Demonstration of Sufficient Progress Evaluation Instrument

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

Required for: Renewal
Initial Evaluation Completed: April 16, 2014
Final Evaluation Completed: May 21, 2014

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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
1a. Student Median Growth Percentile (SGP) *Math*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to implement, evaluate, and revise curriculum , aligned with Arizona's College and Career Ready Standards, evidenced by curriculum maps, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system that includes a process for creating or adopting curriculum, including supplemental curriculum. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Math on Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math.	**Curriculum:** This area was scored as exceeds. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a formalized process to create, implement, evaluate, and revise curriculum aligned with Arizona's College and Career Ready Standards with systematic and sustainable implementation across the school. **Instruction:** This area was scored as meets. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection

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				from multiple assessments, and data review teams. **Professional Development:** This area was scored as meets. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data**: Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Math in the whole school population.
1a. Student Median Growth Percentile (SGP) *Reading*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to implement, evaluate, and revise curriculum , aligned with Arizona's College and Career Ready Standards, evidenced by curriculum maps, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system that includes a process for creating or adopting curriculum, including supplemental curriculum. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Reading on Arizona's College and Career Ready Standards for Reading. **Instruction:** This area was scored as approaches. The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that	**Curriculum:** This area was scored as exceeds. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a formalized process to create, implement, evaluate, and revise curriculum aligned with Arizona's College and Career Ready Standards with systematic and sustainable implementation across the school. **Instruction:** This area was scored as meets. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system.

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1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to implement, evaluate, and revise curriculum , aligned with Arizona's College and Career Ready Standards, evidenced by curriculum maps, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system that includes a process for creating or adopting curriculum, including supplemental curriculum. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Math on Arizona's College and Career Ready Standards for students in the bottom 25% for Math. **Instruction:** This area was scored as approaches. The narrative	**Curriculum:** This area was scored as exceeds. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a formalized process to create, implement, evaluate, and revise curriculum aligned with Arizona's College and Career Ready Standards with systematic and sustainable implementation across the school. **Instruction:** This area was scored as meets. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready

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2a. Percent Passing *Math*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to implement, evaluate, and revise curriculum , aligned with Arizona's College and Career Ready Standards, evidenced by curriculum maps, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system that includes a process for creating or adopting curriculum, including supplemental curriculum. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math on Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math.	**Curriculum:** This area was scored as exceeds. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a formalized process to create, implement, evaluate, and revise curriculum aligned with Arizona's College and Career Ready Standards with systematic and sustainable implementation across the school. **Instruction:** This area was scored as meets. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as meets. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes

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2b. Composite School Comparison (*Traditional and Small Schools only*) *Math*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to implement, evaluate, and revise curriculum , aligned with Arizona's College and Career Ready Standards, evidenced by curriculum maps, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system that includes a process for creating or adopting curriculum, including supplemental curriculum. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency to expected performance levels for ELL, FRL, and students with disabilities in Math as compared to similar schools. **Instruction:** This area was scored as approaches. The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that	**Curriculum:** This area was scored as exceeds. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a formalized process to create, implement, evaluate, and revise curriculum aligned with Arizona's College and Career Ready Standards with systematic and sustainable implementation across the school. **Instruction:** This area was scored as meets. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system.

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2b. Composite School Comparison (*Traditional and Small Schools only*) *Reading*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to implement, evaluate, and revise curriculum , aligned with Arizona's College and Career Ready Standards, evidenced by curriculum maps, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system that includes a process for creating or adopting curriculum, including supplemental curriculum. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student	**Curriculum:** This area was scored as exceeds. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a formalized process to create, implement, evaluate, and revise curriculum aligned with Arizona's College and Career Ready Standards with systematic and sustainable implementation across the school.

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2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*	**N/A**	**N/A**	The narrative indicates the charter school does not have any ELL students enrolled.	The narrative indicates the charter school does not have any ELL students enrolled.
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*	**N/A**	**N/A**	The narrative indicates the charter school does not have any ELL students enrolled.	The narrative indicates the charter school does not have any ELL students enrolled.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to implement, evaluate, and revise curriculum , aligned with Arizona's College and Career Ready Standards, evidenced by curriculum maps, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system that includes a process for creating or adopting curriculum, including supplemental curriculum. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math on Arizona's College and Career Ready Standards for FRL students. **Instruction:** This area was scored as approaches. The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math for FRL students.	**Curriculum:** This area was scored as exceeds. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a formalized process to create, implement, evaluate, and revise curriculum aligned with Arizona's College and Career Ready Standards with systematic and sustainable implementation across the school. **Instruction:** This area was scored as meets. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system

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2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to implement, evaluate, and revise curriculum , aligned with Arizona's College and Career Ready Standards, evidenced by curriculum maps, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system that includes a process for creating or adopting curriculum, including supplemental curriculum. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Reading on Arizona's College and Career Ready Standards for FRL students. **Instruction:** This area was scored as approaches. The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations,	**Curriculum:** This area was scored as exceeds. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a formalized process to create, implement, evaluate, and revise curriculum aligned with Arizona's College and Career Ready Standards with systematic and sustainable implementation across the school. **Instruction:** This area was scored as meets. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and

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			standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading for FRL students. **Assessment:** This area was scored as approaches. 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. However, the narrative does not describe how the system is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency on Arizona's College and Career Ready Standards for FRL students in Reading.	feedback to further develop the system. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as meets. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data**: Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Math in the whole school population as well as for students within the FRL subgroups.
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to implement, evaluate, and revise curriculum , aligned with Arizona's College and Career Ready Standards, evidenced by curriculum maps, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system that includes a process for creating or adopting curriculum, including supplemental curriculum. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math on Arizona's College and Career Ready Standards	**Curriculum:** This area was scored as exceeds. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a formalized process to create, implement, evaluate, and revise curriculum aligned with Arizona's College and Career Ready Standards with systematic and sustainable implementation across the school. **Instruction:** This area was scored as meets. Through the Demonstration

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			for students with disabilities. **Instruction:** This area was scored as approaches. The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system.. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math for students with disabilities. **Assessment:** This area was scored as approaches. 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. However, the narrative does not describe how the system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in Math on Arizona's College and Career Ready Standards for students with disabilities. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in math for students with disabilities.	of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as meets. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data**: Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Math in the whole school population. The school is unable to provide comparative data for the SPED subgroup because they only had 1 FAY student in this subgroup in 2012-2013.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to implement, evaluate, and revise curriculum , aligned with Arizona's College and Career Ready Standards, evidenced by curriculum maps, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system that includes a process for creating or adopting curriculum, including supplemental curriculum. teams, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Reading on Arizona's College and Career Ready Standards for students with disabilities. **Instruction:** This area was scored as approaches. The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system.. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading for students with disabilities. **Assessment:** This area was scored as approaches. The narrative describes 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. However, the narrative does not describe how the system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in Reading on Arizona's College and Career Ready	**Curriculum:** This area was scored as exceeds. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a formalized process to create, implement, evaluate, and revise curriculum aligned with Arizona's College and Career Ready Standards with systematic and sustainable implementation across the school. **Instruction:** This area was scored as meets. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as meets. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			Standards for students with disabilities. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities.	importance and supports high quality implementation. **Data**: Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Math in the whole school. The school is unable to provide comparative data for the SPED subgroup because they only had 1 FAY student in this subgroup in 2012-2013.
3a. A-F Letter Grade State Accountability System	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to implement, evaluate, and revise curriculum , aligned with Arizona's College and Career Ready Standards, evidenced by curriculum maps, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe a curriculum system that includes a process for creating or adopting curriculum, including supplemental curriculum. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth and proficiency in Math and Reading on Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. **Assessment** This area was scored as approaches. The narrative 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,	**Curriculum:** This area was scored as exceeds. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a formalized process to create, implement, evaluate, and revise curriculum aligned with Arizona's College and Career Ready Standards with systematic and sustainable implementation across the school. **Instruction:** This area was scored as meets. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment:** This area was scored as meets. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			such as formative and summative assessments, common/benchmark assessments, and data review teams. However, the narrative does not describe how the system is adapted to meet the needs of FRL and students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth and proficiency on Arizona's College and Career Ready Standards for Math and Reading. **Data:** Limited data was provided to demonstrate increased growth and proficiency in Math and Reading for FRL and students with disabilities.	**Professional Development:** This area was scored as meets. Through the Demonstration of Sufficient Progress process, the charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data**: Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Math in the whole school population as well as for students within the FRL subgroups; and improved growth for students in the bottom 25%. The school does not serve any ELL students. The school is unable to provide comparative data for the SPED subgroup because they only had 1 FAY student in this subgroup in 2012-2013.