. **Instruction:** This area is scored as falls far below. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity; demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrated that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment:** This area is scored as meets. The DSP provides evidence of a comprehensive assessment system based on clearly defined

			includes data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments. The narrative provided describes an approach that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student growth on ACCR Standards for Reading because the narrative does not describe a system that includes data review teams. Sufficient evidence would demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs and focuses on areas of high importance. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student growth in Reading because the narrative does not describe a comprehensive plan that includes follow-up and monitoring strategies and supports high quality implementation. Sufficient evidence would demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; and demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Reading. Data must demonstrate improvement as compared to prior years.	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. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring and documenting changes in student growth on ACCR Standards for Reading. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that focuses on areas of high importance. The DSP provides evidence of a plan that do not demonstrate the school implemented a professional development plan to increase student growth in Reading because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs; demonstrated how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; and demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan. **Data:** No data was provided to demonstrate increased student growth in Reading.
1b. Improvement (*Alternative High Schools only*) *Math*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to implement curriculum aligned with Arizona's College and Career Ready (ACCR) Standards. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student performance in Math on ACCR Standards for non-proficient schools because the narrative does not describe a system that includes processes to create, implement, evaluate, and revise curriculum, and that the curriculum is adapted to meet the needs of non-proficient students. Sufficient evidence would demonstrate how and when the	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to create curriculum, including supplemental curriculum, evidenced by instructional material adoptions. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student growth in Math on ACCR Standards for non-proficient studetns because the evidence does not demonstrate a system that includes processes to, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, committee work,

			school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; demonstrate how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; and demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for non-proficient students. **Instruction:** This area is initially scored as falls far below. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for non-proficient students because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, provide some analysis and feedback to further develop the system, and that the processes are adapted to meet the needs of non-proficient students. Sufficient evidence would demonstrate that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity; demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; demonstrate that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing; and demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of non-proficient students. **Assessment:** This area is initially scored as approaches. 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			and documenting changes in student performance on ACCR Standards for Math for non-proficient students because the narrative does not describe a system that includes data review teams. Sufficient evidence would demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs and focuses on areas of high importance. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student performance in Math for non-proficient students because the narrative does not describe a comprehensive plan that includes follow-up and monitoring strategies, supports high quality implementation, and that is adapted to meet the needs of non-proficient students. Sufficient evidence would demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan; and demonstrate how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to non-proficient students according to their needs. **Data:** Limited data and analysis of data was provided to demonstrate increased student performance in Math for non-proficient students. Data must be disaggregated for the non-proficient students in Math and must demonstrate improvement as compared to prior years.	documenting changes in student growth on ACCR Standards for Math. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that focuses on areas of high importance. The DSP provides evidence of a plan that do not demonstrate the school implemented a professional development plan to increase student growth in Math for non-proficient students because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs; demonstrated how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan; and demonstrated how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to non-proficient students. **Data:** No data and analysis of data was provided to demonstrate increased student performance in Math for non-proficient students.
1b. Improvement (*Alternative High Schools only*) *Reading*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to implement curriculum aligned with Arizona's College and Career Ready (ACCR) Standards. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student performance in Reading on ACCR Standards for non-proficient schools because the narrative does not describe a system that includes processes to create, implement, evaluate, and revise curriculum, and	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to create curriculum, including supplemental curriculum, evidenced by instructional material adoptions. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student growth in Reading on ACCR Standards for non-proficient studetns because the evidence does not demonstrate a system that includes processes to, implement, evaluate, and revise curriculum, including supplemental curriculum,

			that the curriculum is adapted to meet the needs of non-proficient students. Sufficient evidence would demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; demonstrate how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; and demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for non-proficient students. **Instruction:** This area is initially scored as falls far below. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for non-proficient students because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, provide some analysis and feedback to further develop the system, and that the processes are adapted to meet the needs of non-proficient students. Sufficient evidence would demonstrate that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity; demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; demonstrate that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing; and demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of non-proficient students. **Assessment:** This area is initially scored as approaches. The narrative describes an assessment approach based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and that	aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, committee work, data review teams, clearly defined and measureable implementation across the school, and that the curriculum is adapted to meet the needs of non-proficient students, which would have demonstrated the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; demonstrated implementation of a curriculum aligned to the ACCR standards; and demonstrated there is curriculum intended to provide differentiated materials, activities, and/or strategies for non-proficient students. **Instruction:** This area is scored as falls far below. 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The DSP provides evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology, includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark

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

			student proficiency in Math on ACCR Standards because the narrative does not describe a system that includes processes to create, implement, evaluate, and revise curriculum. Sufficient evidence would demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; and demonstrate how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as falls far below. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system. Sufficient evidence would demonstrate that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity; demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrate that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment:** This area is initially scored as approaches. The narrative describes an assessment approach based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments. 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The DSP provides evidence of 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. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math.

			school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs and focuses on areas of high importance. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Math because the narrative does not describe a comprehensive plan that includes follow-up and monitoring strategies and supports high quality implementation. Sufficient evidence would demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; and demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Math. Data must demonstrate improvement as compared to prior years.	**Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that focuses on areas of high importance. The DSP provides evidence of a plan that do not demonstrate the school implemented a professional development plan to increase student proficiency in Math because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs; demonstrated how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; and demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math.
2a. Percent Passing *Reading*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to implement curriculum aligned with Arizona's College and Career Ready (ACCR) Standards. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Reading on ACCR Standards because the narrative does not describe a system that includes processes to create, implement, evaluate, and revise curriculum. Sufficient evidence would demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; and demonstrate how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as falls far below. The narrative	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to create curriculum, including supplemental curriculum, evidenced by instructional material adoptions. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Reading on ACCR Standards because the evidence does not demonstrate a system that includes processes to, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, committee work, data review teams, and clearly defined and measureable implementation across the school, which would have demonstrated the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; and demonstrated implementation of a curriculum aligned to the

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

			information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; and demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading. Data must demonstrate improvement as compared to prior years.	evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan. **Data:** Comparative data was provided for student proficiency in reading in 2013 and 2014. The data presented shows a decrease in student proficiency in Reading from 66.7% proficient in 2013 to 40% proficient in 2014.
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*	**N/A**	**N/A**	The Charter Holder stated that it does not serve ELL students.	The Charter Holder stated that it does not serve ELL students.
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*	**N/A**	**N/A**	The Charter Holder stated that it does not serve ELL students.	The Charter Holder stated that it does not serve ELL students.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to implement curriculum aligned with Arizona's College and Career Ready (ACCR) Standards. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards for FRL students because the narrative does not describe a system that includes processes to create, implement, evaluate, and revise curriculum, and that the curriculum is adapted to meet the needs of FRL students. Sufficient evidence would demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; demonstrate how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; and demonstrate there is curriculum intended to provide	The Charter Holder stated that they are not able to determine the FRL status of students because they do not administer the National School Lunch Program. Therefore, the school did not provide information about how they adapt processes to meet the needs of students within the FRL subgroup. **Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to create curriculum, including supplemental curriculum, evidenced by instructional material adoptions. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards for FRL students because the evidence does not demonstrate a system that includes processes to, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, committee work, data review teams, clearly defined and measureable implementation across the school, and that the curriculum is adapted to meet the needs of FRL students, which would have demonstrated the school utilizes tools that identify what must be taught, the expected pacing, strategies,

			differentiated materials, activities, and/or strategies for FRL students. **Instruction:** This area is initially scored as falls far below. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for FRL students because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, provide some analysis and feedback to further develop the system, and that the processes are adapted to meet the needs of FRL students. Sufficient evidence would demonstrate that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity; demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; demonstrate that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing; and demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of FRL students. **Assessment:** This area is initially scored as approaches. The narrative describes an assessment approach based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments. The narrative provided describes an approach that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math for FRL students because the narrative does not describe a system that includes data review teams and that is adapted to meet the needs of FRL students. Sufficient evidence would demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction; and demonstrate how the assessment system assesses FRL students according to their needs. **Professional Development:** This area is initially scored as approaches.	methods, and activities, and communicated expectations for the consistent use of these tools; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; demonstrated implementation of a curriculum aligned to the ACCR standards; and demonstrated there is curriculum intended to provide differentiated materials, activities, and/or strategies for FRL students. **Instruction:** This area is scored as falls far below. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for FRL students because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity; demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; demonstrated that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing, and demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of FRL students. **Assessment:** This area is scored as meets. The DSP provides evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology, includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that focuses

			The narrative describes a professional development approach that is aligned with teacher learning needs and focuses on areas of high importance. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Math for FRL students because the narrative does not describe a comprehensive plan that includes follow-up and monitoring strategies, supports high quality implementation, and that is adapted to meet the needs of FRL students. Sufficient evidence would demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan; and demonstrate how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to FRL students according to their needs. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Math for FRL students. Data must be disaggregated for FRL students and must demonstrate improvement as compared to prior years.	on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Math for FRL students because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs; demonstrated how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan; and demonstrated how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to FRL students. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math for FRL students .
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to implement curriculum aligned with Arizona's College and Career Ready (ACCR) Standards. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Reading on ACCR Standards for FRL students because the narrative does not describe a system that includes processes to create, implement, evaluate, and revise curriculum, and that the curriculum is adapted to meet the needs of FRL students. Sufficient evidence would demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; demonstrate how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the	The Charter Holder stated that they are not able to determine the FRL status of students because they do not administer the National School Lunch Program. Therefore, the school did not provide information about how they adapt processes to meet the needs of students within the FRL subgroup. **Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to create curriculum, including supplemental curriculum, evidenced by instructional material adoptions. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Reading on ACCR Standards for FRL students because the evidence does not demonstrate a system that includes processes to, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, committee work, data review teams, clearly defined and measureable implementation across the school, and that the curriculum is adapted to meet the needs

			curriculum, and demonstrates how the school is addressing curricular gaps; and demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for FRL students. **Instruction:** This area is initially scored as falls far below. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for FRL students because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, provide some analysis and feedback to further develop the system, and that the processes are adapted to meet the needs of FRL students. Sufficient evidence would demonstrate that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity; demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; demonstrate that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing; and demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of FRL students. **Assessment:** This area is initially scored as approaches. The narrative describes an assessment approach based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments. The narrative provided describes an approach that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for FRL students because the narrative does not describe a system that includes data review teams and that is adapted to meet the needs of FRL students. Sufficient evidence would demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction; and demonstrate how the assessment system assesses FRL	of FRL students, which would have demonstrated the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; demonstrated implementation of a curriculum aligned to the ACCR standards; and demonstrated there is curriculum intended to provide differentiated materials, activities, and/or strategies for FRL students. **Instruction:** This area is scored as falls far below. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for FRL students because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity; demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; demonstrated that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing, and demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of FRL students. **Assessment:** This area is scored as meets. The DSP provides evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology, includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading.

			students according to their needs. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs and focuses on areas of high importance. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Reading for FRL students because the narrative does not describe a comprehensive plan that includes follow-up and monitoring strategies, supports high quality implementation, and that is adapted to meet the needs of FRL students. Sufficient evidence would demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan; and demonstrate how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to FRL students according to their needs. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading for FRL students. Data must be disaggregated for FRL students and must demonstrate improvement as compared to prior years.	**Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Reading for FRL students because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs; demonstrated how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan; and demonstrated how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to FRL students. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading for FRL students .
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to implement curriculum aligned with Arizona's College and Career Ready (ACCR) Standards. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards for students with disabilities because the narrative does not describe a system that includes processes to create, implement, evaluate, and revise curriculum, and that the curriculum is adapted to meet the needs of students with disabilities. Sufficient evidence would demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools;	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to create curriculum, including supplemental curriculum, evidenced by instructional material adoptions. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards for students with disabilities because the evidence does not demonstrate a system that includes processes to, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, committee work, data review teams, clearly defined and measureable implementation across the school, and that the curriculum is adapted to meet the needs of students with disabilities, which would have demonstrated the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and

			demonstrate how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; and demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for students with disabilities. **Instruction:** This area is initially scored as falls far below. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for students with disabilities because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, provide some analysis and feedback to further develop the system, and that the processes are adapted to meet the needs of students with disabilities. Sufficient evidence would demonstrate that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity; demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; demonstrate that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing; and demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of students with disabilities. **Assessment:** This area is initially scored as approaches. The narrative describes an assessment approach based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments. The narrative provided describes an approach that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math for students with disabilities because the narrative does not describe a system that includes data review teams and that is adapted to meet the needs of students with disabilities. Sufficient evidence would demonstrate how and when the school analyzes	communicated expectations for the consistent use of these tools; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; demonstrated implementation of a curriculum aligned to the ACCR standards; and demonstrated there is curriculum intended to provide differentiated materials, activities, and/or strategies for students with disabilities. **Instruction:** This area is scored as falls far below. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for students with disabilities because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity; demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; demonstrated that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing, and demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of students with disabilities. **Assessment:** This area is scored as meets. The DSP provides evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology, includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams, and is adapted to meet the needs of students with disabilities. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math for students with disabilities. **Professional Development:** This area is scored as approaches. The DSP

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

			school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; demonstrate how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; and demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for students with disabilities. **Instruction:** This area is initially scored as falls far below. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for students with disabilities because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, provide some analysis and feedback to further develop the system, and that the processes are adapted to meet the needs of students with disabilities. Sufficient evidence would demonstrate that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity; demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; demonstrate that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing; and demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of students with disabilities. **Assessment:** This area is initially scored as approaches. The narrative describes an assessment approach based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments. The narrative provided describes an approach that, even if supported by evidence, cannot demonstrate that the school implemented a plan for	committee work, data review teams, clearly defined and measureable implementation across the school, and that the curriculum is adapted to meet the needs of students with disabilities, which would have demonstrated the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; demonstrated implementation of a curriculum aligned to the ACCR standards; and demonstrated there is curriculum intended to provide differentiated materials, activities, and/or strategies for students with disabilities. **Instruction:** This area is scored as falls far below. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for students with disabilities because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity; demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; demonstrated that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing, and demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of students with disabilities. **Assessment:** This area is scored as meets. The DSP provides evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology, includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams, and is adapted to meet the needs of students with disabilities. The DSP provides evidence of a system that

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

			student growth and proficiency in Math and Reading on ACCR Standards because the narrative does not describe a system that includes processes to create, implement, evaluate, and revise curriculum. Sufficient evidence would demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; and demonstrate how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as falls far below. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math and Reading because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system. Sufficient evidence would demonstrate that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity; demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrate that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment:** This area is initially scored as approaches. The narrative describes an assessment approach based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments. The narrative provided describes an approach that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student growth and proficiency on ACCR Standards for Math and Reading because the narrative does not describe a system that includes data review teams. Sufficient evidence	Math and Reading on ACCR Standards because the evidence does not demonstrate a system that includes processes to, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, committee work, data review teams, and clearly defined and measureable implementation across the school, which would have demonstrated the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; and demonstrated implementation of a curriculum aligned to the ACCR standards. **Instruction:** This area is initially scored as falls far below. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math and Reading because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity; demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrated that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment:** This area is initially scored as meets. The DSP provides evidence of 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. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring and documenting changes in student

			would demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs and focuses on areas of high importance. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student growth and proficiency in Math and Reading because the narrative does not describe a comprehensive plan that includes follow-up and monitoring strategies and supports high quality implementation. Sufficient evidence would demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; and demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth and proficiency in Math and Reading. Data must demonstrate improvement as compared to prior years.	growth and proficiency on ACCR Standards for Math and Reading. **Professional Development:** This area is initially scored as approaches. The DSP provides evidence of a professional development approach that focuses on areas of high importance. The DSP provides evidence of a plan that do not demonstrate the school implemented a professional development plan to increase student growth and proficiency in Math and Reading because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs; demonstrated how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; and demonstrated how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan. **Data:** No data and analysis of data was provided to demonstrate increased student growth and proficiency in Math. No data and analysis of data was provided to demonstrate increased student growth in Reading. Limited data and analysis of data was provided to demonstrate increased student proficiency Reading. The data presented shows a decrease in student proficiency in Reading from 66.7% proficient in 2013 to 40% proficient in 2014.
4a. High School Graduation Rate *(Alternative Schools)*	**I**	**S**	This area is initially scored as meets. The narrative describes strategies the school uses to ensure students in grades 9-12 graduate on time, including individual student plans for academic and career success which are monitored, reviewed and updated annually and/or highly effective practices the school uses for addressing early academic difficulty. Data presented demonstrates success in ensuring students graduate on time. The narrative describes strategies that, if supported by evidence, can demonstrate that the school implemented a plan for meeting the target for graduation rate as described in the A-F Alternative Letter Grade Model.	This area is scored as approaches. The DSP provides evidence of strategies the school uses to ensure students in grades 9-12 graduate on time, including individual student plans for academic and career success which are monitored, reviewed and updated annually and/or practices the school uses for addressing early academic difficulty. The DSP provides evidence of a plan that, even if supported by evidence, cannot demonstrate that the school implemented a plan for meeting the target for graduation rate as described in the A-F Alternative Letter Grade Model because no data was presented to demonstrates success in ensuring students graduate on time.
4b. Academic Persistence *(Alternative only)*	**I**	**S**	This area is initially scored as meets. The narrative describes a sequential process for keeping students motivated and engaged, including activities that demonstrate aspects of a comprehensive approach to increasing student engagement, and provides some evidence that the school is	This area is scored as falls far below. The DSP does not provide evidence to demonstrate that the school implemented a plan for increasing the percent of students remaining enrolled in a public school across school years because the evidence does not describe a sequential process for

			becoming more methodical in determining how to engage students and keep them enrolled at the school. Data includes evidence of the school's success in keeping students enrolled at the school for an extended period of time. The narrative describes strategies that, if supported by evidence, can demonstrate that the school implemented a plan for increasing the percent of students remaining enrolled in a public school across school years.	keeping students motivated and engaged, including activities that demonstrate aspects of a comprehensive approach to increasing student engagement, and provides some evidence that the school is becoming more methodical in determining how to engage students and keep them enrolled at the school. Data does not include evidence of the school's success in keeping students enrolled at the school for an extended period of time.