Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: New Visions Academy, Inc.
School Name: New Visions Academy
Date Submitted: April 17, 2014
Academic Dashboard: FY12/FY13

Required for: Renewal
Initial Evaluation Completed: June 16, 2014
Final Evaluation Completed: July 3, 2014

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

			Initial Evaluation	Final Evaluation
Measure	**Acceptable**	**Not Acceptable**	**Comments**	**Comments**
1a. Student Median Growth Percentile (SGP) *Math*		**I / S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, and pacing guides. 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 implement, evaluate, and revise curriculum which would have demonstrated 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, and demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes processes to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations. The narrative describes a process that provides for some analysis and feedback to further develop the system. 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	**Curriculum:** This area is scored as falls far below. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student growth in Math on ACCR Standards because the evidence does not demonstrate a system that includes processes to create, implement, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated 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; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum and demonstrates how the school is addressing curricular gaps; and demonstrated implementation of a curriculum aligned to the ACCR standards. **Instruction:** This area is initially scored as falls far below. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity;

			which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity. **Assessment:** This area is initially scored as approaches. The narrative describes an assessment approach that includes data collection from multiple assessments, such as formative and summative assessments. 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 data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress, and demonstrated 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 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 is aligned with teacher learning needs, includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs, demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, and demonstrated 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 must demonstrate improvement as compared to prior years.	demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrated 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 scored as falls far below. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student growth on ACCR Standards for Math because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress; and demonstrated how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student growth in Math because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs; demonstrated how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; and demonstrated 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 was provided to demonstrate increased student growth in Math.

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

			evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, demonstrates how the school is addressing curricular gaps, and demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for non-proficient students. **Instruction:** This area is initially scored as approaches. The narrative describes processes to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations. The narrative describes a process that provides for some analysis and feedback to further develop the system. 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1b. Improvement (*Alternative High Schools only*) *Reading*		**I / S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, and pacing guides. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student performance in Reading on ACCR Standards for non-proficient students because the narrative does not describe a system that includes processes to implement, evaluate, and revise curriculum which would have demonstrated 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, demonstrated how the	**Curriculum:** This area is scored as falls far below. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student performance in Reading on ACCR Standards for non-proficient students because the evidence does not demonstrate a system that includes processes to create, implement, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated 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; demonstrated how the school evaluates how effectively the curriculum enables students to master the

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2a. Percent Passing *Math*		**I / S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, and pacing guides. 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 implement, evaluate, and revise curriculum which would have demonstrated 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, and demonstrated how the school evaluates how effectively the	**Curriculum:** This area is scored as falls far below. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards because the evidence does not demonstrate a system that includes processes to create, implement, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated 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; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the

			curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes processes to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations. The narrative describes a process that provides for some analysis and feedback to further develop the system. 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 which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity. **Assessment:** This area is initially scored as approaches. The narrative describes an assessment approach that includes data collection from multiple assessments, such as formative and summative assessments. 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 data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress, and demonstrated 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 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	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 DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity; demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrated 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 scored as falls far below. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress, demonstrated 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 demonstrated how the assessment system assesses students within the subgroups according to their needs. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional

			comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs, demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, and demonstrated 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. Data must demonstrate improvement as compared to prior years.	development plan to increase student proficiency in Math because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs; demonstrated how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies;and demonstrated 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:** The data provided demonstrates declining proficiency in Math.
2a. Percent Passing *Reading*		**I / S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, and pacing guides. 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 implement, evaluate, and revise curriculum which would have demonstrated 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, and demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is initially scored as approaches. The narrative describes processes to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations. The narrative describes a process that provides for some analysis and feedback to further develop the system. 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	**Curriculum:** This area is scored as falls far below. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Reading on ACCR Standards because the evidence does not demonstrate a system that includes processes to create, implement, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated 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; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; and demonstrated implementation of a curriculum aligned to the ACCR standards.. **Instruction:** This area is initially scored as falls far below. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms

			processes to monitor the integration of ACCR Standards into instruction which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity. **Assessment:** This area is initially scored as approaches. The narrative describes an assessment approach that includes data collection from multiple assessments, such as formative and summative assessments. 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 data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress, and demonstrated 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 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 is aligned with teacher learning needs, includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs, demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, and demonstrated 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. Data must demonstrate	and that teachers implement an ACCRS-aligned curriculum with fidelity; demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrated 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 scored as falls far below. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress; and demonstrated how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Reading because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs; demonstrated how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; and demonstrated 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:** The data provided demonstrates declining proficiency in Reading.

			improvement as compared to prior years.	
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*	**N/A**	**N/A**	At the time of the site visit, the Charter Holder stated that the school currently does not serve ELL students.	At the time of the site visit, the Charter Holder stated that the school currently does not serve ELL students.
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*	**N/A**	**N/A**	At the time of the site visit, the Charter Holder stated that the school currently does not serve ELL students.	At the time of the site visit, the Charter Holder stated that the school currently does not serve ELL students.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*		**I / S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, and pacing guides. 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 implement, evaluate, and revise curriculum which would have demonstrated 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, demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, demonstrates how the school is addressing curricular gaps, and demonstrated 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 evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations. The narrative describes a process that provides for some analysis and feedback to further develop the system.	**Curriculum:** This area is scored as falls far below. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards for FRL students because the evidence does not demonstrate a system that includes processes to create, implement, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process, demonstrated 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, demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps, demonstrate implementation of a curriculum aligned to the ACCR standards, demonstrated implementation of a curriculum adapted to meet the needs of FRL students, and demonstrated there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling students within the FRL subgroup. **Instruction:** This area is initially scored as falls far below. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for FRL students because the evidence

			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 which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity, and demonstrated 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 approaches. The narrative describes an assessment approach that includes data collection from multiple assessments, such as formative and summative assessments. 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 data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress, demonstrated 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 demonstrated 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 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 is aligned with teacher learning needs, includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs, demonstrated how	does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity, demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers, demonstrated 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 demonstrated 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 FRL students. **Assessment:** This area is scored as falls far below. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards in Math for FRL students because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress, demonstrated 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 demonstrated how the assessment system assesses students within the FRL subgroup according to their needs. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Math for FRL students because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and supports high quality implementation which

			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, demonstrated 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 demonstrated 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 the students in the FRL subgroup and must demonstrate improvement as compared to prior years.	would have demonstrated that the plan was developed to address teacher learning needs, demonstrated how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, demonstrated 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 demonstrated how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students within the FRL subgroup according to their needs. **Data:** The data provided does not demonstrate improved proficiency in Math for FRL students.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*		**I / S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, and pacing guides. 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 implement, evaluate, and revise curriculum which would have demonstrated 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, demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, demonstrates how the school is addressing curricular gaps, 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 evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations. The narrative describes a process that provides for some analysis and feedback to further develop the system. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for	**Curriculum:** This area is scored as falls far below. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Reading on ACCR Standards for FRL students because the evidence does not demonstrate a system that includes processes to create, implement, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process, demonstrated 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, demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps, demonstrate implementation of a curriculum aligned to the ACCR standards, demonstrated implementation of a curriculum adapted to meet the needs of FRL students, and demonstrated 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 DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for FRL students because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the

			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 which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity, and demonstrated 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 approaches. The narrative describes an assessment approach that includes data collection from multiple assessments, such as formative and summative assessments. 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 data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress, demonstrated 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 demonstrated 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 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 is aligned with teacher learning needs, includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs, demonstrated how the charter holder provides access to resources necessary to implement	instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity, demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers, demonstrated 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 demonstrated 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 scored as falls far below. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards in Reading for FRL students because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress, demonstrated 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 demonstrated how the assessment system assesses students within the FRL subgroup according to their needs. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Reading for FRL students because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs, demonstrated how the Charter Holder provides

			the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, demonstrated 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 demonstrated 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 the students in the FRL subgroup and must demonstrate improvement as compared to prior years.	access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, demonstrated 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 demonstrated 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:** The data provided does not demonstrate improved proficiency in Reading for FRL students.
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*		**I / S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, and pacing guides. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards for Students with disabilities because the narrative does not describe a system that includes processes to implement, evaluate, and revise curriculum which would have demonstrated 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, demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, demonstrates how the school is addressing curricular gaps, and demonstrated there is curriculum intended to provide differentiated materials, activities, and/or strategies for students with disabilities. **Instruction:** This area is initially scored as approaches. The narrative describes processes to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations. The narrative describes a process that provides for some analysis and feedback to further develop the system. 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	**Curriculum:** This area is scored as falls far below. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards for students with disabilities because the evidence does not demonstrate a system that includes processes to create, implement, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process, demonstrated 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, demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps, demonstrate implementation of a curriculum aligned to the ACCR standards, demonstrated implementation of a curriculum adapted to meet the needs of students with disabilities, and demonstrated there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling students within the students with disabilities subgroup. **Instruction:** This area is initially scored as falls far below. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for students with disabilities because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the

			Math for Students with disabilities because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity, and demonstrated 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 approaches. The narrative describes an assessment approach that includes data collection from multiple assessments, such as formative and summative assessments. 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 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 data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress, demonstrated 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 demonstrated how the assessment system assesses students with disabilities according to their needs. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development approach that 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 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, and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs, demonstrated how the charter holder provides access to resources necessary to implement the information and strategies, and/or	instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity, demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers, demonstrated 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 demonstrated 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 scored as falls far below. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards in Math for students with disabilities because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress, demonstrated 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 demonstrated how the assessment system assesses students within the students with disabilities subgroup according to their needs. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Math for students with disabilities because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrated that the plan was

			otherwise supports teachers in planning to implement the information and strategies, demonstrated 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 demonstrated 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 Math for students with disabilities. Data must be disaggregated for the students in the students with disabilities subgroup and must demonstrate improvement as compared to prior years.	developed to address teacher learning needs, demonstrated how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, demonstrated 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 demonstrated 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 was provided to demonstrate increased student proficiency in Math for students with disabilities.
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*		**I / S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, and pacing guides. 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 implement, evaluate, and revise curriculum which would have demonstrated 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, demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, demonstrates how the school is addressing curricular gaps, and demonstrated there is curriculum intended to provide differentiated materials, activities, and/or strategies for students with disabilities. **Instruction:** This area is initially scored as approaches. The narrative describes processes to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations. The narrative describes a process that provides for some analysis and feedback to further develop the system. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for	**Curriculum:** This area is scored as falls far below. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Reading on ACCR Standards for students with disabilities because the evidence does not demonstrate a system that includes processes to create, implement, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process, demonstrated 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, demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps, demonstrate implementation of a curriculum aligned to the ACCR standards, demonstrated implementation of a curriculum adapted to meet the needs of students with disabilities, and demonstrated 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 DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for students with disabilities because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction,

			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 which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity, and demonstrated 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 approaches. The narrative describes an assessment approach that includes data collection from multiple assessments, such as formative and summative assessments. 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 data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress, demonstrated 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 demonstrated how the assessment system assesses students with disabilities according to their needs. **Professional Development:** This area is initially scored as approaches. The narrative describes a professional development approach that 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 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, and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs, demonstrate how the charter holder provides access to resources	evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity, demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers, demonstrated 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 demonstrated 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 scored as falls far below. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards in Reading for students with disabilities because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress, demonstrated 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 demonstrated how the assessment system assesses students with disabilities according to their needs. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Reading for students with disabilities because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs, demonstrated how the

			necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, demonstrated 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 demonstrated 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 be disaggregated for the students in the students with disabilities subgroup and must demonstrate improvement as compared to prior years.	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, demonstrated 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 demonstrated 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 was provided to demonstrate increased student proficiency in Reading for students with disabilities.
3a. A-F Letter Grade State Accountability System		**I / S**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to create curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, and pacing guides. 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 implement, evaluate, and revise curriculum which would have demonstrated 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, demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, demonstrates how the school is addressing curricular gaps, and demonstrated there is curriculum intended to provide differentiated materials, activities, and/or strategies for students within the subgroups. **Instruction:** This area is initially scored as approaches. The narrative describes processes to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations. The narrative describes a process that provides for some analysis and feedback to further develop the system. The narrative provided describes approaches that, even if supported by	**Curriculum:** This area is scored as falls far below. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student growth and proficiency in Math and Reading on ACCR Standards because the evidence does not demonstrate a system that includes processes to create, implement, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process, demonstrated 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, demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps, demonstrate implementation of a curriculum aligned to the ACCR standards, demonstrated implementation of a curriculum adapted to meet the needs of subgroup populations, and demonstrated there is curriculum intended to provide differentiated materials, activities, and/or strategies for students within the subgroups. **Instruction:** This area is initially scored as falls far below. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math and Reading because the evidence does not demonstrate a system that includes processes to monitor the

			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 which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity, and demonstrated 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 non-proficient students, ELL students, FRL students, and students with disabilities. **Assessment:** This area is initially scored as approaches. The narrative describes an assessment approach that includes data collection from multiple assessments, such as formative and summative assessments. 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 in Math and Reading on ACCR Standards because the narrative does not describe a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress, demonstrated 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 demonstrated how the assessment system assesses non-proficient students, 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 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 on ACCR Standards because the narrative does not describe a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and supports high quality implementation which would have	integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity, demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers, demonstrated 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 demonstrated 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%, FRL students, and students with disabilities. **Assessment:** This area is scored as falls far below. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student growth and proficiency on ACCR Standards for Math and Reading because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress, demonstrated 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 demonstrated how the assessment system assesses non-proficient students, FRL students, and students with disabilities according to their needs. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student growth and proficiency in Math and Reading because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes

			demonstrated that the plan was developed to address teacher learning needs, 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, demonstrated 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 demonstrated how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to non-proficient students, ELL students, FRL students, and students with disabilities according to their needs. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth and proficiency in Math and Reading. Data must be disaggregated for the non-proficient students, ELL students, FRL students, and students with disabilities and must demonstrate improvement as compared to prior years.	follow-up and monitoring strategies, and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs, demonstrated how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, demonstrated 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 demonstrated how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students within the subgroups according to their needs. **Data:** No data was provided to demonstrate increased student growth in Math and Reading. Data provided indicated declining proficiency in Math and Reading.
4a. High School Graduation Rate *(Alternative Schools)*		**I / S**	**Graduation Rate:** This area is initially scored as falls far below. The narrative documents limited efforts that are in place to ensure students in grades 9-12 graduate on time. The narrative does not describe strategies the school uses to ensure students in grades 9-12 graduate on time, including highly effective practices the school uses for addressing early academic difficulty which would 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. **Data:** No data and analysis of data was provided to demonstrate success in ensuring students graduate on time. Data must demonstrate improvement as compared to prior years.	This area is scored as approaches. Through the Demonstration of Sufficient Progress process, the charter holder did not provide evidence of a sustained improvement plan that includes increasing the percent of entering ninth graders who graduate from high school on time. While the charter holder's evidence demonstrated that the charter holder has implemented strategies to ensure students in grades 9-12 graduate on time, data presented does not demonstrate success in ensuring students graduate on time.

Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: New Visions Academy, Inc.
School Name: New Visions Academy – St. John's Campus
Date Submitted: April 17, 2014
Academic Dashboard: FY12/FY13

Required for: Renewal
Initial Evaluation Completed: June 16, 2014
Final Evaluation Completed: July 3, 2014

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

			Initial Evaluation	Final Evaluation
Measure	**Acceptable**	**Not Acceptable**	**Comments**	**Comments**
1a. Student Median Growth Percentile (SGP) *Math*		**I / S**	**Curriculum:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standardswith clearly defined and measureable implementation across the school which would 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 charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers that provides for some analysis and feedback to further develop the system, which would demonstrate	**Curriculum:** This area is scored as falls far below. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student growth in Math on ACCR Standards because the evidence does not demonstrate a system that includes processes to create, implement, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated 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; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum and demonstrates how the school is addressing curricular gaps; and demonstrated implementation of a curriculum aligned to the ACCR standards. **Instruction:** This area is initially scored as falls far below. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity;

			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 charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams, which would 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 charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation, which would 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.	demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrated 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 scored as falls far below. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student growth on ACCR Standards for Math because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress; and demonstrated how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student growth in Math because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs; demonstrated how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; and demonstrated 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 was provided to demonstrate increased student growth in Math.

			Data: No data and analysis of data was provided to demonstrate increased student growth in Math. Data must demonstrate improvement as compared to prior years.	
1a. Student Median Growth Percentile (SGP) *Reading*		**I / S**	**Curriculum:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standardswith clearly defined and measureable implementation across the school which would 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 charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers that provides for some analysis and feedback to further develop the system, which would 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.	**Curriculum:** This area is scored as falls far below. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student growth in Reading on ACCR Standards because the evidence does not demonstrate a system that includes processes to create, implement, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated 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; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; and demonstrate implementation of a curriculum aligned to the ACCR standards. **Instruction:** This area is initially scored as falls far below. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity; demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrated 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 scored as falls far below. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student

			Assessment: This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams, which would 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 charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation, which would 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:** No data and analysis of data was provided to demonstrate increased student growth in Reading. Data must demonstrate improvement as compared to prior years.	growth on ACCR Standards for Reading because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress; and demonstrated how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student growth in Reading because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs; demonstrated how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; and demonstrated 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 was provided to demonstrate increased student growth in Reading.
1b. Improvement (*Alternative High Schools only*) *Math*		**I / S**	**Curriculum:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has	**Curriculum:** This area is scored as falls far below. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student performance in Math on ACCR Standards for non-proficient students because the evidence does

			implemented a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standardswith clearly defined and measureable implementation across the school and that the curriculum is adapted to meet the needs of non-proficient students which would 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 that the curriculum is adapted to meet the needs of non-proficient students. **Instruction:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers that provides for some analysis and feedback to further develop the system and that is adapted to meet the needs of non-proficient students, which would 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 that the processes are adapted to meet the needs of non-proficient students. **Assessment:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a comprehensive assessment system based on clearly	not demonstrate a system that includes processes to create, implement, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated 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; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; demonstrate implementation of a curriculum aligned to the ACCR standards; and demonstrated there is curriculum intended to provide differentiated materials, activities, and/or strategies for non-proficient students. **Instruction:** This area is initially scored as falls far below. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for non-proficient students because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity; demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; demonstrated 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 demonstrated 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 non-proficient students. **Assessment:** This area is scored as falls far below. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student performance on ACCR Standards for Math for non-proficient students because the evidence does not demonstrate a system based on clearly

			defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams, and that is adapted to meet the needs of non-proficient students, which would 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 that the system is adapted to meet the needs of non-proficient students. **Professional Development:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation, and that is adapted to meet the needs of non-proficient students, which would 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, and that the plan is adapted to meet the needs of non-proficient students. **Data:** No data and analysis of data was provided to demonstrate increased student performance in Math for non-proficient students. Data must be disaggregated for the non-proficient students in Math and must demonstrate improvement as compared to prior years.	defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress, demonstrated 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 demonstrated how the assessment system assesses students within the subgroups according to their needs. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student performance in Math for non-proficient students because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs; demonstrated how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; and demonstrated 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 demonstrated how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to non-proficient students according to their needs. **Data:** The data provided demonstrates declining improvement in Math for non-proficient students.
1b. Improvement (*Alternative High Schools only*) *Reading*		**I / S**	**Curriculum:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has	**Curriculum:** This area is scored as falls far below. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student performance in Reading on ACCR Standards for non-proficient students because the evidence

			implemented a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standardswith clearly defined and measureable implementation across the school and that the curriculum is adapted to meet the needs of non-proficient students which would 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 that the curriculum is adapted to meet the needs of non-proficient students. **Instruction:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers that provides for some analysis and feedback to further develop the system and that is adapted to meet the needs of non-proficient students, which would 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 that the processes are adapted to meet the needs of non-proficient students. **Assessment:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a comprehensive assessment system based on clearly	does not demonstrate a system that includes processes to create, implement, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated 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; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; demonstrate implementation of a curriculum aligned to the ACCR standards; and demonstrated there is curriculum intended to provide differentiated materials, activities, and/or strategies for non-proficient students. **Instruction:** This area is initially scored as falls far below. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for non-proficient students because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity; demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; demonstrated 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 demonstrated 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 non-proficient students. **Assessment:** This area is scored as falls far below. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student performance on ACCR Standards for Reading for non-proficient students because the evidence does not demonstrate a system based on clearly

			defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams, and that is adapted to meet the needs of non-proficient students, which would 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 that the system is adapted to meet the needs of non-proficient students. **Professional Development:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation, and that is adapted to meet the needs of non-proficient students, which would 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, and that the plan is adapted to meet the needs of non-proficient students. **Data:** No data and analysis of data was provided to demonstrate increased student performance in Reading for non-proficient students. Data must be disaggregated for the non-proficient students in Reading and must demonstrate improvement as compared to prior years.	defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress, demonstrated 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 demonstrated how the assessment system assesses students within the subgroups according to their needs. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student performance in Reading for non-proficient students because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs; demonstrated how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; demonstrated 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 demonstrated how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to non-proficient students according to their needs. **Data:** The data provided demonstrates minimal improvement in Reading for non-proficient students.
2a. Percent Passing *Math*		**I / S**	**Curriculum:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has	**Curriculum:** This area is scored as falls far below. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards because the evidence does not demonstrate a system

			implemented a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standardswith clearly defined and measureable implementation across the school which would 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 charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers that provides for some analysis and feedback to further develop the system, which would 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 charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams,	that includes processes to create, implement, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated 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; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; and demonstrate implementation of a curriculum aligned to the ACCR standards. **Instruction:** This area is initially scored as falls far below. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity; demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrated 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 scored as falls far below. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress, demonstrated how and when the school analyzes assessment data, what findings the school makes from

			which would 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 charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation, which would 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:** No data and analysis of data was provided to demonstrate increased student proficiency in Math. Data must demonstrate improvement as compared to prior years.	assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction, and demonstrated how the assessment system assesses students within the subgroups according to their needs. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Math because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs; demonstrated how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies;and demonstrated 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:** The data provided demonstrates declining proficiency in Math.
2a. Percent Passing *Reading*		**I / S**	**Curriculum:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standardswith clearly defined and measureable implementation across the school which would 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	**Curriculum:** This area is scored as falls far below. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Reading on ACCR Standards because the evidence does not demonstrate a system that includes processes to create, implement, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; demonstrated 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; demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the

			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 charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers that provides for some analysis and feedback to further develop the system, which would 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 charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams, which would 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 charter holder did not submit a Demonstration of Sufficient Progress	curriculum, and demonstrates how the school is addressing curricular gaps; and demonstrated implementation of a curriculum aligned to the ACCR standards.. **Instruction:** This area is initially scored as falls far below. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity; demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrated 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 scored as falls far below. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress; and demonstrated how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Reading because the evidence does not demonstrate a comprehensive plan that is aligned

			for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation, which would 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:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading. Data must demonstrate improvement as compared to prior years.	with teacher learning needs, includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs; demonstrated how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; and demonstrated 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:** The data provided demonstrates declining proficiency in Reading.
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*	**N/A**	**N/A**	At the time of the site visit, the Charter Holder stated that the school currently does not serve ELL students.	At the time of the site visit, the Charter Holder stated that the school currently does not serve ELL students.
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*	**N/A**	**N/A**	At the time of the site visit, the Charter Holder stated that the school currently does not serve ELL students.	At the time of the site visit, the Charter Holder stated that the school currently does not serve ELL students.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*		**I / S**	**Curriculum:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards with clearly defined and measureable implementation across the school, and that the curriculum is adapted to meet the needs of FRL students, which would demonstrate how and when the school evaluates curriculum options, what findings	**Curriculum:** This area is scored as falls far below. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards for FRL students because the evidence does not demonstrate a system that includes processes to create, implement, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process, demonstrated the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods,

			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 that the curriculum is adapted to meet the needs of FRL students. **Instruction:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers that provides for some analysis and feedback to further develop the system and that is adapted to meet the needs of FRL students, which would 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 that the process is adapted to meet the needs of FRL students. **Assessment:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams, and that is adapted to meet the needs of FRL students, which would demonstrate the school regularly and timely assesses students in a manner that is	and activities, and communicated expectations for the consistent use of these tools, demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps, demonstrate implementation of a curriculum aligned to the ACCR standards, demonstrated implementation of a curriculum adapted to meet the needs of FRL students, and demonstrated there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling students within the FRL subgroup. **Instruction:** This area is initially scored as falls far below. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for FRL students because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity, demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers, demonstrated 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 demonstrated 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 FRL students. **Assessment:** This area is scored as falls far below. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards in Math for FRL students because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress, demonstrated how

			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 that the process is adapted to meet the needs of FRL students. **Professional Development:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation, and that is adapted to meet the needs of FRL students, which would 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, and that the plan is adapted to meet the needs of FRL students. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math for FRL students. Data must be disaggregated for the students in the FRL subgroup and must demonstrate improvement as compared to prior years.	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 demonstrated how the assessment system assesses students within the FRL subgroup according to their needs. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Math for FRL students because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs, demonstrated how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, demonstrated 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 demonstrated how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students within the FRL subgroup according to their needs. **Data:** The data provided does not demonstrate improved proficiency in Math for FRL students.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*		**I / S**	**Curriculum:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards with clearly defined and measureable implementation across the school, and that the curriculum is adapted to meet the needs of FRL students, which would demonstrate how and when the school evaluates curriculum options, what findings	**Curriculum:** This area is scored as falls far below. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Reading on ACCR Standards for FRL students because the evidence does not demonstrate a system that includes processes to create, implement, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process, demonstrated the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods,

			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 that the curriculum is adapted to meet the needs of FRL students. **Instruction:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers that provides for some analysis and feedback to further develop the system and that is adapted to meet the needs of FRL students, which would 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 that the process is adapted to meet the needs of FRL students. **Assessment:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams, and that is adapted to meet the needs of FRL students, which would demonstrate the school regularly and timely assesses students in a manner that is	and activities, and communicated expectations for the consistent use of these tools, demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps, demonstrate implementation of a curriculum aligned to the ACCR standards, demonstrated implementation of a curriculum adapted to meet the needs of FRL students, and demonstrated 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 DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for FRL students because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity, demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers, demonstrated 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 demonstrated 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 scored as falls far below. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards in Reading for FRL students because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress, demonstrated how

			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 that the process is adapted to meet the needs of FRL students. **Professional Development:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation, and that is adapted to meet the needs of FRL students, which would 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, and that the plan is adapted to meet the needs of FRL students. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading for FRL students. Data must be disaggregated for the students in the FRL subgroup and must demonstrate improvement as compared to prior years.	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 demonstrated how the assessment system assesses students within the FRL subgroup according to their needs. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Reading for FRL students because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs, demonstrated how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, demonstrated 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 demonstrated 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:** The data provided does not demonstrate improved proficiency in Reading for FRL students.
2c. Subgroup Comparison *(2b. for Alternative)* students with disabilities *Math*		**I / S**	**Curriculum:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards with clearly defined and measureable implementation across the school, and that the curriculum is adapted to meet the needs of students with disabilities, which would demonstrate how and when the school evaluates curriculum options,	**Curriculum:** This area is scored as falls far below. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards for students with disabilities because the evidence does not demonstrate a system that includes processes to create, implement, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process, demonstrated the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods,

			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 that the curriculum is adapted to meet the needs of students with disabilities. **Instruction:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers that provides for some analysis and feedback to further develop the system and that is adapted to meet the needs of students with disabilities, which would 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 that the process is adapted to meet the needs of students with disabilities. **Assessment:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams, and that is adapted to meet the needs of students with disabilities, which would demonstrate the school regularly and timely assesses students in a	and activities, and communicated expectations for the consistent use of these tools, demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps, demonstrate implementation of a curriculum aligned to the ACCR standards, demonstrated implementation of a curriculum adapted to meet the needs of students with disabilities, and demonstrated there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling students within the students with disabilities subgroup. **Instruction:** This area is initially scored as falls far below. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for students with disabilities because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity, demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers, demonstrated 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 demonstrated 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 scored as falls far below. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards in Math for students with disabilities because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is

			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 that the process is adapted to meet the needs of students with disabilities. **Professional Development:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation, and that is adapted to meet the needs of students with disabilities, which would 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, and that the plan is adapted to meet the needs of students with disabilities. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math for students with disabilities. Data must be disaggregated for the students in the students with disabilities subgroup and must demonstrate improvement as compared to prior years.	aligned with the curriculum in order to monitor student progress, demonstrated 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 demonstrated how the assessment system assesses students within the students with disabilities subgroup according to their needs. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Math for students with disabilities because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs, demonstrated how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, demonstrated 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 demonstrated 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 was provided to demonstrate increased student proficiency in Math for students with disabilities.
2c. Subgroup Comparison *(2b. for Alternative)* students with disabilities *Reading*		**I / S**	**Curriculum:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards with clearly defined and measureable implementation across the school, and that the curriculum is adapted to meet the needs of students with disabilities, which would	**Curriculum:** This area is scored as falls far below. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Reading on ACCR Standards for students with disabilities because the evidence does not demonstrate a system that includes processes to create, implement, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process, demonstrated the school utilizes tools that

			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 that the curriculum is adapted to meet the needs of students with disabilities. **Instruction:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers that provides for some analysis and feedback to further develop the system and that is adapted to meet the needs of students with disabilities, which would 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 that the process is adapted to meet the needs of students with disabilities. **Assessment:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams, and that is adapted to meet the needs of students with disabilities, which would	identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools, demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps, demonstrate implementation of a curriculum aligned to the ACCR standards, demonstrated implementation of a curriculum adapted to meet the needs of students with disabilities, and demonstrated 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 DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for students with disabilities because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity, demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers, demonstrated 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 demonstrated 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 scored as falls far below. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards in Reading for students with disabilities because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is

			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 that the process is adapted to meet the needs of students with disabilities. **Professional Development:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation, and that is adapted to meet the needs of students with disabilities, which would 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, and that the plan is adapted to meet the needs of students with disabilities. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities. Data must be disaggregated for the students in the students with disabilities subgroup and must demonstrate improvement as compared to prior years.	aligned with the curriculum in order to monitor student progress, demonstrated 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 demonstrated how the assessment system assesses students with disabilities according to their needs. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student proficiency in Reading for students with disabilities because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs, demonstrated how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, demonstrated 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 demonstrated 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 was provided to demonstrate increased student proficiency in Reading for students with disabilities.
3a. A-F Letter Grade State Accountability System		**I / S**	**Curriculum:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standardswith clearly defined and measureable implementation across the school which would	**Curriculum:** This area is scored as falls far below. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student growth and proficiency in Math and Reading on ACCR Standards because the evidence does not demonstrate a system that includes processes to create, implement, evaluate, and revise curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the

			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 charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers that provides for some analysis and feedback to further develop the system, which would 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 charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams, which would 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	curriculum adoption process, demonstrated 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, demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps, demonstrate implementation of a curriculum aligned to the ACCR standards, demonstrated implementation of a curriculum adapted to meet the needs of subgroup populations, and demonstrated there is curriculum intended to provide differentiated materials, activities, and/or strategies for students within the subgroups. **Instruction:** This area is initially scored as falls far below. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math and Reading because the evidence does not demonstrate a system that includes processes to monitor the integration of ACCR Standards into instruction, evaluate the instructional practices of the teachers, and provide some analysis and feedback to further develop the system which would have demonstrated that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCRS-aligned curriculum with fidelity, demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers, demonstrated 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 demonstrated 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%, FRL students, and students with disabilities. **Assessment:** This area is scored as falls far below. The DSP provides evidence of an approach that does not demonstrate the school implemented a plan for monitoring and documenting changes in student growth and proficiency on ACCR Standards for Math and Reading because the evidence does not demonstrate a system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple

			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 charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation, which would 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:** No data and analysis of data was provided to demonstrate increased student growth and proficiency in Math and Reading. Data must be disaggregated for the students in the ELL students, FRL students, and students with disabilities subgroup and must demonstrate improvement as compared to prior years.	assessments, and data review teams which would have demonstrated the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress, demonstrated 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 demonstrated how the assessment system assesses non-proficient students, FRL students, and students with disabilities according to their needs. **Professional Development:** This area is scored as approaches. The DSP provides evidence of a professional development approach that focuses on areas of high importance. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student growth and proficiency in Math and Reading because the evidence does not demonstrate a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and supports high quality implementation which would have demonstrated that the plan was developed to address teacher learning needs, demonstrated how the Charter Holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies, demonstrated 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 demonstrated how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students within the subgroups according to their needs. **Data:** No data was provided to demonstrate increased student growth in Math and Reading. Data provided indicated declining proficiency in Math and Reading.
4a. High School Graduation Rate *(Alternative Schools)*		**I / S**	**Graduation Rate:** This area is initially scored as falls far below. The charter holder did not submit a Demonstration of Sufficient Progress for this school as required for the Renewal Application. The charter holder must provide evidence at the site visit, that demonstrates that the school has implemented 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	This area is scored as approaches. Through the Demonstration of Sufficient Progress process, the charter holder did not provide evidence of a sustained improvement plan that includes increasing the percent of entering ninth graders who graduate from high school on time. While the charter holder's evidence demonstrated that the charter holder has implemented strategies to ensure students in grades 9-12 graduate on time, data presented does not demonstrate success in ensuring students

			and/or highly effective practices the school uses for addressing early academic difficulty, which would 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. **Data:** No data and analysis of data was provided to demonstrate success in ensuring students graduate on time. Data must demonstrate improvement as compared to prior years.	graduate on time.