Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Excalibur Charter School, Inc.
School Name: Avalon Elementary
Date Submitted: March 31, 2014
Academic Dashboard: FY13/FY12

Required for: Renewal
Initial Evaluation Completed: April 18, 2014
Final Evaluation Completed: June 2, 2014

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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
1a. Student Median Growth Percentile (SGP) *Math*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system which includes processes to evaluate and revise curriculum. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Math on Arizona's College and Career Ready Standards. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs, and focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Math on Arizona's College and Career Ready Standards.	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development**: This area was scored as meets. The charter

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				holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of a comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data**: The charter holder provided data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The charter holder provided data and analysis that demonstrates maintained academic improvement in Math.
1a. Student Median Growth Percentile (SGP) *Reading*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system which includes processes to evaluate and revise curriculum. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Reading on Arizona's College and Career Ready Standards for Reading. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs, and focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading. **Data:** Limited data and analysis of data was provided to demonstrate	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments,

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			increased student growth in Reading on Arizona's College and Career Ready Standards.	and data review teams. **Professional Development**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data**: The charter holder provided data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Reading.
1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system which includes processes to evaluate and revise curriculum. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Math on Arizona's College and Career Ready Standards for students in the bottom 25% for Math. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs, and focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student

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			development plan that contributed to increased student growth in Math for students in the bottom 25%. **Data:** Limited Math data and analysis of data was provided to demonstrate increased student growth for students in the bottom 25% in Math.	proficiency. Specifically, the charter holder provided evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data**: The charter holder provided data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The charter holder provided data and analysis that demonstrates growth in Math for students in the bottom 25%.
1b. Student Median Growth Percentile (SGP) Bottom 25% *Reading*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system which includes processes to evaluate and revise curriculum. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Reading on Arizona's College and Career Ready Standards for students in the bottom 25%. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs, and focuses on areas of high importance.	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system.

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			However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading for students in the bottom 25%. **Data:** Limited Reading data and analysis of data was provided to demonstrate increased student growth for students in the bottom 25% in Reading.	**Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data**: The charter holder provided data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The charter holder provided data and analysis that demonstrates growth in Reading for students in the bottom 25%.
2a. Percent Passing *Math*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system which includes processes to evaluate and revise curriculum. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math on Arizona's College and Career Ready Standards.	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and

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2b. Composite School Comparison (*Traditional and Small Schools*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions,	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned

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only) *Math*			committee work, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system which includes processes to evaluate and revise curriculum. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency to expected performance levels for FRL and students with disabilities in Math as compared to similar schools. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs, and focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in comparison to expected performance levels in Math for FRL and students with disabilities as compared to similar schools. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Math to expected performance levels for FRL and students with disabilities as compared to similar schools.	with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data**: The charter holder provided data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The charter holder provided data and analysis that demonstrates maintained academic improvement in Math.

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2b. Composite School Comparison (*Traditional and Small Schools only*) *Reading*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system which includes processes to evaluate and revise curriculum. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency to expected performance levels for ELL, FRL, and students with disabilities in Reading as compared to similar schools. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs, and focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in comparison to expected performance levels in Reading for FRL and students with disabilities as compared to similar schools. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading to expected performance levels for FRL and students with disabilities as compared to similar schools.	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data**: The charter holder provided data and analysis that demonstrates

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				improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Reading.
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*	**N/A**	**N/A**	The narrative indicates that the school does not have any ELL students enrolled.	The narrative indicates that the school does not have any ELL students enrolled.
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*	**N/A**	**N/A**	The narrative indicates that the school does not have any ELL students enrolled.	The narrative indicates that the school does not have any ELL students enrolled.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system which includes processes to evaluate and revise curriculum. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math on Arizona's College and Career Ready Standards for FRL students. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs, and focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of a

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			development plan that contributed to increased student proficiency in Math for FRL students. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Math for FRL students.	comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data**: The charter holder provided data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The charter holder provided data and analysis that demonstrates maintained academic improvement in Math.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system which includes processes to evaluate and revise curriculum. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Reading on Arizona's College and Career Ready Standards for FRL students. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs, and focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment**: This area was scored as meets. The charter holder

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2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system which includes processes to evaluate and revise curriculum. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math on Arizona's College and Career Ready Standards for students with disabilities. **Professional Development** This area was scored as approaches. The narrative describes a professional development plan that is aligned with	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some

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			Professional Development: This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs, and focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for students with disabilities. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities.	provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data**: The charter holder provided data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Reading.
3a. A-F Letter Grade State Accountability System	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system which includes processes to evaluate and revise curriculum. The narrative provided did not demonstrate that the school	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction**: This area was scored as meets. The charter holder provided

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			implemented a curriculum that contributes to increased student growth and proficiency in Math and Reading on Arizona's College and Career Ready Standards. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs, and focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth and proficiency in Math and Reading. **Data:** Limited data and analysis was provided to demonstrate increased growth and proficiency in Math and Reading.	evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data**: The charter holder provided data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Reading and maintained academic improvement in Math.

Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Excalibur Charter School, Inc.
School Name: Excalibur Charter School
Date Submitted: March 31, 2014
Academic Dashboard: FY13/FY12

Required for: Renewal
Initial Evaluation Completed: April 18, 2014
Final Evaluation Completed:

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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
1a. Student Median Growth Percentile (SGP) *Math*		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to evaluate curriculum evidenced by committee work and data review teams. However, the narrative does not describe a system to create, implement, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Math on Arizona's College and Career Ready Standards. **Instruction:** This area was scored as falls far below. The narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math. **Assessment:** This area was scored as approaches. The narrative describes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and	**Curriculum:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided no evidence of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as meets. The

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			data review teams. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth on Arizona's College and Career Ready Standards for Math. **Professional Development:** This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Math on Arizona's College and Career Ready Standards.	charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of a comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data:** Data and analysis was provided that demonstrated a decline in proficiency in Math.
1a. Student Median Growth Percentile (SGP) *Reading*		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to evaluate curriculum evidenced by committee work and data review teams. However, the narrative does not describe a system to create, implement, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Reading on Arizona's College and Career Ready Standards for Reading. **Instruction:** This area was scored as falls far below. The narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the	**Curriculum:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided no evidence of monitoring and evaluating standards and instructional practices.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading. **Assessment:** This area was scored as approaches. The narrative describes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth on Arizona's College and Career Ready Standards for Reading. **Professional Development:** This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Reading on Arizona's College and Career Ready Standards.	**Assessment:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of a comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data:** Data and analysis was provided that demonstrated an increase in proficiency in Reading.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to evaluate curriculum evidenced by committee work and data review teams. However, the narrative does not describe a system to create, implement, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Math on Arizona's College and Career Ready Standards for students in the bottom 25% for Math. **Instruction:** This area was scored as falls far below. The narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math for students in the bottom 25%. **Assessment:** This area was scored as approaches. The narrative describes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth on Arizona's College and Career Ready Standards for students in the bottom 25%.	**Curriculum:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided no evidence of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of a comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data:** Data and analysis was provided that demonstrated an increase in proficiency in Reading and a decline in proficiency in Math. The charter

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			Professional Development: This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math for students in the bottom 25%. **Data:** Limited Math data and analysis of data was provided to demonstrate increased student growth for students in the bottom 25% in Math.	holder did not provide disaggregated data for students in the bottom 25%.
1b. Student Median Growth Percentile (SGP) Bottom 25% *Reading*		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to evaluate curriculum evidenced by committee work and data review teams. However, the narrative does not describe a system to create, implement, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Reading on Arizona's College and Career Ready Standards for students in the bottom 25%. **Instruction:** This area was scored as falls far below. The narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading for students in the bottom	**Curriculum:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided no evidence of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			25%. **Assessment:** This area was scored as approaches. The narrative describes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth on Arizona's College and Career Ready Standards for Reading for students in the bottom 25%. **Professional Development:** This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading for students in the bottom 25%. **Data:** Limited Reading data and analysis of data was provided to demonstrate increased student growth for students in the bottom 25% in Reading.	decisions. **Professional Development:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of a comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data:** Data and analysis was provided that demonstrated an increase in proficiency in Reading. The charter holder did not provide disaggregated data for students in the bottom 25%.
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*	**N/A**	**N/A**	The narrative stated that the school currently does not have any ELL students enrolled.	The narrative stated that the school currently does not have any ELL students enrolled.
2c. Subgroup Comparison *(2b. for Alternative)* ELL	**N/A**	**N/A**	The narrative stated that the school currently does not have any ELL students enrolled.	The narrative stated that the school currently does not have any ELL students enrolled.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
Reading				
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to evaluate curriculum evidenced by committee work and data review teams. However, the narrative does not describe a system to create, implement, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Reading on Arizona's College and Career Ready Standards for FRL students. **Instruction:** This area was scored as falls far below. The narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading. **Assessment:** This area was scored as approaches. The narrative describes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases	**Curriculum:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided no evidence of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of a comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas

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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math for students with disabilities. **Assessment:** This area was scored as approaches. The narrative describes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology. Nor does the narrative describe how the system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in Math on Arizona's College and Career Ready Standards for students with disabilities. **Professional Development:** This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the plan is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for students with disabilities. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in math for students with disabilities.	curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of a comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data:** Data and analysis was provided that demonstrated a decline in proficiency in Math. The charter holder did not provide disaggregated data for students with disabilities.
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to evaluate curriculum evidenced by committee work and data review teams. However, the narrative does not describe a system to create, implement, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment,	**Curriculum:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
Reading			curriculum maps, pacing guides, instructional material adoptions, and clearly defined and measureable implementation across the school. Nor does the narrative describe how the system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Reading on Arizona's College and Career Ready Standards for students with disabilities. **Instruction:** This area was scored as falls far below. The narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading for students with disabilities. **Assessment:** This area was scored as approaches. The narrative describes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology. Nor does the narrative describe how the system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in Reading on Arizona's College and Career Ready Standards for students with disabilities. **Professional Development:** This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not	and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided no evidence of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of a comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data:** Data and analysis was provided that demonstrated an increase in proficiency in Reading. The charter holder did not provide disaggregated data for students with disabilities.

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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			describes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology. Nor does the narrative describe how the system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth and proficiency on Arizona's College and Career Ready Standards for Math and Reading. **Professional Development:** This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the plan is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth and proficiency in Math and Reading. **Data:** Limited data was provided to demonstrate increased growth and proficiency in Math and Reading.	**Professional Development:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of a comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data:** Data and analysis was provided that demonstrated an increase in proficiency in Reading and a decline in proficiency in Math.
4a. Graduation		**I/S**	**Graduation Rate:** This area was scored as approaches. The narrative describes a strategy for individual student plans. However, the narrative does not describe strategies the school uses to ensure students in grades 9-12 graduate on time. The narrative does not describe strategies that are monitored, reviewed and updated annually and/or highly effective practices the school uses for addressing early academic difficulty. **Data:** No data was provided to demonstrate success in ensuring students graduate on time.	**Graduation Rate:** The charter holder did not provide evidence of a sustained improvement plan that includes increasing the percent of entering ninth graders who graduate from high school in four years. While the charter holder's evidence demonstrated that the charter holder has implemented strategies to ensure students in grades 9-12 graduate on time. **Data:** The school did not present data that demonstrates success in ensuring students graduate on time.