Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: StarShine Academy
School Name: StarShine Academy
Date Submitted: April 17, 2014
Source Document: FY13 Academic Dashboard

Required for: Expansion Request
Initial Evaluation Completed: June 2, 2014
Final Evaluation Completed: July 3, 2014

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**	
1a. Student Median Growth Percentile (SGP) *Math*		**I/S**	**Curriculum:** This area was scored as Approaches. The narrative describes a system for evaluating and revising curriculum and indicates the curriculum is aligned to Arizona's College and Career Ready Standards (ACCRS). However, the narrative does not describe a system to create and implement, including supplemental curriculum, evidenced by curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, 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. **Instruction:** This area was scored as Meets. **Assessment:** This area was scored as Meets. **Professional Development:** This area was scored as Meets. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Math.	**Curriculum:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of implementation of a curriculum aligned with Arizona's College and Career Ready Standards, evidenced by pacing guides and lesson plans aligned to ACCR standards, but did not provide evidence of a sustained improvement plan that includes a system to create/adopt, evaluate, and revise curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach to create, implement, evaluate, and revise school curriculum, aligned with ACCR Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a 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 data is collected and but limited evidence demonstrates data is used to make instructional decisions. **Professional Development:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** No Limited data and analysis of data was provided to demonstrate increased student growth in Math.

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				Data must demonstrate improvement as compared to prior years.
1a. Student Median Growth Percentile (SGP) *Reading*		**I/S**	**Curriculum:** This area was scored as Approaches. The narrative describes a system for evaluating and revising curriculum and indicates the curriculum is aligned to Arizona's College and Career Ready Standards (ACCRS). However, the narrative does not describe a system to create and implement, including supplemental curriculum, evidenced by curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, 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 ACCRS. **Instruction:** This area was scored as Meets. **Assessment:** This area was scored as Meets. **Professional Development:** This area was scored as Meets. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Reading.	**Curriculum:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of implementation of a curriculum aligned with Arizona's College and Career Ready Standards, evidenced by pacing guides and lesson plans aligned to ACCR standards, but did not provide evidence of a sustained improvement plan that includes a system to create/adopt, evaluate, and revise curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach to create, implement, evaluate, and revise school curriculum, aligned with ACCR Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a 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 data is collected and but limited evidence demonstrates data is used to make instructional decisions. **Professional Development:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** No Limited data and analysis of data was provided to demonstrate increased student growth in Reading. Data must demonstrate improvement as compared to prior years.
1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*		**I/S**	**Curriculum:** This area was scored as Approaches. The narrative describes a system for evaluating and revising curriculum and indicates the curriculum is aligned to Arizona's College and Career Ready Standards (ACCRS). However, the narrative does not describe a system to create	**Curriculum:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of implementation of a curriculum aligned with Arizona's College and Career Ready Standards, evidenced by pacing guides and lesson plans aligned to ACCR standards, but did not provide evidence of a sustained improvement plan that includes a system to create/adopt, evaluate, and revise curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided

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			and implement, including supplemental curriculum, evidenced by curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, 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 for students in the bottom 25%. **Instruction:** This area was scored as Meets. **Assessment:** This area was scored as Meets. **Professional Development:** This area was scored as Meets. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Math for students in the bottom 25%.	evidence of a fragmented approach to create, implement, evaluate, and revise school curriculum, aligned with ACCR Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a 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 data is collected and but limited evidence demonstrates data is used to make instructional decisions. **Professional Development:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** No data and analysis of data was provided to demonstrate increased student growth in Math. Data must demonstrate improvement as compared to prior years.
1b. Student Median Growth Percentile (SGP) Bottom 25% *Reading*		**I/S**	**Curriculum:** This area was scored as Approaches. The narrative describes a system for evaluating and revising curriculum and indicates the curriculum is aligned to Arizona's College and Career Ready Standards (ACCRS). However, the narrative does not describe a system to create and implement, including supplemental curriculum, evidenced by curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, 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 for students in the bottom 25%.	**Curriculum:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of implementation of a curriculum aligned with Arizona's College and Career Ready Standards, evidenced by pacing guides and lesson plans aligned to ACCR standards, but did not provide evidence of a sustained improvement plan that includes a system to create/adopt, evaluate, and revise curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach to create, implement, evaluate, and revise school curriculum, aligned with ACCR Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the

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1b. Improvement (*Alternative High Schools only*) *Math*		**I/S**	**Curriculum:** This area was scored as Approaches. The narrative describes a system for evaluating and revising curriculum and indicates the curriculum is aligned to Arizona's College and Career Ready Standards (ACCRS). However, the narrative does not describe a system to create and implement, including supplemental curriculum, evidenced by curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, 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 performance of non-proficient students in Math. **Instruction:** This area was scored as Meets. **Assessment:** This area was scored as Approaches. The narrative describes an assessment system to determine proficiency for students school-wide. However, the narrative does not describe a comprehensive assessment system to monitor and document increased student performance of non-proficient students in Math based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from	**Curriculum:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of implementation of a curriculum aligned with Arizona's College and Career Ready Standards, evidenced by pacing guides and lesson plans aligned to ACCR standards, but did not provide evidence of a sustained improvement plan that includes a system to create/adopt, evaluate, and revise curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach to create, implement, evaluate, and revise school curriculum, aligned with ACCR Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a 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 data is collected and but limited evidence demonstrates data is used to make instructional decisions. **Professional Development:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of an approach to professional development that is not

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			multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student performance of non-proficient students on ACCRS for Math. **Professional Development:** This area was scored as Meets. **Data:** No data and analysis of data was provided to demonstrate increased student performance of non-proficient students in Math.	comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** No 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 Reading and must demonstrate improvement as compared to prior years
1b. Improvement (*Alternative High Schools only*) *Reading*		**I/S**	**Curriculum:** This area was scored as Approaches. The narrative describes a system for evaluating and revising curriculum and indicates the curriculum is aligned to Arizona's College and Career Ready Standards (ACCRS). However, the narrative does not describe a system to create and implement, including supplemental curriculum, evidenced by curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, 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 performance of non-proficient students in Reading on ACCRS. **Instruction:** This area was scored as Meets. **Assessment:** This area was scored as Approaches. The narrative describes an assessment system to determine proficiency for students school-wide. However, the narrative does not describe a comprehensive assessment system to monitor and document increased student performance of non-proficient students in Math 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 narrative provided did not demonstrate that the school implemented a plan for monitoring and	**Curriculum:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of implementation of a curriculum aligned with Arizona's College and Career Ready Standards, evidenced by pacing guides and lesson plans aligned to ACCR standards, but did not provide evidence of a sustained improvement plan that includes a system to create/adopt, evaluate, and revise curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach to create, implement, evaluate, and revise school curriculum, aligned with ACCR Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a 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 data is collected and but limited evidence demonstrates data is used to make instructional decisions. **Professional Development:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** No data and analysis of data was provided to demonstrate increased student performance in Reading for

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			documenting increases in student performance of non-proficient students on ACCRS for Reading. **Professional Development:** This area was scored as Meets. **Data:** No data and analysis of data was provided to demonstrate increased student performance of non-proficient students in Reading.	non-proficient students. Data must be disaggregated for the non-proficient students in Reading and must demonstrate improvement as compared to prior years
2a. Percent Passing *Math*		**I/S**	**Curriculum:** This area was scored as Approaches. The narrative describes a system for evaluating and revising curriculum and indicates the curriculum is aligned to Arizona's College and Career Ready Standards (ACCRS). However, the narrative does not describe a system to create and implement, including supplemental curriculum, evidenced by curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math on ACCRS. **Instruction:** This area was scored as Meets. **Assessment:** This area was scored as Meets. **Professional Development:** This area was scored as Meets.	**Curriculum:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of implementation of a curriculum aligned with Arizona's College and Career Ready Standards, evidenced by pacing guides and lesson plans aligned to ACCR standards, but did not provide evidence of a sustained improvement plan that includes a system to create/adopt, evaluate, and revise curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach to create, implement, evaluate, and revise school curriculum, aligned with ACCR Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a 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 data is collected and but limited evidence demonstrates data is used to make instructional decisions. **Professional Development:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Math. Data must demonstrate improvement as compared to prior years.

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2a. Percent Passing *Reading*		**I/S**	**Curriculum:** This area was scored as Approaches. The narrative describes a system for evaluating and revising curriculum and indicates the curriculum is aligned to Arizona's College and Career Ready Standards (ACCRS). However, the narrative does not describe a system to create and implement, including supplemental curriculum, evidenced by curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, 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. **Instruction:** This area was scored as Meets. **Assessment:** This area was scored as Meets. **Professional Development:** This area was scored as Meets.	**Curriculum:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of implementation of a curriculum aligned with Arizona's College and Career Ready Standards, evidenced by pacing guides and lesson plans aligned to ACCR standards, but did not provide evidence of a sustained improvement plan that includes a system to create/adopt, evaluate, and revise curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach to create, implement, evaluate, and revise school curriculum, aligned with ACCR Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a 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 data is collected and but limited evidence demonstrates data is used to make instructional decisions. **Professional Development:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading. Data must demonstrate improvement as compared to prior years.
2b. Subgroup Comparison *(2b. for Alternative)* FRL *Math*		**I/S**	**Curriculum:** This area was scored as Approaches. The narrative describes a system for evaluating and revising curriculum and indicates the curriculum is aligned to Arizona's College and Career Ready Standards (ACCRS). However, the narrative does not describe a system to create and implement, including supplemental curriculum, evidenced by curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the	**Curriculum:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of implementation of a curriculum aligned with Arizona's College and Career Ready Standards, evidenced by pacing guides and lesson plans aligned to ACCR standards, but did not provide evidence of a sustained improvement plan that includes a system to create/adopt, evaluate, and revise curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach to create, implement, evaluate, and revise school curriculum, aligned with ACCR Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan

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			school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math. **Instruction:** This area was scored as Meets. **Assessment:** This area was scored as Meets. **Professional Development:** This area was scored as Meets.	for monitoring the integration of the ACCR Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a 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 data is collected and but limited evidence demonstrates data is used to make instructional decisions. **Professional Development:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math. Data must demonstrate improvement as compared to prior years.
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2b. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*		**I/S**	**Curriculum:** This area was scored as Approaches. The narrative describes a system for evaluating and revising curriculum and indicates the curriculum is aligned to Arizona's College and Career Ready Standards (ACCRS). However, the narrative does not describe a system to create and implement, including supplemental curriculum, evidenced by curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math for students with disabilities. **Instruction:** This area was scored as Meets. **Assessment:** This area was scored as Meets. **Professional Development:** This area was scored as Meets.	**Curriculum:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of implementation of a curriculum aligned with Arizona's College and Career Ready Standards, evidenced by pacing guides and lesson plans aligned to ACCR standards, but did not provide evidence of a sustained improvement plan that includes a system to create/adopt, evaluate, and revise curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach to create, implement, evaluate, and revise school curriculum, aligned with ACCR Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a 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 data is collected and but limited evidence demonstrates data is used to make instructional decisions. **Professional Development:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math. Data

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Measure	**Acceptable**	**Not Acceptable**	**Comments**	
				must demonstrate improvement as compared to prior years.
2b. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*		**I/S**	**Curriculum:** This area was scored as Approaches. The narrative describes a system for evaluating and revising curriculum and indicates the curriculum is aligned to Arizona's College and Career Ready Standards (ACCRS). However, the narrative does not describe a system to create and implement, including supplemental curriculum, evidenced by curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, 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 for students with disabilities. **Instruction:** This area was scored as Meets. **Assessment:** This area was scored as Meets. **Professional Development:** This area was scored as Meets.	**Curriculum:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of implementation of a curriculum aligned with Arizona's College and Career Ready Standards, evidenced by pacing guides and lesson plans aligned to ACCR standards, but did not provide evidence of a sustained improvement plan that includes a system to create/adopt, evaluate, and revise curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach to create, implement, evaluate, and revise school curriculum, aligned with ACCR Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a 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 data is collected and but limited evidence demonstrates data is used to make instructional decisions. **Professional Development:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading. Data must demonstrate improvement as compared to prior years.
3a. A-F Letter Grade State Accountability System		**I/S**	**Curriculum:** This area was scored as Approaches. The narrative describes a system for evaluating and revising curriculum and indicates the curriculum is aligned to Arizona's College and Career Ready Standards (ACCRS). However, the narrative does not describe a system to create	**Curriculum:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of implementation of a curriculum aligned with Arizona's College and Career Ready Standards, evidenced by pacing guides and lesson plans aligned to ACCR standards, but did not provide evidence of a sustained improvement plan that includes a system to create/adopt, evaluate, and revise curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided

			Initial Evaluation	Final Evaluation
Measure	**Acceptable**	**Not Acceptable**	**Comments**	
			and implement, including supplemental curriculum, evidenced by curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, 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 and growth in Math and Reading for all students. **Instruction:** This area was scored as Meets. **Assessment:** This area was scored as Meets. **Professional Development:** This area was scored as Meets.	evidence of a fragmented approach to create, implement, evaluate, and revise school curriculum, aligned with ACCR Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a 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 data is collected and but limited evidence demonstrates data is used to make instructional decisions. **Professional Development:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** 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.