Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Legacy Education Group
School Name: East Valley High School
Date Submitted: February 8, 2014
Academic Dashboard: FY2013

Required for: Annual Report
Evaluation of DSP Narrative Completed: August 7, 2014

I = Result after evaluation of DSP Narrative

			Initial Evaluation
Measure	**Acceptable**	**Not Acceptable**	**Comments**
1a. Student Median Growth Percentile (SGP) *Math*		I	**Curriculum:** This area is initially scored as falls far below. 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 create, implement, evaluate, and revise curriculum, 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. Sufficient evidence will demonstrate 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; demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; demonstrate 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; and demonstrate implementation of a curriculum aligned to the ACCR standards. **Instruction:** This area is initially scored as falls far below. 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 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. Sufficient evidence will demonstrate 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; demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrate 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 falls far below. The narrative provided describes an approach that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student growth on ACCR Standards for Math because the narrative does not describe a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, and data review teams. Sufficient evidence will demonstrate 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 falls far below. 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 is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance; 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;

			and 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. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Math. Data was not comparative to prior years and data discussed did not include a breakdown of the performance categories and how each compared to the previous year. Data must demonstrate improvement as compared to prior years.
1a. Student Median Growth Percentile (SGP) *Reading*		I	**Curriculum:** This area is initially scored as falls far below. 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 create, implement, evaluate, and revise curriculum, 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. Sufficient evidence will demonstrate 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; demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; demonstrate 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; and demonstrate implementation of a curriculum aligned to the ACCR standards. **Instruction:** This area is initially scored as falls far below. 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 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. Sufficient evidence will demonstrate 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; demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrate 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 falls far below. The narrative provided describes an approach that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student growth on ACCR Standards for Reading because the narrative does not describe a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, and data review teams. Sufficient evidence will demonstrate 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 falls far below. 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 is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance; 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; and 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. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Reading. Data was not comparative to prior years and data discussed did not include a breakdown of the performance categories and how each compared to the previous year. Data must demonstrate improvement as compared to prior years.

1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*		I	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to implement curriculum, including supplemental curriculum, that is adapted to meet the needs of students in the bottom 25%. 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 for students in the bottom 25% because the narrative does not describe a system that includes processes to create, implement, evaluate, and revise curriculum, 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. Sufficient evidence will demonstrate 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; demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; demonstrate 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; and demonstrate implementation of a curriculum aligned to the ACCR standards. **Instruction:** This area is initially scored as falls far below. 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 in the bottom 25% because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, provide some analysis and feedback to further develop the system and that is adapted to meet the needs of students in the bottom 25%. Sufficient evidence will demonstrate 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; demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrate 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; and demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of students with proficiency in the bottom 25%. **Assessment:** This area is initially scored as falls far below. The narrative provided describes an approach that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student growth on ACCR Standards for Math for students in the bottom 25% because the narrative does not describe 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 in the bottom 25%. Sufficient evidence will demonstrate the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress; 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; demonstrate how the assessment system assesses students in the bottom 25% according to their needs. **Professional Development:** This area is initially scored as falls far below. 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 for students in the bottom 25% because the narrative does not describe 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. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance; 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; 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 professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students in the bottom 25% according to their needs. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Math. Data was not comparative to prior years and data discussed did not include a breakdown of the performance categories and how each compared to the previous year. Data must demonstrate improvement as compared to prior years.

1b. Student Median Growth Percentile (SGP) Bottom 25% *Reading*		I	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to implement curriculum, including supplemental curriculum, that is adapted to meet the needs of students in the bottom 25%. 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 for students in the bottom 25% because the narrative does not describe a system that includes processes to create, implement, evaluate, and revise curriculum, 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. Sufficient evidence will demonstrate 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; demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; demonstrate 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; and demonstrate implementation of a curriculum aligned to the ACCR standards. **Instruction:** This area is initially scored as falls far below. 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 in the bottom 25% because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, provide some analysis and feedback to further develop the system and that is adapted to meet the needs of students in the bottom 25%. Sufficient evidence will demonstrate 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; demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrate 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; and demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of students with proficiency in the bottom 25%. **Assessment:** This area is initially scored as falls far below. The narrative provided describes an approach that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student growth on ACCR Standards for Reading for students in the bottom 25% because the narrative does not describe 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 in the bottom 25%. Sufficient evidence will demonstrate the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress; 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; demonstrate how the assessment system assesses students in the bottom 25% according to their needs. **Professional Development:** This area is initially scored as falls far below. 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 for students in the bottom 25% because the narrative does not describe 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. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance; 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; 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 professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students in the bottom 25% according to their needs. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Reading. Data was not comparative to prior years and data discussed did not include a breakdown of the performance categories and how each compared to the previous year. Data must demonstrate improvement as compared to prior years.

2a. Percent Passing *Math*		I	**Curriculum:** This area is initially scored as falls far below. 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 create, implement, evaluate, and revise curriculum, 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. Sufficient evidence will demonstrate 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; demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; demonstrate 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; and demonstrate implementation of a curriculum aligned to the ACCR standards. **Instruction:** This area is initially scored as falls far below. 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 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. Sufficient evidence will demonstrate 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; demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrate 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 falls far below. The narrative provided describes an approach that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math because the narrative does not describe a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, and data review teams. Sufficient evidence will demonstrate 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 falls far below. 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 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. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance; 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; and 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. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Math. Math proficiency data described a decrease in 10th grade from 41% to 25%. Data must demonstrate improvement as compared to prior years.
2a. Percent Passing *Reading*		I	**Curriculum:** This area is initially scored as falls far below. 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 create, implement, evaluate, and revise curriculum, 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. Sufficient evidence will demonstrate 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; demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; demonstrate 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; and demonstrate implementation of a curriculum aligned to the ACCR standards. **Instruction:** This area is initially scored as falls far below. 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 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. Sufficient evidence will demonstrate 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; demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrate 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 falls far below. The narrative provided describes an approach that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading because the narrative does not describe a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, and data review teams. Sufficient evidence will demonstrate 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 falls far below. 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 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. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance; 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; and 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. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading. Reading proficiency data described a decrease from 70% to 67% across years. Data must demonstrate improvement as compared to prior years.
2b. Composite School Comparison (*Traditional and Small Schools only*) *Math*		**I**	**Curriculum:** This area is initially scored as falls far below. 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 ELL students and FRL students because the narrative does not describe a system that includes processes to create, implement, evaluate, and revise curriculum, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, clearly defined and measureable implementation across the school, and that is adapted to meet the needs of ELL students and FRL students. Sufficient evidence will demonstrate 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; demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; demonstrate 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; demonstrate implementation of a curriculum aligned to the ACCR standards; and demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for ELL students and FRL students. **Instruction:** This area is initially scored as falls far below. 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 ELL students and FRL students because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, provide some analysis and feedback to further develop the system and that is adapted to meet the needs of ELL students and FRL students Sufficient evidence will demonstrate

			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; demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrate 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; and demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of ELL students and FRL students. **Assessment:** This area is initially scored as falls far below. The narrative provided describes an approach that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math for ELL students and FRL students because the narrative does not describe 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 ELL students and FRL students. Sufficient evidence will demonstrate the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress; 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; demonstrate how the assessment system assesses ELL students and FRL students according to their needs. **Professional Development:** This area is initially scored as falls far below. 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 ELL students and FRL students because the narrative does not describe a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, supports high quality implementation and that is adapted to meet the needs of ELL students and FRL students. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance; 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; 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 professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to ELL students and FRL students according to their needs. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math for ELL students and FRL students. Data must demonstrate improvement as compared to prior years.
2b. Composite School Comparison (*Traditional and Small Schools only*) *Reading*		**I**	**Curriculum:** This area is initially scored as falls far below. 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 for ELL students, students with disabilities and FRL students because the narrative does not describe a system that includes processes to create, implement, evaluate, and revise curriculum, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, clearly defined and measureable implementation across the school, and that is adapted to meet the needs of ELL students, students with disabilities and FRL students. Sufficient evidence will demonstrate 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; demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; demonstrate 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; demonstrate implementation of a curriculum aligned to the ACCR standards; and demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for ELL students, students with disabilities and FRL students. **Instruction:** This area is initially scored as falls far below. 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 ELL students, students with disabilities and FRL students because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, provide some analysis and feedback to further develop the system and that is adapted to meet the needs of ELL students, students with

			disabilities and FRL students Sufficient evidence will demonstrate 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; demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrate 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; and demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of ELL students, students with disabilities and FRL students. **Assessment:** This area is initially scored as falls far below. The narrative provided describes an approach that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for ELL students, students with disabilities and FRL students because the narrative does not describe 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 ELL students, students with disabilities and FRL students. Sufficient evidence will demonstrate the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress; 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; demonstrate how the assessment system assesses ELL students, students with disabilities and FRL students according to their needs. **Professional Development:** This area is initially scored as falls far below. 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 ELL students, students with disabilities and FRL students because the narrative does not describe a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, supports high quality implementation and that is adapted to meet the needs of ELL students, students with disabilities and FRL students. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance; 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; 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 professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to ELL students, students with disabilities and FRL students according to their needs. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading for ELL students, students with disabilities and FRL students. Data must demonstrate improvement as compared to prior years.
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*		I	**Curriculum:** This area is initially scored as falls far below. 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 ELL students because the narrative does not describe a system that includes processes to create, implement, evaluate, and revise curriculum, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, clearly defined and measureable implementation across the school, and that is adapted to meet the needs of ELL students. Sufficient evidence will demonstrate 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; demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; demonstrate 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; demonstrate implementation of a curriculum aligned to the ACCR standards; and demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for ELL students. **Instruction:** This area is initially scored as falls far below. 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 ELL students because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, provide some analysis and feedback to further develop the system and that is adapted to meet the needs of ELL students. Sufficient evidence will demonstrate 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; demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrate 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; and demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of ELL students. **Assessment:** This area is initially scored as falls far below. The narrative provided describes an approach that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math for ELL students because the narrative does not describe 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 ELL students. Sufficient evidence will demonstrate the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress; 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; demonstrate how the assessment system assesses ELL students according to their needs. **Professional Development:** This area is initially scored as falls far below. 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 ELL students because the narrative does not describe a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, supports high quality implementation and that is adapted to meet the needs of ELL students. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance; 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; 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 professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to ELL students according to their needs. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math for ELL students. Data must demonstrate improvement as compared to prior years.
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*		**I**	**Curriculum:** This area is initially scored as falls far below. 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 for ELL students because the narrative does not describe a system that includes processes to create, implement, evaluate, and revise curriculum, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, clearly defined and measureable implementation across the school, and that is adapted to meet the needs of ELL students. Sufficient evidence will demonstrate 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; demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; demonstrate 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; demonstrate implementation of a curriculum aligned to the ACCR standards; and demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for ELL students. **Instruction:** This area is initially scored as falls far below. 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 ELL students because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, provide some analysis and feedback to further develop the system and that is adapted to meet the needs of ELL students. Sufficient evidence will demonstrate 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; demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrate 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; and demonstrate that

			the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of ELL students. **Assessment:** This area is initially scored as falls far below. The narrative provided describes an approach that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for ELL students because the narrative does not describe 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 ELL students. Sufficient evidence will demonstrate the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress; 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; demonstrate how the assessment system assesses ELL students according to their needs. **Professional Development:** This area is initially scored as falls far below. 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 ELL students because the narrative does not describe a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, supports high quality implementation and that is adapted to meet the needs of ELL students. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance; 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; 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 professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to ELL students according to their needs. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading for ELL students. Data must demonstrate improvement as compared to prior years.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*		I	**Curriculum:** This area is initially scored as falls far below. 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 FRL students because the narrative does not describe a system that includes processes to create, implement, evaluate, and revise curriculum, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, clearly defined and measureable implementation across the school, and that is adapted to meet the needs of FRL students. Sufficient evidence will demonstrate 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; demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; demonstrate 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; demonstrate implementation of a curriculum aligned to the ACCR standards; and demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for FRL students. **Instruction:** This area is initially scored as falls far below. 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 ELL students because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, provide some analysis and feedback to further develop the system and that is adapted to meet the needs of FRL students. Sufficient evidence will demonstrate 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; demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrate 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; and demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of FRL students. **Assessment:** This area is initially scored as falls far below. The narrative provided describes an approach that, even if supported by evidence, cannot demonstrate that the

			school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math for FRL students because the narrative does not describe 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 FRL students. Sufficient evidence will demonstrate the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress; 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; demonstrate how the assessment system assesses FRL students according to their needs. **Professional Development:** This area is initially scored as falls far below. 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 FRL students because the narrative does not describe a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, supports high quality implementation and that is adapted to meet the needs of FRL students. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance; 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; 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 professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to FRL students according to their needs. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math for FRL students. Data must demonstrate improvement as compared to prior years.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*		I	**Curriculum:** This area is initially scored as falls far below. 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 for FRL students because the narrative does not describe a system that includes processes to create, implement, evaluate, and revise curriculum, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, clearly defined and measureable implementation across the school, and that is adapted to meet the needs of FRL students. Sufficient evidence will demonstrate 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; demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; demonstrate 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; demonstrate implementation of a curriculum aligned to the ACCR standards; and demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for FRL students. **Instruction:** This area is initially scored as falls far below. 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 FRL students because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, provide some analysis and feedback to further develop the system and that is adapted to meet the needs of FRL students. Sufficient evidence will demonstrate 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; demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrate 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; and demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of FRL students. **Assessment:** This area is initially scored as falls far below. The narrative provided describes an approach that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for FRL students because the narrative does not describe 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 FRL students. Sufficient evidence will demonstrate the school regularly and timely

			assesses students in a manner that is aligned with the curriculum in order to monitor student progress; 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; demonstrate how the assessment system assesses FRL students according to their needs. **Professional Development:** This area is initially scored as falls far below. 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 FRL students because the narrative does not describe a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, supports high quality implementation and that is adapted to meet the needs of FRL students. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance; 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; 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 professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to FRL students according to their needs. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading for FRL students. Data must demonstrate improvement as compared to prior years.
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*		I	**Curriculum:** This area is initially scored as falls far below. 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 for students with disabilities because the narrative does not describe a system that includes processes to create, implement, evaluate, and revise curriculum, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, clearly defined and measureable implementation across the school, and that is adapted to meet the needs of students with disabilities. Sufficient evidence will demonstrate 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; demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; demonstrate 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; demonstrate implementation of a curriculum aligned to the ACCR standards; and demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for students with disabilities. **Instruction:** This area is initially scored as falls far below. 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 monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, provide some analysis and feedback to further develop the system and that is adapted to meet the needs of students with disabilities. Sufficient evidence will demonstrate 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; demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrate 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; and demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of students with disabilities. **Assessment:** This area is initially scored as falls far below. The narrative provided describes an approach that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for students with disabilities because the narrative does not describe 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. Sufficient evidence will demonstrate the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress; 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; demonstrate how the assessment system assesses students with disabilities according to their needs. **Professional Development:** This area is initially scored as falls far below. 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 does not describe a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, supports high quality implementation and that is adapted to meet the needs of students with disabilities. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance; 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; 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 professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students with disabilities according to their needs. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities. Data must demonstrate improvement as compared to prior years.
3a. A-F Letter Grade State Accountability System		**I**	**Curriculum:** This area is initially scored as falls far below. 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 create, implement, evaluate, and revise curriculum, 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. Sufficient evidence will demonstrate 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; demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools; demonstrate 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; and demonstrate implementation of a curriculum aligned to the ACCR standards. **Instruction:** This area is initially scored as falls far below. 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 and Reading because the narrative does not describe 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. Sufficient evidence will demonstrate 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; demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrate 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 falls far below. The narrative provided describes an approach that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student growth and proficiency on ACCR Standards for Math and Reading because the narrative does not describe a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, and data review teams. Sufficient evidence will demonstrate 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 falls far below. 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 because the narrative does not describe 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. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance; 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; and 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. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth and proficiency in Math and Reading. Data was not comparative to prior years and data discussed did not include a breakdown of the performance categories and how each compared to the previous year. Data must demonstrate improvement as compared to prior years.
4a. High School Graduation Rate ***(Traditional and Small Schools)***		**I**	This area is initially scored as approaches. The narrative describes strategies the school uses to ensure students in grades 9-12 graduate on time, including individual student plans for academic and career success. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a plan for increasing the percent of entering ninth graders who graduate from high school in four years 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 presented does not demonstrate success in ensuring students graduate on time. According to the narrative, in the current year, the graduation rate is anticipated as between 37% and 59% but does not describe comparative data to the prior year. Sufficient evidence will have identified how the school monitors and follows up on student progress toward completing courses to meet graduation requirements, demonstrated how the school identifies students that are not successfully progressing through required courses, and described how the school provides additional academic supports to remediate academic problems for struggling students.