Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Kaizen Education Foundation
dba South Pointe Elementary School
School Name: South Pointe Elementary School
Date Submitted: April 18, 2014
Academic Dashboard: FY12/FY13

Required for: Renewal

Initial Evaluation Completed: June 16, 2014
Final Evaluation Completed: July 3, 2014

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

			Initial Evaluation	Final Evaluation
Measure	**Acceptable**	**Not Acceptable**	**Comments**	**Comments**
1a. Student Median Growth Percentile (SGP) *Reading*	**S**	**I**	**Curriculum:** This area is initially scored as **Approaches**. The narrative describes processes to implement and evaluate curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, 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 implemented a curriculum to increase student growth in Reading on ACCR Standards because the narrative does not describe a system that includes processes to create 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; and 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 **Meets**. The narrative describes a system to monitor the integration of ACCR Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. The narrative provided describes a system that, if supported by evidence, can demonstrate that	**Curriculum:** This area is scored as **Meets**. The DSP provides evidence of a system to create, implement, evaluate, and revise 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 DSP provides evidence of a system that demonstrates the school implemented a curriculum to increase student growth in Reading on ACCR Standards. **Instruction:** This area is scored as **Meets**. The DSP provides 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 evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading. **Assessment:** This area is scored as **Meets**. The DSP provides evidence of 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

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1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*	**S**	**I**	**Curriculum:** This area is initially scored as **Approaches**. The narrative describes processes to implement and evaluate curriculum, including supplemental curriculum, aligned with ACCR Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, 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 implemented a curriculum to increase student growth in Math on ACCR Standards for students in the bottom 25% because the narrative does not describe a system that includes processes to create 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; and	**Curriculum:** This area is scored as **Meets**. The DSP provides evidence of a system to create, implement, evaluate, and revise 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, and that the curriculum is adapted to meet the needs of students in the bottom 25%. The DSP provides evidence of a system that demonstrates the school implemented a curriculum to increase student growth in Math on ACCR Standards for students in the bottom 25%. **Instruction:** This area is scored as **Meets**. The DSP provides evidence of a system to monitor the integration of Arizona's College and Career Ready

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2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*	**S**	**I**	**Curriculum:** This area is initially scored as **Approaches**. The narrative describes processes to implement and evaluate curriculum, including supplemental curriculum, aligned with ACCR Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, 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 implemented a curriculum to increase student proficiency in Math for ELL students because the narrative does not describe a system that includes processes to create 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; and 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 **Meets**. The narrative describes a system to monitor the integration of ACCR Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring the integration of the	**Curriculum:** This area is scored as **Meets**. The DSP provides evidence of a system to create, implement, evaluate, and revise 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, and that the curriculum is adapted to meet the needs of ELL students. The DSP provides evidence of a system that demonstrates the school implemented a curriculum to increase student proficiency in Math on ACCR Standards for ELL students **Instruction:** This area is scored as **Meets**. The DSP provides 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 evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system, and that is adapted to meet the needs of ELL students. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for ELL students. **Assessment:** This area is scored as **Meets**. The DSP provides evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments,

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			ELL students because the narrative does not describe a system that includes processes to create 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; and 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 **Meets**. The narrative describes a system to monitor the integration of ACCR Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for ELL students. **Assessment:** This area is initially scored as **Meets**. The narrative describe 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 in Reading for ELL students. **Professional Development:** This area is initially scored as **Approaches**. The narrative describes a professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and focuses on areas of high importance. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Reading for ELL students as compared to similar schools because the narrative does not describe how the school supports high quality implementation of the strategies and information learned, and does not describe how the plan addresses the needs of ELL students, which would have demonstrated how the	demonstrates the school implemented a curriculum to increase student proficiency in Reading on ACCR Standards for ELL students **Instruction:** This area is scored as **Meets**. The DSP provides 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 evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system, and that is adapted to meet the needs of ELL students. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for ELL students. **Assessment:** This area is scored as **Meets**. The DSP provides evidence of 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, and that is adapted to meet the needs of ELL students. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for ELL students. **Professional Development:** This area is scored as **Meets**. The DSP provides evidence of a comprehensive professional development 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, and that is adapted to meet the needs of ELL students. The DSP provides evidence of a system that demonstrates the school implemented a professional development plan to increase student proficiency in Reading for ELL students. **Data:** The data provided indicates maintained proficiency in Reading.

			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 the plan is adapted to meet the needs of ELL students. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency to expected performance levels for ELL students in Reading. Data must demonstrate improvement as compared to prior years.	
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*	**S**	**I**	**Curriculum:** This area is initially scored as **Approaches**. The narrative describes processes to implement and evaluate curriculum, including supplemental curriculum, aligned with ACCR Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, 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 implemented a curriculum to increase student proficiency in Math for FRL students because the narrative does not describe a system that includes processes to create 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; and 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 **Meets**. The narrative describes a system to monitor the integration of ACCR Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for FRL students. **Assessment:** This area is initially scored as **Meets**. The narrative describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional	**Curriculum:** This area is scored as **Meets**. The DSP provides evidence of a system to create, implement, evaluate, and revise 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, and that the curriculum is adapted to meet the needs of FRL students. The DSP provides evidence of a system that demonstrates the school implemented a curriculum to increase student proficiency in Math on ACCR Standards for FRL students **Instruction:** This area is scored as **Meets**. The DSP provides 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 evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system, and that is adapted to meet the needs of FRL students. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for FRL students. **Assessment:** This area is scored as **Meets**. The DSP provides evidence of 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, and that is adapted to meet the needs of FRL students. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math

			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 in Math for FRL students. **Professional Development:** This area is initially scored as **Approaches**. The narrative describes a professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and focuses on areas of high importance. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Math for FRL students as compared to similar schools because the narrative does not describe how the school supports high quality implementation of the strategies and information learned, and does not describe how the plan addresses the needs of FRL students, 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 the plan is adapted to meet the needs of FRL students. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency to expected performance levels for FRL students in Math. Data must demonstrate improvement as compared to prior years.	for FRL students. **Professional Development:** This area is scored as **Meets**. The DSP provides evidence of a comprehensive professional development 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, and that is adapted to meet the needs of FRL students. The DSP provides evidence of a system that demonstrates the school implemented a professional development plan to increase student proficiency in Math for FRL students. **Data:** The data provided indicates maintained proficiency in Math.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*	**S**	**I**	**Curriculum:** This area is initially scored as **Approaches**. The narrative describes processes to implement and evaluate curriculum, including supplemental curriculum, aligned with ACCR Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, 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 implemented a curriculum to increase student proficiency in Reading for FRL students because the narrative does not describe a system that includes processes to create 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; and demonstrated how the	**Curriculum:** This area is scored as **Meets**. The DSP provides evidence of a system to create, implement, evaluate, and revise 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, and that the curriculum is adapted to meet the needs of FRL students. The DSP provides evidence of a system that demonstrates the school implemented a curriculum to increase student proficiency in Reading on ACCR Standards for FRL students **Instruction:** This area is scored as **Meets**. The DSP provides 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

			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 **Meets**. The narrative describes a system to monitor the integration of ACCR Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for FRL students. **Assessment:** This area is initially scored as **Meets**. The narrative describe 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 in Reading for FRL students. **Professional Development:** This area is initially scored as **Approaches**. The narrative describes a professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and focuses on areas of high importance. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Reading for FRL students as compared to similar schools because the narrative does not describe how the school supports high quality implementation of the strategies and information learned, and does not describe how the plan addresses the needs of FRL students, 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 the plan is adapted to meet the needs of FRL students.	teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system, and that is adapted to meet the needs of FRL students. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for FRL students. **Assessment:** This area is scored as **Meets**. The DSP provides evidence of 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, and that is adapted to meet the needs of FRL students. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for FRL students. **Professional Development:** This area is scored as **Meets**. The DSP provides evidence of a comprehensive professional development 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, and that is adapted to meet the needs of FRL students. The DSP provides evidence of a system that demonstrates the school implemented a professional development plan to increase student proficiency in Reading for FRL students. **Data:** The data provided indicates maintained proficiency in Reading.

			Data: Limited data and analysis of data was provided to demonstrate increased student proficiency to expected performance levels for FRL students in Reading. Data must demonstrate improvement as compared to prior years.	
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*	**S**	**I**	**Curriculum:** This area is initially scored as **Approaches**. The narrative describes processes to implement and evaluate curriculum, including supplemental curriculum, aligned with ACCR Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, 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 implemented a curriculum to increase student proficiency in Math for students with disabilities because the narrative does not describe a system that includes processes to create 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; and 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 **Meets**. The narrative describes a system to monitor the integration of ACCR Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for students with disabilities. **Assessment:** This area is initially scored as **Meets**. The narrative describe 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	**Curriculum:** This area is scored as **Meets**. The DSP provides evidence of a system to create, implement, evaluate, and revise 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, and that the curriculum is adapted to meet the needs of students with disabilities. The DSP provides evidence of a system that demonstrates the school implemented a curriculum to increase student proficiency in Math on ACCR Standards for students with disabilities. **Instruction:** This area is scored as **Meets**. The DSP provides 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 evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system, and that is adapted to meet the needs of students with disabilities. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for students with disabilities. **Assessment:** This area is scored as **Meets**. The DSP provides evidence of 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, and that is adapted to meet the needs of students with disabilities. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math for students with disabilities. **Professional Development:** This area is scored as **Meets**. The DSP provides evidence of a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and

			implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards in Math for students with disabilities. **Professional Development:** This area is initially scored as **Approaches**. The narrative describes a professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and focuses on areas of high importance. The narrative provided describes processes 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 as compared to similar schools because the narrative does not describe how the school supports high quality implementation of the strategies and information learned, and does not describe how the plan addresses the needs of students with disabilities, 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 the plan is adapted to meet the needs of students with disabilities. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency to expected performance levels for students with disabilities in Math. Data must demonstrate improvement as compared to prior years.	monitoring strategies, focuses on areas of high importance, and supports high quality implementation, and that is adapted to meet the needs of students with disabilities. The DSP provides evidence of a system that demonstrates the school implemented a professional development plan to increase student proficiency in Math for students with disabilities. **Data:** The data provided indicates maintained proficiency in Math.
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*	**S**	**I**	**Curriculum:** This area is initially scored as **Approaches**. The narrative describes processes to implement and evaluate curriculum, including supplemental curriculum, aligned with ACCR Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, 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 implemented a curriculum to increase student proficiency in Reading for students with disabilities because the narrative does not describe a system that includes processes to create 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; and 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:** This area is scored as **Meets**. The DSP provides evidence of a system to create, implement, evaluate, and revise 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, and that the curriculum is adapted to meet the needs of students with disabilities. The DSP provides evidence of a system that demonstrates the school implemented a curriculum to increase student proficiency in Reading on ACCR Standards for students with disabilities. **Instruction:** This area is scored as **Meets**. The DSP provides 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 evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop

			Instruction: This area is initially scored as **Meets**. The narrative describes a system to monitor the integration of ACCR Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for students with disabilities. **Assessment:** This area is initially scored as **Meets**. The narrative describe 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 in Reading for students with disabilities. **Professional Development:** This area is initially scored as **Approaches**. The narrative describes a professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and focuses on areas of high importance. The narrative provided describes processes 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 as compared to similar schools because the narrative does not describe how the school supports high quality implementation of the strategies and information learned, and does not describe how the plan addresses the needs of students with disabilities, 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 the plan is adapted to meet the needs of students with disabilities. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency to expected performance levels for	the system, and that is adapted to meet the needs of students with disabilities. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for students with disabilities. **Assessment:** This area is scored as **Meets**. The DSP provides evidence of 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, and that is adapted to meet the needs of students with disabilities. The DSP provides evidence of a system that demonstrates 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 scored as **Meets**. The DSP provides evidence of a comprehensive professional development 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, and that is adapted to meet the needs of students with disabilities. The DSP provides evidence of a system that demonstrates the school implemented a professional development plan to increase student proficiency in Reading for students with disabilities. **Data:** The data provided indicates maintained proficiency in Reading.

			students with disabilities in Reading. Data must demonstrate improvement as compared to prior years.	
3a. A-F Letter Grade State Accountability System	**S**	**I**	**Curriculum:** This area is initially scored as **Approaches**. The narrative describes processes to implement and evaluate curriculum, including supplemental curriculum, aligned with ACCR Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, 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 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 create 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; and 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 **Meets**. The narrative describes a system to monitor the integration of ACCR Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction. **Assessment:** This area is initially scored as **Meets**. The narrative describe 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	**Curriculum:** This area is scored as **Meets**. The DSP provides evidence of a system to create, implement, evaluate, and revise 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 DSP provides evidence of a system that demonstrates the school implemented a curriculum to increase student growth and proficiency in Math and Reading on ACCR Standards. **Instruction:** This area is scored as **Meets**. The DSP provides 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 evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math and Reading. **Assessment:** This area is scored as **Meets**. The DSP provides evidence of 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 DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring and documenting changes in student growth and proficiency on ACCR Standards for Math and Reading. **Professional Development:** This area is scored as **Meets**. The DSP provides evidence of a comprehensive professional development 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. The DSP provides evidence of a system that demonstrates the school implemented a professional development plan

			implemented a plan for monitoring and documenting changes in student growth on ACCR Standards for Math and Reading. **Professional Development:** This area is initially scored as **Approaches**. The narrative describes a professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and focuses on areas of high importance. The narrative provided describes processes 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 because the narrative does not describe how the school supports high quality implementation of the strategies and information learned 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. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth and proficiency in Math and Reading. Data must demonstrate improvement as compared to prior years.	to increase student growth and proficiency in Math and Reading on ACCR Standards. **Data:** The data provided indicates improved or maintained academic growth and proficiency in Math and Reading.