Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Legacy Schools
School Name: Encore Arts Academy
Date Submitted: January 11, 2014
Academic Dashboard: FY2013

Required for: Annual Report
Evaluation of DSP Narrative Completed: August 8, 2014

I = Result after DSP Narrative evaluation

			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 approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, standards checklists and standards-based assessments. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math because the narrative does not describe a system that includes processes to 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, evidenced by formal teacher evaluations, informal classroom observations and data review teams. 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 approaches. The narrative describes a professional development approach that is aligned with teacher learning needs and focuses on areas of high importance. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student growth in Math because the narrative does not describe a comprehensive plan that includes follow-up and monitoring

			strategies and supports high quality implementation. Sufficient evidence will 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:** No data and analysis of data was provided to demonstrate increased student growth in Math. Data provided did not include comparative data to the prior year and only showed assessment results from interim assessments in the same calendar year. In addition, the data showed that third grade math decreased from 72% to 36% between interim 1 and interim 2, fourth grade math decreased from 54.54% to 50% between interim 1 and interim 2, fifth grade math stayed constant between interim 1 and interim 2, sixth grade math decreased from 52.94% to 41.17% between interim 1 and interim 2, seventh grade math decreased from 70.37% to 37.03% between interim 1 and interim 2, and eighth grade math decreased from 66.66% to 58.33% between interim 1 and interim 2. 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 approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, standards checklists and standards-based assessments. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading because the narrative does not describe a system that includes processes to 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, evidenced by formal teacher evaluations, informal classroom observations and data review teams. 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 approaches. The narrative describes a professional development approach that is aligned with teacher learning needs and focuses on areas of high importance. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student growth in Reading because the narrative does not describe a comprehensive plan that includes follow-up and monitoring strategies and supports high quality implementation. Sufficient evidence will 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:** No data and analysis of data was provided to demonstrate increased student growth in Reading. Data provided did not include comparative data to the prior year and only showed assessment results from interim assessments in the same calendar year. In addition, the data showed that third grade reading decreased from 76% to 68% between interim 1 and interim 2, fourth grade reading decreased from 77.28% to 72.73% between interim 1 and interim 2, fifth grade reading increased by 8.33% between interim 1 and interim 2, sixth grade reading decreased from 70.59% to 64.7% between interim 1 and interim 2, seventh grade reading decreased from 88.89% to 85.18% between interim 1 and interim 2, and eighth grade reading stayed constant between interim 1 and interim 2. 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 provided describes processes to adapt curriculum for 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 for students in the bottom 25% 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 approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, standards checklists and standards-based assessments, and that is adapted to meet the needs of students in the bottom 25%. 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, and provide some analysis and feedback to further develop the system, evidenced by formal teacher evaluations, informal classroom observations and data review teams. 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 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, and 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; 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; and demonstrate how the assessment system assesses students in the bottom 25% according to their needs. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs and focuses on areas of high importance. 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

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1b. Student Median Growth Percentile (SGP) Bottom 25% *Reading*		I	**Curriculum:** This area is initially scored as approaches. The narrative provided describes processes to adapt curriculum for 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 for students in the bottom 25% 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 approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, standards checklists and standards-based assessments, and that is adapted to meet the needs of students in the bottom 25%. 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, and provide some analysis and feedback to further develop the system, evidenced by formal teacher evaluations, informal classroom observations and data review teams. 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 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, and 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; 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; and demonstrate how the assessment system assesses students in the bottom 25% according to their needs. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs and focuses on areas of high importance. 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 includes follow-up and monitoring strategies and supports high quality implementation, and that is adapted to meet the needs of students in the bottom 25%. Sufficient evidence will demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers

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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 approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, standards checklists and standards-based assessments. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math because the narrative does not describe a system that includes processes to 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, evidenced by formal teacher evaluations, informal classroom observations and data review teams. 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 approaches. The narrative describes a professional development approach that is aligned with teacher learning needs and focuses on areas of high importance. 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 includes follow-up and monitoring strategies and supports high quality implementation. Sufficient evidence will 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:** No data and analysis of data was provided to demonstrate increased student proficiency in Math. Data provided did not include comparative data to the prior year and only showed assessment results from interim assessments in the same calendar year. In addition, the data showed that third grade math decreased from 72% to 36%

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The narrative describes a professional development approach that is aligned with teacher learning needs and focuses on areas of high importance. 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 includes follow-up and monitoring strategies and supports high quality implementation. Sufficient evidence will 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:** No data and analysis of data was provided to demonstrate increased student growth in Reading. Data provided did not include comparative data to the prior year and only showed assessment results from interim assessments in the same calendar year. In addition, the data showed that third grade reading decreased from 76% to 68% between interim 1 and interim 2, fourth grade reading decreased from 77.28% to 72.73% between interim 1 and interim 2, fifth grade reading increased by 8.33% between

			interim 1 and interim 2, sixth grade reading decreased from 70.59% to 64.7% between interim 1 and interim 2, seventh grade reading decreased from 88.89% to 85.18% between interim 1 and interim 2, and eighth grade reading stayed constant between interim 1 and interim 2. 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 to expected performance levels for ELL students, FRL students, and students with disabilities 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, clearly defined and measureable implementation across the school, and that is adapted to meet the needs of ELL students, FRL students, and 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; and 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, FRL students and students with disabilities. **Instruction:** This area is initially scored as approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, standards checklists and standards-based assessments. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for ELL students, FRL students and 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, evidenced by formal teacher evaluations, informal classroom observations and data review teams, and that is adapted to meet the needs of ELL students, FRL students, and 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; 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, FRL students, and 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 Math for ELL students, FRL students, and 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, and data review teams, and that is adapted to meet the needs of ELL students, FRL students, and 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; 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; and demonstrate how the assessment system assesses ELL students, FRL students, and students with disabilities according to their needs. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs and focuses on areas of high importance. 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, FRL students, and students with disabilities because the narrative does not describe a comprehensive plan that includes follow-up and monitoring strategies and supports high quality implementation, and that is adapted to meet the needs of ELL students, FRL students, and students with disabilities. Sufficient evidence will 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, FRL students, and students with disabilities according to their needs. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math for ELL students, FRL students, and students with disabilities. Data must be disaggregated for ELL students, FRL students, and students with disabilities and 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 for ELL students 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, 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; and 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 approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, standards checklists and standards-based assessments. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math 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, evidenced by formal teacher evaluations, informal classroom observations and data review teams, 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; 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, and 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; 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; and demonstrate how the assessment system assesses ELL students according to their needs. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs and focuses on areas of high importance. 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 includes follow-up and monitoring strategies and supports high quality implementation, and that is adapted to meet the needs of ELL students. Sufficient evidence will 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 be disaggregated for ELL students and 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 for FRL students 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, 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; and 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 approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, standards checklists and standards-based assessments. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math 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, evidenced by formal teacher evaluations, informal classroom observations and data review teams, 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; 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, and 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; 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; and demonstrate how the assessment system assesses FRL students according to their needs. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs and focuses on areas of high importance. 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 includes follow-up and monitoring strategies and supports high quality implementation, and that is adapted to meet the needs of FRL students. Sufficient evidence will 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 be disaggregated for FRL students and 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 for FRL students 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, 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; and 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 approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, standards checklists and standards-based assessments. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading 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, evidenced by formal teacher evaluations, informal classroom observations and data review teams, 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; 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, and 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; 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; and demonstrate how the assessment system assesses FRL students according to their needs. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development approach that is aligned with teacher learning needs and focuses on areas of high importance. 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 includes follow-up and monitoring strategies and supports high quality implementation, and that is adapted to meet the needs of FRL students. Sufficient evidence will 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 be disaggregated for FRL students and 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 approaches. The narrative describes processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, standards checklists and standards-based assessments. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math 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, evidenced by formal teacher evaluations, informal classroom observations and data review teams. 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 approaches. The narrative describes a professional development approach that is aligned with teacher learning needs and focuses on areas of high importance. 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 includes follow-up and monitoring strategies and supports high quality implementation. Sufficient evidence will 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:** No data and analysis of data was provided to demonstrate increased student growth and proficiency in Math and Reading. Math data provided did not include comparative data to the prior year and only showed assessment results from interim assessments in the same calendar year. In addition, the data showed that third grade math decreased from 72% to 36% between interim 1 and interim 2, fourth grade math decreased from 54.54% to 50% between interim 1 and interim 2, fifth grade math

			stayed constant between interim 1 and interim 2, sixth grade math decreased from 52.94% to 41.17% between interim 1 and interim 2, seventh grade math decreased from 70.37% to 37.03% between interim 1 and interim 2, and eighth grade math decreased from 66.66% to 58.33% between interim 1 and interim 2. Data must demonstrate improvement as compared to prior years. Reading data provided did not include comparative data to the prior year and only showed assessment results from interim assessments in the same calendar year. In addition, the data showed that third grade reading decreased from 76% to 68% between interim 1 and interim 2, fourth grade reading decreased from 77.28% to 72.73% between interim 1 and interim 2, fifth grade reading increased by 8.33% between interim 1 and interim 2, sixth grade reading decreased from 70.59% to 64.7% between interim 1 and interim 2, seventh grade reading decreased from 88.89% to 85.18% between interim 1 and interim 2, and eighth grade reading stayed constant between interim 1 and interim 2. Data must demonstrate improvement as compared to prior years.