Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: GAR, LLC.
School Name: Student Choice High School Tatum Campus
Date Submitted: 6/7/2013

Required for: Review - Annual Report

Evaluation Completed: 9/23/2013; 3/14/2014

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

Measure	Acceptable	Not Acceptable	Comments
1a. Student Median Growth Percentile (SGP) *Math*		I/S	**Curriculum:** The narrative describes a fragmented approach to create, implement, evaluate, and revise school curriculum. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Math. **This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a system to adopt, implement, evaluate, and revise curriculum as evidenced by curriculum alignment, pacing guides, lesson plans, and clearly defined and measureable implementation across the school.** **Instruction:** The narrative does not describe a system for monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate that the school monitors the integration of Arizona's College and Career Ready Standards into instruction and evaluates teachers.** **Assessment:** The narrative does not describe an assessment plan. The narrative and data provided did not demonstrate that the school implemented a system for monitoring and documenting increases in student growth in Math. **This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments.** **Professional Development:** The narrative does not describe a professional development plan. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math. **This area was scored as approaches. At the site visit the**

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			charter holder provided documentation of a professional development plan aligned with teacher learning needs. However, the charter holder did not provide evidence of follow-up and monitoring strategies.
1a. Student Median Growth Percentile (SGP) *Reading*		**I/S**	**Curriculum:** The narrative describes a fragmented approach to create, implement, evaluate, and revise school curriculum. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Reading. **This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a system to create, implement, evaluate, and revise curriculum as evidenced by curriculum alignment, pacing guides, and clearly defined and measureable implementation across the school.** **Instruction:** The narrative does not describe a system for monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate that the school monitors the integration of Arizona's College and Career Ready Standards into instruction and evaluates teachers.** **Assessment:** The narrative does not describe an assessment plan. The narrative and data provided did not demonstrate that the school implemented a system for monitoring and documenting increases in student growth in Reading. **This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments.** **Professional Development:** The narrative does not describe a professional development plan. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading. **This area was scored as approaches. At the site visit the charter holder provided documentation of a professional development plan aligned with teacher learning needs. However, the charter holder did not provide evidence of follow-up and monitoring strategies.**

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2a. Percent Passing *Math*		**I/S**	**Curriculum:** The narrative describes a fragmented approach to create, implement, evaluate, and revise school curriculum. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math. **This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a system to create, implement, evaluate, and revise curriculum as evidenced by curriculum alignment, pacing guides, and clearly defined and measureable implementation across the school.**

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3a. A-F Letter Grade State Accountability System		**I/S**	The narrative and data provided did not address this measure. **Curriculum: This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a system to create, implement, evaluate, and revise curriculum as evidenced by curriculum alignment, pacing guides, and clearly defined and measureable implementation across the school.** **Instruction: This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate that the school monitors the integration of Arizona's College and Career Ready Standards into instruction and evaluates teachers.** **Assessment: This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments.** **Professional Development: This area was scored as approaches. At the site visit the charter holder provided documentation of a professional development plan aligned with teacher learning needs. However, the charter holder did not provide evidence of follow-up and monitoring strategies.**
4a. High School Graduation Rate	**S**	**I**	The narrative fails to document any effort in place to ensure students in grades 9-12 graduate on time. The school has not identified strategies for addressing increasing graduation rate. **At the site visit additional documentation to demonstrate strategies the school uses to ensure students graduate on time**
4b. Academic Persistence	**S**	**I**	**The narrative and data provided did not address this measure.** **At the site visit the school provided additional documentation to demonstrate a process for keeping students motivated and engaged.**

Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: GAR, LLC
School Name: Student Choice High School (Peoria)
Date Submitted: 6/7/2013

Required for: Review - Annual Report

Evaluation Completed: 9/23/2013; 3/14/2014

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Measure	Acceptable	Not Acceptable	Comments
4a. High School Graduation Rate	**S**	**I**	The narrative and data provided did not address this measure. **At the site visit additional documentation to demonstrate strategies the school uses to ensure students graduate on time**
4b. Academic Persistence	**S**	**I**	The narrative and data provided did not address this measure. **At the site visit the school provided additional documentation to demonstrate a process for keeping students motivated and engaged.**

Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: GAR, LLC
School Name: Student Choice High School (Tempe)
Date Submitted: 6/7/2013

Required for: Review - Annual Report

Evaluation Completed: 9/23/2013; 3/14/2014

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

Measure	Acceptable	Not Acceptable	Comments
1a. Student Median Growth Percentile (SGP) *Math*		**I/S**	**Curriculum:** The narrative describes a fragmented approach to create, implement, evaluate, and revise school curriculum. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Math. **This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a system to adopt, implement, evaluate, and revise curriculum as evidenced by curriculum alignment, pacing guides, lesson plans, and clearly defined and measureable implementation across the school.** **Instruction:** The narrative does not describe a system for monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate that the school monitors the integration of Arizona's College and Career Ready Standards into instruction and evaluates teachers.** **Assessment:** The narrative describes an assessment approach that is not comprehensive and does not include data review to make instructional decisions. The narrative and data provided did not demonstrate that the school implemented a system for monitoring and documenting increases in student growth in Math. **This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments.** **Professional Development:** The narrative describes a school that has not developed a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a

Measure	Acceptable	Not Acceptable	Comments
			professional development plan that contributed to increased student growth in Math. **This area was scored as approaches. At the site visit the charter holder provided documentation of a professional development plan aligned with teacher learning needs. However, the charter holder did not provide evidence of follow-up and monitoring strategies.**
1a. Student Median Growth Percentile (SGP) *Reading*		**I/S**	**Curriculum:** The narrative describes a fragmented approach to create, implement, evaluate, and revise school curriculum. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Reading. **This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a system to create, implement, evaluate, and revise curriculum as evidenced by curriculum alignment, pacing guides, and clearly defined and measureable implementation across the school.** **Instruction:** The narrative does not describe a system for monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate that the school monitors the integration of Arizona's College and Career Ready Standards into instruction and evaluates teachers.** **Assessment:** The narrative describes an assessment approach that is not comprehensive and does not include data review to make instructional decisions. The narrative and data provided did not demonstrate that the school implemented a system for monitoring and documenting increases in student growth in Reading. **This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments.** **Professional Development:** The narrative describes a school that has not developed a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading. **This area was scored as approaches. At the site visit the charter holder provided documentation of a professional development plan aligned with teacher learning needs. However, the charter holder did not provide evidence of follow-up**

Measure	Acceptable	Not Acceptable	Comments
			and monitoring strategies.
1b. Improvement *Math*		**I/S**	**Curriculum:** The narrative describes a fragmented approach to create, implement, evaluate, and revise school curriculum. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student performance of non-proficient students in Math. **This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a system to create, implement, evaluate, and revise curriculum as evidenced by curriculum alignment, pacing guides, and clearly defined and measureable implementation across the school.** **Instruction:** The narrative does not describe a system for monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate that the school monitors the integration of Arizona's College and Career Ready Standards into instruction and evaluates teachers.** **Assessment:** The narrative describes an assessment approach that is not comprehensive and does not include data review to make instructional decisions. The narrative and data provided did not demonstrate that the school implemented a system for monitoring and documenting increased student performance of non-proficient students in Math. **This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments.** **Professional Development:** The narrative describes a school that has not developed a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student performance of non-proficient students in Math. **This area was scored as approaches. At the site visit the charter holder provided documentation of a professional development plan aligned with teacher learning needs. However, the charter holder did not provide**

Measure	Acceptable	Not Acceptable	Comments
			evidence of follow-up and monitoring strategies.
1b. Improvement *Reading*		**I/S**	**Curriculum:** The narrative describes a fragmented approach to create, implement, evaluate, and revise school curriculum. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student performance of non-proficient students in Reading. **This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a system to create, implement, evaluate, and revise curriculum as evidenced by curriculum alignment, pacing guides, and clearly defined and measureable implementation across the school.** **Instruction:** The narrative does not describe a system for monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate that the school monitors the integration of Arizona's College and Career Ready Standards into instruction and evaluates teachers.** **Assessment:** The narrative describes an assessment approach that is not comprehensive and does not include data review to make instructional decisions. The narrative and data provided did not demonstrate that the school implemented a system for monitoring and documenting increases in student performance of non-proficient students in Reading. **This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments.** **Professional Development:** The narrative describes a school that has not developed a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to improved student performance of non-proficient students in Reading. **This area was scored as approaches. At the site visit the charter holder provided documentation of a professional development plan aligned with teacher learning needs. However, the charter holder did not provide**

Measure	Acceptable	Not Acceptable	Comments
			evidence of follow-up and monitoring strategies.
2a. Percent Passing *Math*		**I/S**	**Curriculum:** The narrative describes a fragmented approach to create, implement, evaluate, and revise school curriculum. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math. **This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a system to create, implement, evaluate, and revise curriculum as evidenced by curriculum alignment, pacing guides, and clearly defined and measureable implementation across the school.** **Instruction:** The narrative does not describe a system for monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate that the school monitors the integration of Arizona's College and Career Ready Standards into instruction and evaluates teachers.** **Assessment:** The narrative describes an assessment approach that is not comprehensive and does not include data review to make instructional decisions. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Math. **This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments.** **Professional Development:** The narrative describes a school that has not developed a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a plan for professional development that contributed to increased student proficiency in Math. **This area was scored as approaches. At the site visit the charter holder provided documentation of a professional development plan aligned with teacher learning needs. However, the charter holder did not provide evidence of follow-up and monitoring strategies.**

Measure	Acceptable	Not Acceptable	Comments
2a. Percent Passing *Reading*		**I/S**	**Curriculum:** The narrative describes a fragmented approach to create, implement, evaluate, and revise school curriculum. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Reading. **This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a system to create, implement, evaluate, and revise curriculum as evidenced by curriculum alignment, pacing guides, and clearly defined and measureable implementation across the school.** **Instruction:** The narrative does not describe a system for monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate that the school monitors the integration of Arizona's College and Career Ready Standards into instruction and evaluates teachers.** **Assessment:** The narrative describes an assessment approach that is not comprehensive and does not include data review to make instructional decisions. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Reading. **This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments.** **Professional Development:** The narrative describes a school that has not developed a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading. **This area was scored as approaches. At the site visit the charter holder provided documentation of a professional development plan aligned with teacher learning needs. However, the charter holder did not provide evidence of follow-up and monitoring strategies.**
2b. Subgroup Comparison ELL *Math*		**I/S**	The narrative and data provided did not address this measure. **Curriculum: This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a system to create, implement,**

Measure	Acceptable	Not Acceptable	Comments
			evaluate, and revise curriculum as evidenced by curriculum alignment, pacing guides, and clearly defined and measureable implementation across the school. **Instruction: This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate that the school monitors the integration of Arizona's College and Career Ready Standards into instruction and evaluates teachers.** **Assessment: This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments.** **Professional Development: This area was scored as approaches. At the site visit the charter holder provided documentation of a professional development plan aligned with teacher learning needs. However, the charter holder did not provide evidence of follow-up and monitoring strategies.**
2b. Subgroup Comparison ELL *Reading*		**I/S**	The narrative and data provided did not address this measure. **Curriculum: This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a system to create, implement, evaluate, and revise curriculum as evidenced by curriculum alignment, pacing guides, and clearly defined and measureable implementation across the school.** **Instruction: This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate that the school monitors the integration of Arizona's College and Career Ready Standards into instruction and evaluates teachers.** **Assessment: This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments.** **Professional Development: This area was scored as approaches. At the site visit the charter holder provided documentation of a professional development plan aligned**

Measure	Acceptable	Not Acceptable	Comments
			with teacher learning needs. However, the charter holder did not provide evidence of follow-up and monitoring strategies.
2b. Subgroup Comparison FRL *Math*		**I/S**	The narrative and data provided did not address this measure. **Curriculum: This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a system to create, implement, evaluate, and revise curriculum as evidenced by curriculum alignment, pacing guides, and clearly defined and measureable implementation across the school.** **Instruction: This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate that the school monitors the integration of Arizona's College and Career Ready Standards into instruction and evaluates teachers.** **Assessment: This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments.** **Professional Development: This area was scored as approaches. At the site visit the charter holder provided documentation of a professional development plan aligned with teacher learning needs. However, the charter holder did not provide evidence of follow-up and monitoring strategies.**
2b. Subgroup Comparison FRL *Reading*		**I/S**	The narrative and data provided did not address this measure. **Curriculum: This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a system to create, implement, evaluate, and revise curriculum as evidenced by curriculum alignment, pacing guides, and clearly defined and measureable implementation across the school.** **Instruction: This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate that the school monitors the integration of Arizona's College and Career Ready Standards into instruction and evaluates teachers.**

Measure	Acceptable	Not Acceptable	Comments
			Assessment: This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments. **Professional Development: This area was scored as approaches. At the site visit the charter holder provided documentation of a professional development plan aligned with teacher learning needs. However, the charter holder did not provide evidence of follow-up and monitoring strategies.**
2b. Subgroup Comparison Students with disabilities *Math*		**I/S**	The narrative and data provided did not address this measure. **Curriculum: This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a system to create, implement, evaluate, and revise curriculum as evidenced by curriculum alignment, pacing guides, and clearly defined and measureable implementation across the school.** **Instruction: This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate that the school monitors the integration of Arizona's College and Career Ready Standards into instruction and evaluates teachers.** **Assessment: This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments.** **Professional Development: This area was scored as approaches. At the site visit the charter holder provided documentation of a professional development plan aligned with teacher learning needs. However, the charter holder did not provide evidence of follow-up and monitoring strategies.**
2b. Subgroup Comparison Students with disabilities *Reading*		**I/S**	The narrative and data provided did not address this measure. **Curriculum: This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a system to create, implement, evaluate, and revise curriculum as evidenced by curriculum alignment, pacing guides, and clearly defined and measureable implementation across the school.**

Measure	Acceptable	Not Acceptable	Comments
			Instruction: This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate that the school monitors the integration of Arizona's College and Career Ready Standards into instruction and evaluates teachers. Assessment: This area was scored as meets. At the site visit the charter holder provided additional documentation to a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments. Professional Development: This area was scored as approaches. At the site visit the charter holder provided documentation of a professional development plan aligned with teacher learning needs. However, the charter holder did not provide evidence of follow-up and monitoring strategies.
3a. A-F Letter Grade State Accountability System		I/S	Curriculum: This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate a system to create, implement, evaluate, and revise curriculum as evidenced by curriculum alignment, pacing guides, and clearly defined and measureable implementation across the school. Instruction: This area was scored as meets. At the site visit the charter holder provided additional documentation to demonstrate that the school monitors the integration of Arizona's College and Career Ready Standards into instruction and evaluates teachers. Assessment: This area was scored as meets. At the site visit the charter holder provided additional documentation to a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments. Professional Development: This area was scored as approaches. At the site visit the charter holder provided documentation of a professional development plan aligned with teacher learning needs. However, the charter holder did not provide evidence of follow-up and monitoring strategies.