Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: GAR, LLC.
School Name: Student Choice High School (Tempe)
Date Submitted: April 30, 2014
Academic Dashboard: FY12/FY13

Required for: Renewal
Initial Evaluation Completed: June 10, 2014
Final Evaluation Completed: June 27, 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**	**Comments**
1a. Student Median Growth Percentile (SGP) *Math*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student growth in Math on ACCR Standards because the narrative does not describe a system that includes processes to evaluate and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, data review teams, and standards-based assessments. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math because the narrative does not describe a system that includes processes to evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school evaluates the quality of	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student growth in Math on ACCR Standards because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is scored as approaches. The DSP provides evidence of processes to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations. The DSP provides evidence of a process that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and

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

1a. Student Median Growth Percentile (SGP) *Reading*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, pacing guides, instructional material adoptions, and clearly defined and measureable implementation across the school. 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1b. Improvement (*Alternative High Schools only*) *Math*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, pacing guides, instructional material adoptions, and measureable implementation across the school, and that the curriculum is adapted to meet the needs of non-proficient students. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student performance in Math on ACCR Standards for non-proficient students because the narrative does not describe a system that includes processes to evaluate, and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student performance in Math on ACCR Standards for non-proficient students because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum, which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process, demonstrated how the school evaluates how effectively the curriculum enables students to master the standards,

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2a. Percent Passing *Math*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, pacing guides, instructional material adoptions, and clearly defined and measureable implementation across the school. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards because the narrative does not describe a system that includes processes to evaluate, and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps.. **Instruction:** This area is initially scored as approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, data review teams, and standards-based assessments. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math because the narrative does not describe a system that includes processes to evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system] which would have demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers, and that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment** This area is initially scored as meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes a	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is scored as approaches. The DSP provides evidence of processes to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations. The DSP provides evidence of a process that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity. **Assessment:** This area is scored as approaches. The DSP provides evidence of an assessment approach that includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments. The DSP provides evidence of an

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2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*	**N/A**	**N/A**	The narrative provided stated that the school currently does not have any ELL students.	The narrative provided stated that the school currently does not have any ELL students.
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*	**N/A**	**N/A**	The narrative provided stated that the school currently does not have any ELL students.	The narrative provided stated that the school currently does not have any ELL students.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*	**N/A**	**N/A**	The narrative provided stated that the school currently does not have any FRL students.	The narrative provided stated that the school currently does not have any FRL students.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*	**N/A**	**N/A**	The narrative provided stated that the school currently does not have any FRL students.	The narrative provided stated that the school currently does not have any FRL students.

2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, pacing guides, instructional material adoptions, and clearly defined and measureable implementation across the school, and that the curriculum is adapted to meet the needs of Students with disabilities. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards for Students with disabilities because the narrative does not describe a system that includes processes to evaluate and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, data review teams, and standards-based assessments and that is adapted to meet the needs of Students with disabilities. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for Students with disabilities because the narrative does not describe a system that includes processes to evaluate the instructional practices of the teachers, provide some analysis and feedback to further develop the system, and that the processes are adapted to meet the needs of Students with disabilities] which would have demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers, and that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment:** This area is initially scored as meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards for Students with disabilities because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum, and that the curriculum is adapted to meet the needs of Students with disabilities which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is scored as approaches. The DSP provides evidence of processes to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations. The DSP provides evidence of a process that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for Students with disabilities because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system and that the processes are adapted to meet the needs of Students with disabilities which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity. **Assessment:** This area is scored as approaches. The DSP provides evidence of an assessment approach that includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for

			assessments, and data review teams. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting in student proficiency on ACCR Standards for Math for Students with disabilities. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Math for Students with disabilities because the narrative does not describe a system that includes processes to evaluate, and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math for students with disabilities.	monitoring and documenting changes in student proficiency on ACCR Standards for Math for Students with disabilities Reading because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress and demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that is aligned with teacher learning needs, and focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Math for Students with disabilities because the evidence does not demonstrate a comprehensive plan that includes follow-up and monitoring strategies, supports high quality implementation, and that that is adapted to meet the needs of Students with disabilities which would have demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math for students with disabilities.
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, pacing guides, instructional material adoption sand clearly defined and measureable implementation across the school, and that the curriculum is adapted to meet the needs of Students with disabilities. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Reading on ACCR Standards for Students with disabilities because the evidence does not demonstrate a system that includes processes to create,

			student proficiency in Reading on ACCR Standards for Students with disabilities because the narrative does not describe a system that includes processes to evaluate and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, data review teams, and standards-based assessments and that is adapted to meet the needs of Students with disabilities. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for Students with disabilities because the narrative does not describe a system that includes processes to evaluate the instructional practices of the teachers, provide some analysis and feedback to further develop the system, which would have demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers, and that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment:** This area is initially scored as meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for Students with disabilities. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Reading for Students with disabilities because the narrative	evaluate, and revise curriculum and that the curriculum is adapted to meet the needs of Students with disabilities which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is scored as approaches. The DSP provides evidence of processes to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations. The DSP provides evidence of a process that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for Students with disabilities because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, provide some analysis and feedback to further develop the system, and that the processes are adapted to meet the needs of Students with disabilities] which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity. **Assessment:** This area is scored as approaches. The DSP provides evidence of an assessment approach that includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for Students with disabilities because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, data review teams, and that is adapted to meet the needs of Students with disabilities which would have demonstrated that the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress and demonstrate how and when the school analyzes assessment data, what findings the school makes from

			does not describe a system that includes processes to evaluate, and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities.	assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that is aligned with teacher learning needs, and focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Reading for Students with disabilities because the evidence does not demonstrate a comprehensive plan that includes follow-up and monitoring strategies, supports high quality implementation, and that that is adapted to meet the needs of Students with disabilities which would have demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities.
3a. A-F Letter Grade State Accountability System		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, pacing guides, instructional material adoptions, and clearly defined and measureable implementation across the school. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student growth and proficiency in Math and Reading on ACCR Standards because the narrative does not describe a system that includes processes to evaluate and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, data review teams, and standards-based assessments. The	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student growth and proficiency in Math and Reading on ACCR Standards because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum and that the curriculum is adapted to meet the needs of Students with disabilities which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps.

			narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math and Reading because the narrative does not describe a system that includes processes to evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers, and that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment:** This area is initially scored as meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student growth and proficiency in Math and Reading on ACCR Standards. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student growth and proficiency in Math and Reading on ACCR Standards because the narrative does not describe a system that includes processes to evaluate, and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth and proficiency in Math and Reading.	**Instruction:** This area is scored as approaches. The DSP provides evidence of processes to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations. The DSP provides evidence of a process that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math and Reading because the evidence does not demonstrate a system that includes processes to [monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system] which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity.. **Assessment:** This area is initially scored as approaches. The DSP provides evidence of an assessment approach that includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments. The DSP provides evidence of an approach that do not demonstrate the school implemented a plan for monitoring and documenting changes in student growth and proficiency in Math and Reading on ACCR Standards because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, data review teams, and that is adapted to meet the needs of Students with disabilities which would have demonstrated that the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress and demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that is aligned with teacher learning needs, and focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student growth and proficiency in Math and Reading on ACCR Standards because the evidence does not demonstrate a comprehensive

				plan [that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation] which would have demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** No data and analysis of data was provided to demonstrate increased student growth and proficiency in Math and Reading.
4a. High School Graduation Rate ***(Alternative Schools)***		**I/S**	This area is initially scored as falls far below. The narrative does not describe strategies the school uses to ensure students in grades 9-12 graduate on time. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a plan for meeting the target for graduation rate as described in the A-F Alternative Letter Grade Model because the narrative does not describe strategies the school uses to ensure students in grades 9-12 graduate on time, including individual student plans for academic and career success which are monitored, reviewed and updated annually and/or highly effective practices the school uses for addressing early academic difficulty. **Data:** No data and analysis of data was provided to demonstrate success in ensuring students graduate on time.	This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes increasing the percent of entering ninth grades 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, the school did not present data that demonstrates success in ensuring students graduate on time.
4b. Academic Persistence *(Alternative only)*		**I/S**	This area is initially scored as falls far below. The narrative does not describe strategies the school uses to ensure students in grades 9-12 graduate on time. The narrative describes strategies that, even if supported by evidence, cannot demonstrate that the school implemented a plan for increasing the percent of students remaining enrolled in a public school across school years because the narrative does not describe a sequential process for keeping students motivated and engaged, including activities that demonstrate aspects of a comprehensive approach to increasing student engagement, and provides some evidence that the school is becoming more methodical in determining how to engage students and keep them enrolled at the school. **Data:** No data and analysis of data was provided to demonstrate success	This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes increasing the percent of students remaining enrolled in a public school across school years. While the charter holder's evidence demonstrated that the charter holder has limited efforts on the part of the school to engage students in school, the charter holder did not present data that demonstrates success in increasing the percent of students remaining enrolled in a public school across school years.

			in keeping students enrolled at the school for an extended period of time.	

Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: GAR, LLC.
School Name: Student Choice High School- Tatum Campus
Date Submitted: April 30, 2014
Academic Dashboard: FY12/FY13

Required for: Renewal
Initial Evaluation Completed: June 10, 2014
Final Evaluation Completed: June 27, 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**	**Comments**
1a. Student Median Growth Percentile (SGP) *Math*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student growth in Math on ACCR Standards because the narrative does not describe a system that includes processes to evaluate and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, data review teams, and standards-based assessments. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math because the narrative does not describe a system that includes processes to evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school evaluates the quality of	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student growth in Math on ACCR Standards because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is scored as approaches. The DSP provides evidence of processes to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations. The DSP provides evidence of a process that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and

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

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

			Professional Development: This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student growth in Reading because the narrative does not describe a comprehensive plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation which would have demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, and how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Reading.	curriculum and instructional methodology and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress and demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is initially scored as approaches. The DSP provides evidence of a professional development approach that is aligned with teacher learning needs, and focuses on areas of high importance. The DSP provides evidence of a plan that do not demonstrate the school implemented a professional development plan to increase student growth in Reading because the evidence does not demonstrate a comprehensive plan that includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** No data and analysis of data was provided to demonstrate increased student growth in Reading.
1b. Improvement (*Alternative High Schools only*) *Math*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, pacing guides, instructional material adoptions, and measureable implementation across the school, and that the curriculum is adapted to meet the needs of non-proficient students. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student performance in Math on ACCR Standards for non-proficient students because the narrative does not describe a system that includes processes to evaluate, and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student performance in Math on ACCR Standards for non-proficient students because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum, which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process, demonstrated how the school evaluates how effectively the curriculum enables students to master the standards,

			curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, data review teams, and standards-based assessments and that is adapted to meet the needs of non-proficient students. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for non-proficient students because the narrative does not describe a system that includes processes to evaluate the instructional practices of the teachers and provide some analysis and feedback to further develop the system, which would have demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers, and that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment:** This area is initially scored as meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student performance on ACCR Standards for Math for non-proficient students. **Professional Development** This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student performance in Math for non-proficient students because the narrative does not describe a system that includes processes to evaluate, and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the	identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is scored as approaches. The DSP provides evidence of processes to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations. The DSP provides evidence of a process that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for non-proficient students because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity. **Assessment:** This area is scored as approaches. The DSP provides evidence of an assessment approach that includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student performance on ACCR Standards for Math for non-proficient students Reading because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress and demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is initially scored as approaches. The DSP provides evidence of a professional development approach that is aligned with teacher learning needs, and focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan

			school is addressing curricular gaps. **Data:** Limited data and analysis of data was provided to demonstrate increased student performance in Math for non-proficient students.	to increase student performance in Math for non-proficient students because the evidence does not demonstrate a comprehensive plan [that includes follow-up and monitoring strategies, supports high quality implementation, and that that is adapted to meet the needs of non-proficient students which would have demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** No data and analysis of data was provided to demonstrate increased student performance in Math for non-proficient students.
1b. Improvement (*Alternative High Schools only*) *Reading*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, pacing guides, instructional material adoptions, and clearly defined and measureable implementation across the school, and that the curriculum is adapted to meet the needs of non-proficient students. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student performance in Reading on ACCR Standards for non-proficient students because the narrative does not describe a system that includes processes to evaluate, and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, data review teams, and standards-based assessments and that is adapted to meet the needs of non-proficient students. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for non-proficient students because the narrative does not describe a system that includes processes to evaluate the instructional practices of	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student performance in Reading on ACCR Standards for non-proficient students because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is scored as approaches. The DSP provides evidence of processes to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations. The DSP provides evidence of a process that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for non-proficient students because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR

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

				Data: No data and analysis of data was provided to demonstrate increased student performance in Reading for non-proficient students.
2a. Percent Passing *Math*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, pacing guides, instructional material adoptions, and clearly defined and measureable implementation across the school. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards because the narrative does not describe a system that includes processes to evaluate, and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps.. **Instruction:** This area is initially scored as approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, data review teams, and standards-based assessments. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math because the narrative does not describe a system that includes processes to evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system] which would have demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers, and that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment** This area is initially scored as meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes a	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is scored as approaches. The DSP provides evidence of processes to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations. The DSP provides evidence of a process that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity. **Assessment:** This area is scored as approaches. The DSP provides evidence of an assessment approach that includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments. The DSP provides evidence of an

			system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Math because the narrative does not describe a system that includes processes to evaluate, and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Math.	approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math Reading because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress and demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is initially scored as approaches. The DSP provides evidence of a professional development approach that is aligned with teacher learning needs, and focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Math because the evidence does not demonstrate a comprehensive plan that includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math.
2a. Percent Passing *Reading*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, pacing guides, instructional material adoptions, and clearly defined and measureable implementation across the school. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Reading on ACCR Standards because the narrative does not describe a system that includes processes to evaluate, and	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Reading on ACCR Standards because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates

			revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, data review teams, and standards-based assessments. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading because the narrative does not describe a system that includes processes to evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers, and that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment:** This area is initially scored as meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Reading because the narrative does not describe a system that includes processes to evaluate, and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps.	curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is scored as approaches. The DSP provides evidence of processes to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations. The DSP provides evidence of a process that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity. **Assessment:** This area is scored as approaches. The DSP provides evidence of an assessment approach that includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress and demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that is aligned with teacher learning needs, and focuses on areas of high

			Data: Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading.	importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Reading because the evidence does not demonstrate a comprehensive plan that includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading.
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*	**N/A**	**N/A**	The narrative provided stated that the school currently does not have any ELL students.	The narrative provided stated that the school currently does not have any ELL students.
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*	**N/A**	**N/A**	The narrative provided stated that the school currently does not have any ELL students.	The narrative provided stated that the school currently does not have any ELL students.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*	**N/A**	**N/A**	The narrative provided stated that the school currently does not have any FRL students.	The narrative provided stated that the school currently does not have any FRL students.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*	**N/A**	**N/A**	The narrative provided stated that the school currently does not have any FRL students.	The narrative provided stated that the school currently does not have any FRL students.

2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, pacing guides, instructional material adoptions, and clearly defined and measureable implementation across the school, and that the curriculum is adapted to meet the needs of Students with disabilities. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards for Students with disabilities because the narrative does not describe a system that includes processes to evaluate and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, data review teams, and standards-based assessments and that is adapted to meet the needs of Students with disabilities. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for Students with disabilities because the narrative does not describe a system that includes processes to evaluate the instructional practices of the teachers, provide some analysis and feedback to further develop the system, and that the processes are adapted to meet the needs of Students with disabilities] which would have demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers, and that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment:** This area is initially scored as meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards for Students with disabilities because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum, and that the curriculum is adapted to meet the needs of Students with disabilities which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is scored as approaches. The DSP provides evidence of processes to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations. The DSP provides evidence of a process that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for Students with disabilities because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system and that the processes are adapted to meet the needs of Students with disabilities which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity. **Assessment:** This area is scored as approaches. The DSP provides evidence of an assessment approach that includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for

			assessments, and data review teams. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting in student proficiency on ACCR Standards for Math for Students with disabilities. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Math for Students with disabilities because the narrative does not describe a system that includes processes to evaluate, and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math for students with disabilities.	monitoring and documenting changes in student proficiency on ACCR Standards for Math for Students with disabilities Reading because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress and demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that is aligned with teacher learning needs, and focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Math for Students with disabilities because the evidence does not demonstrate a comprehensive plan that includes follow-up and monitoring strategies, supports high quality implementation, and that that is adapted to meet the needs of Students with disabilities which would have demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math for students with disabilities.
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, pacing guides, instructional material adoption sand clearly defined and measureable implementation across the school, and that the curriculum is adapted to meet the needs of Students with disabilities. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Reading on ACCR Standards for Students with disabilities because the evidence does not demonstrate a system that includes processes to create,

			student proficiency in Reading on ACCR Standards for Students with disabilities because the narrative does not describe a system that includes processes to evaluate and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, data review teams, and standards-based assessments and that is adapted to meet the needs of Students with disabilities. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for Students with disabilities because the narrative does not describe a system that includes processes to evaluate the instructional practices of the teachers, provide some analysis and feedback to further develop the system, which would have demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers, and that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment:** This area is initially scored as meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for Students with disabilities. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Reading for Students with disabilities because the narrative	evaluate, and revise curriculum and that the curriculum is adapted to meet the needs of Students with disabilities which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is scored as approaches. The DSP provides evidence of processes to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations. The DSP provides evidence of a process that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for Students with disabilities because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, provide some analysis and feedback to further develop the system, and that the processes are adapted to meet the needs of Students with disabilities] which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity. **Assessment:** This area is scored as approaches. The DSP provides evidence of an assessment approach that includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for Students with disabilities because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, data review teams, and that is adapted to meet the needs of Students with disabilities which would have demonstrated that the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress and demonstrate how and when the school analyzes assessment data, what findings the school makes from

			does not describe a system that includes processes to evaluate, and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities.	assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that is aligned with teacher learning needs, and focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Reading for Students with disabilities because the evidence does not demonstrate a comprehensive plan that includes follow-up and monitoring strategies, supports high quality implementation, and that that is adapted to meet the needs of Students with disabilities which would have demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities.
3a. A-F Letter Grade State Accountability System		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, pacing guides, instructional material adoptions, and clearly defined and measureable implementation across the school. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student growth and proficiency in Math and Reading on ACCR Standards because the narrative does not describe a system that includes processes to evaluate and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, data review teams, and standards-based assessments. The	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student growth and proficiency in Math and Reading on ACCR Standards because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum and that the curriculum is adapted to meet the needs of Students with disabilities which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps.

			narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math and Reading because the narrative does not describe a system that includes processes to evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers, and that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment:** This area is initially scored as meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student growth and proficiency in Math and Reading on ACCR Standards. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student growth and proficiency in Math and Reading on ACCR Standards because the narrative does not describe a system that includes processes to evaluate, and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth and proficiency in Math and Reading.	**Instruction:** This area is scored as approaches. The DSP provides evidence of processes to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations. The DSP provides evidence of a process that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math and Reading because the evidence does not demonstrate a system that includes processes to [monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system] which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity.. **Assessment:** This area is scored as approaches. The DSP provides evidence of an assessment approach that includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments. The DSP provides evidence of an approach that do not demonstrate the school implemented a plan for monitoring and documenting changes in student growth and proficiency in Math and Reading on ACCR Standards because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, data review teams, and that is adapted to meet the needs of Students with disabilities which would have demonstrated that the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress and demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that is aligned with teacher learning needs, and focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student growth and proficiency in Math and Reading on ACCR Standards because the evidence does not demonstrate a comprehensive

				plan [that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation] which would have demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** No data and analysis of data was provided to demonstrate increased student growth and proficiency in Math and Reading.
4a. High School Graduation Rate *(Alternative Schools)*		**I/S**	This area is initially scored as falls far below. The narrative does not describe strategies the school uses to ensure students in grades 9-12 graduate on time. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a plan for meeting the target for graduation rate as described in the A-F Alternative Letter Grade Model because the narrative does not describe strategies the school uses to ensure students in grades 9-12 graduate on time, including individual student plans for academic and career success which are monitored, reviewed and updated annually and/or highly effective practices the school uses for addressing early academic difficulty. **Data:** No data and analysis of data was provided to demonstrate success in ensuring students graduate on time.	This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes increasing the percent of entering ninth grades 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, the school did not present data that demonstrates success in ensuring students graduate on time.
4b. Academic Persistence *(Alternative only)*		**I/S**	This area is initially scored as falls far below. The narrative does not describe strategies the school uses to ensure students in grades 9-12 graduate on time. The narrative describes strategies that, even if supported by evidence, cannot demonstrate that the school implemented a plan for increasing the percent of students remaining enrolled in a public school across school years because the narrative does not describe a sequential process for keeping students motivated and engaged, including activities that demonstrate aspects of a comprehensive approach to increasing student engagement, and provides some evidence that the school is becoming more methodical in determining how to engage students and keep them enrolled at the school. **Data:** No data and analysis of data was provided to demonstrate success	This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes increasing the percent of students remaining enrolled in a public school across school years. While the charter holder's evidence demonstrated that the charter holder has limited efforts on the part of the school to engage students in school, the charter holder did not present data that demonstrates success in increasing the percent of students remaining enrolled in a public school across school years.

			in keeping students enrolled at the school for an extended period of time.	

Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: GAR, LLC.
School Name: Student Choice High School (Peoria)
Date Submitted: April 30, 2014
Academic Dashboard: FY12/FY13

Required for: Renewal
Initial Evaluation Completed: June 10, 2014
Final Evaluation Completed: June 27, 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**	**Comments**
1a. Student Median Growth Percentile (SGP) *Math*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student growth in Math on ACCR Standards because the narrative does not describe a system that includes processes to evaluate and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, data review teams, and standards-based assessments. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math because the narrative does not describe a system that includes processes to evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school evaluates the quality of	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student growth in Math on ACCR Standards because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is scored as approaches. The DSP provides evidence of processes to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations. The DSP provides evidence of a process that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and

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

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

			Professional Development: This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student growth in Reading because the narrative does not describe a comprehensive plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation which would have demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, and how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Reading.	curriculum and instructional methodology and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress and demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is initially scored as approaches. The DSP provides evidence of a professional development approach that is aligned with teacher learning needs, and focuses on areas of high importance. The DSP provides evidence of a plan that do not demonstrate the school implemented a professional development plan to increase student growth in Reading because the evidence does not demonstrate a comprehensive plan that includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** No data and analysis of data was provided to demonstrate increased student growth in Reading.
1b. Improvement (*Alternative High Schools only*) *Math*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, pacing guides, instructional material adoptions, and measureable implementation across the school, and that the curriculum is adapted to meet the needs of non-proficient students. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student performance in Math on ACCR Standards for non-proficient students because the narrative does not describe a system that includes processes to evaluate, and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student performance in Math on ACCR Standards for non-proficient students because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum, which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process, demonstrated how the school evaluates how effectively the curriculum enables students to master the standards,

			curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, data review teams, and standards-based assessments and that is adapted to meet the needs of non-proficient students. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for non-proficient students because the narrative does not describe a system that includes processes to evaluate the instructional practices of the teachers and provide some analysis and feedback to further develop the system, which would have demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers, and that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment:** This area is initially scored as meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student performance on ACCR Standards for Math for non-proficient students. **Professional Development** This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student performance in Math for non-proficient students because the narrative does not describe a system that includes processes to evaluate, and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the	identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is scored as approaches. The DSP provides evidence of processes to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations. The DSP provides evidence of a process that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for non-proficient students because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity. **Assessment:** This area is scored as approaches. The DSP provides evidence of an assessment approach that includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student performance on ACCR Standards for Math for non-proficient students Reading because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress and demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is initially scored as approaches. The DSP provides evidence of a professional development approach that is aligned with teacher learning needs, and focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan

			school is addressing curricular gaps. **Data:** Limited data and analysis of data was provided to demonstrate increased student performance in Math for non-proficient students.	to increase student performance in Math for non-proficient students because the evidence does not demonstrate a comprehensive plan [that includes follow-up and monitoring strategies, supports high quality implementation, and that that is adapted to meet the needs of non-proficient students which would have demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** No data and analysis of data was provided to demonstrate increased student performance in Math for non-proficient students.
1b. Improvement (*Alternative High Schools only*) *Reading*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, pacing guides, instructional material adoptions, and clearly defined and measureable implementation across the school, and that the curriculum is adapted to meet the needs of non-proficient students. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student performance in Reading on ACCR Standards for non-proficient students because the narrative does not describe a system that includes processes to evaluate, and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, data review teams, and standards-based assessments and that is adapted to meet the needs of non-proficient students. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for non-proficient students because the narrative does not describe a system that includes processes to evaluate the instructional practices of	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student performance in Reading on ACCR Standards for non-proficient students because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is scored as approaches. The DSP provides evidence of processes to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations. The DSP provides evidence of a process that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for non-proficient students because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR

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

				Data: No data and analysis of data was provided to demonstrate increased student performance in Reading for non-proficient students.
2a. Percent Passing *Math*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, pacing guides, instructional material adoptions, and clearly defined and measureable implementation across the school. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards because the narrative does not describe a system that includes processes to evaluate, and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps.. **Instruction:** This area is initially scored as approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, data review teams, and standards-based assessments. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math because the narrative does not describe a system that includes processes to evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system] which would have demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers, and that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment** This area is initially scored as meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes a	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is scored as approaches. The DSP provides evidence of processes to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations. The DSP provides evidence of a process that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity. **Assessment:** This area is scored as approaches. The DSP provides evidence of an assessment approach that includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments. The DSP provides evidence of an

			system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Math because the narrative does not describe a system that includes processes to evaluate, and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Math.	approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math Reading because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress and demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is initially scored as approaches. The DSP provides evidence of a professional development approach that is aligned with teacher learning needs, and focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Math because the evidence does not demonstrate a comprehensive plan that includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math.
2a. Percent Passing *Reading*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, pacing guides, instructional material adoptions, and clearly defined and measureable implementation across the school. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Reading on ACCR Standards because the narrative does not describe a system that includes processes to evaluate, and	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Reading on ACCR Standards because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates

			revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, data review teams, and standards-based assessments. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading because the narrative does not describe a system that includes processes to evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers, and that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment:** This area is initially scored as meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Reading because the narrative does not describe a system that includes processes to evaluate, and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps.	curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is scored as approaches. The DSP provides evidence of processes to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations. The DSP provides evidence of a process that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity. **Assessment:** This area is scored as approaches. The DSP provides evidence of an assessment approach that includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress and demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that is aligned with teacher learning needs, and focuses on areas of high

			Data: Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading.	importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Reading because the evidence does not demonstrate a comprehensive plan that includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading.
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*	**N/A**	**N/A**	The narrative provided stated that the school currently does not have any ELL students.	The narrative provided stated that the school currently does not have any ELL students.
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*	**N/A**	**N/A**	The narrative provided stated that the school currently does not have any ELL students.	The narrative provided stated that the school currently does not have any ELL students.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*	**N/A**	**N/A**	The narrative provided stated that the school currently does not have any FRL students.	The narrative provided stated that the school currently does not have any FRL students.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*	**N/A**	**N/A**	The narrative provided stated that the school currently does not have any FRL students.	The narrative provided stated that the school currently does not have any FRL students.

2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, pacing guides, instructional material adoptions, and clearly defined and measureable implementation across the school, and that the curriculum is adapted to meet the needs of Students with disabilities. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards for Students with disabilities because the narrative does not describe a system that includes processes to evaluate and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, data review teams, and standards-based assessments and that is adapted to meet the needs of Students with disabilities. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for Students with disabilities because the narrative does not describe a system that includes processes to evaluate the instructional practices of the teachers, provide some analysis and feedback to further develop the system, and that the processes are adapted to meet the needs of Students with disabilities] which would have demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers, and that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment:** This area is initially scored as meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards for Students with disabilities because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum, and that the curriculum is adapted to meet the needs of Students with disabilities which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is scored as approaches. The DSP provides evidence of processes to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations. The DSP provides evidence of a process that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for Students with disabilities because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system and that the processes are adapted to meet the needs of Students with disabilities which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity. **Assessment:** This area is scored as approaches. The DSP provides evidence of an assessment approach that includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for

			assessments, and data review teams. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting in student proficiency on ACCR Standards for Math for Students with disabilities. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Math for Students with disabilities because the narrative does not describe a system that includes processes to evaluate, and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math for students with disabilities.	monitoring and documenting changes in student proficiency on ACCR Standards for Math for Students with disabilities Reading because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress and demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that is aligned with teacher learning needs, and focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Math for Students with disabilities because the evidence does not demonstrate a comprehensive plan that includes follow-up and monitoring strategies, supports high quality implementation, and that that is adapted to meet the needs of Students with disabilities which would have demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math for students with disabilities.
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, pacing guides, instructional material adoption sand clearly defined and measureable implementation across the school, and that the curriculum is adapted to meet the needs of Students with disabilities. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Reading on ACCR Standards for Students with disabilities because the evidence does not demonstrate a system that includes processes to create,

			student proficiency in Reading on ACCR Standards for Students with disabilities because the narrative does not describe a system that includes processes to evaluate and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, data review teams, and standards-based assessments and that is adapted to meet the needs of Students with disabilities. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for Students with disabilities because the narrative does not describe a system that includes processes to evaluate the instructional practices of the teachers, provide some analysis and feedback to further develop the system, which would have demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers, and that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment:** This area is initially scored as meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for Students with disabilities. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Reading for Students with disabilities because the narrative	evaluate, and revise curriculum and that the curriculum is adapted to meet the needs of Students with disabilities which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is scored as approaches. The DSP provides evidence of processes to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations. The DSP provides evidence of a process that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for Students with disabilities because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, provide some analysis and feedback to further develop the system, and that the processes are adapted to meet the needs of Students with disabilities] which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity. **Assessment:** This area is scored as approaches. The DSP provides evidence of an assessment approach that includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for Students with disabilities because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, data review teams, and that is adapted to meet the needs of Students with disabilities which would have demonstrated that the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress and demonstrate how and when the school analyzes assessment data, what findings the school makes from

			does not describe a system that includes processes to evaluate, and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities.	assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that is aligned with teacher learning needs, and focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Reading for Students with disabilities because the evidence does not demonstrate a comprehensive plan that includes follow-up and monitoring strategies, supports high quality implementation, and that that is adapted to meet the needs of Students with disabilities which would have demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities.
3a. A-F Letter Grade State Accountability System		**I/S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create and implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, pacing guides, instructional material adoptions, and clearly defined and measureable implementation across the school. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student growth and proficiency in Math and Reading on ACCR Standards because the narrative does not describe a system that includes processes to evaluate and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, data review teams, and standards-based assessments. The	**Curriculum:** This area is scored as approaches. The DSP provides evidence of processes to implement including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student growth and proficiency in Math and Reading on ACCR Standards because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum and that the curriculum is adapted to meet the needs of Students with disabilities which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps.

			narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math and Reading because the narrative does not describe a system that includes processes to evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers, and that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment:** This area is initially scored as meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student growth and proficiency in Math and Reading on ACCR Standards. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student growth and proficiency in Math and Reading on ACCR Standards because the narrative does not describe a system that includes processes to evaluate, and revise curriculum which would have demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth and proficiency in Math and Reading.	**Instruction:** This area is scored as approaches. The DSP provides evidence of processes to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations. The DSP provides evidence of a process that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math and Reading because the evidence does not demonstrate a system that includes processes to [monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system] which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity.. **Assessment:** This area is initially scored as approaches. The DSP provides evidence of an assessment approach that includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments. The DSP provides evidence of an approach that do not demonstrate the school implemented a plan for monitoring and documenting changes in student growth and proficiency in Math and Reading on ACCR Standards because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, data review teams, and that is adapted to meet the needs of Students with disabilities which would have demonstrated that the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress and demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that is aligned with teacher learning needs, and focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student growth and proficiency in Math and Reading on ACCR Standards because the evidence does not demonstrate a comprehensive

				plan [that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation] which would have demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan, and demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** No data and analysis of data was provided to demonstrate increased student growth and proficiency in Math and Reading.
4a. High School Graduation Rate ***(Alternative Schools)***		**I/S**	This area is initially scored as falls far below. The narrative does not describe strategies the school uses to ensure students in grades 9-12 graduate on time. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a plan for meeting the target for graduation rate as described in the A-F Alternative Letter Grade Model because the narrative does not describe strategies the school uses to ensure students in grades 9-12 graduate on time, including individual student plans for academic and career success which are monitored, reviewed and updated annually and/or highly effective practices the school uses for addressing early academic difficulty. **Data:** No data and analysis of data was provided to demonstrate success in ensuring students graduate on time.	This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes increasing the percent of entering ninth grades 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, the school did not present data that demonstrates success in ensuring students graduate on time.
4b. Academic Persistence *(Alternative only)*		**I/S**	This area is initially scored as falls far below. The narrative does not describe strategies the school uses to ensure students in grades 9-12 graduate on time. The narrative describes strategies that, even if supported by evidence, cannot demonstrate that the school implemented a plan for increasing the percent of students remaining enrolled in a public school across school years because the narrative does not describe a sequential process for keeping students motivated and engaged, including activities that demonstrate aspects of a comprehensive approach to increasing student engagement, and provides some evidence that the school is becoming more methodical in determining how to engage students and keep them enrolled at the school. **Data:** No data and analysis of data was provided to demonstrate success	This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes increasing the percent of students remaining enrolled in a public school across school years. While the charter holder's evidence demonstrated that the charter holder has limited efforts on the part of the school to engage students in school, the charter holder did not present data that demonstrates success in increasing the percent of students remaining enrolled in a public school across school years.

			in keeping students enrolled at the school for an extended period of time.	