Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Omega Alpha Academy
School Name: Omega Alpha Academy
Date Submitted: 5/8/2013
Academic Dashboard: FY12/13

Required for: Annual Report
Initial Evaluation Completed: 2/20/2014
Final Evaluation Completed: 11/25/2014

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*			**Curriculum:** This area was scored as approaches. The narrative stated that teachers reviewed data and created pacing guides to drive daily instruction. However, the narrative does not describe a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in math on Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. The narrative describes a process for monitoring the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, informal classroom observations, and feedback to teachers regarding instructional practices. However, the narrative does not describe a system to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, standards checklists, data review teams, and standards-based assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in math. **Assessment:** This area was scored as approaches. The narrative stated that teachers and administrators analyze assessment results from	**Curriculum:** This area is scored as Approaches. The DSP provides evidence of processes to implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. 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, 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; 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 scored as Meets. The DSP provides evidence of processes to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of a system that

			benchmark assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth on Arizona's College and Career Ready Standards. **Professional Development:** This area was scored as approaches. The narrative described a process for identifying teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in math. **Data:** No analysis of data was provided to demonstrate increased student growth in math on Arizona's College and Career Ready Standards.	demonstrates the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math. **Assessment:** This area is scored as Meets. The DSP provides evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring and documenting changes in student growth on ACCR Standards for Math. **Professional Development:** This area is scored as Approaches. The DSP provides evidence of a professional development approach that is aligned with teacher learning needs and 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 includes follow-up and monitoring strategies, and supports high quality implementation which would have 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 charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** AIMSWeb data was provided that demonstrated increased scores from fall benchmark to winter benchmark. No comparison to prior year data was provided to demonstrate that the results show improved growth in Math.
1a. Student Median Growth Percentile (SGP) *Reading*			**Curriculum:** This area was scored as approaches. The narrative stated that teachers reviewed data and created pacing guides to drive daily instruction. However, the narrative does not describe a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student	**Curriculum:** This area is scored as Approaches. The DSP provides evidence of processes to implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. 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, evaluate, and revise

			growth in reading on Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. The narrative describes a process for monitoring the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, informal classroom observations and feedback to teachers regarding instructional practices. However, the narrative does not describe a system to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, standards checklists, data review teams, and standards-based assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in reading. **Assessment:** This area was scored as approaches. The narrative stated that teachers and administrators analyze assessment results from benchmark assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth on Arizona's College and Career Ready Standards for reading. **Professional Development:** This area was scored as approaches. The narrative described a process for identifying teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in reading. **Data:** No analysis of data was provided to demonstrate increased student growth in reading on Arizona's College and Career Ready Standards.	curriculum which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; and demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is scored as Meets. The DSP provides evidence of processes to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading. **Assessment:** This area is scored as Meets. The DSP provides evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring and documenting changes in student growth on ACCR Standards for Reading. **Professional Development:** This area is scored as Approaches. The DSP provides evidence of a professional development approach that is aligned with teacher learning needs, 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 includes follow-up and monitoring strategies and supports high quality implementation which would have 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 charter holder provides access to resources necessary to implement the

				information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** AIMSWeb data was provided that demonstrated increased scores from fall benchmark to winter benchmark. No comparison to prior year data was provided to demonstrate that the results show improved growth in Reading.
1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*			**Curriculum:** This area was scored as approaches. The narrative stated that teachers reviewed data and created pacing guides to drive daily instruction. However, the narrative does not describe a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in math on Arizona's College and Career Ready Standards for students in the bottom 25% in math. **Instruction:** This area was scored as approaches. The narrative describes a process for monitoring the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, informal classroom observations and feedback to teachers regarding instructional practices. However, the narrative does not describe a system to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, standards checklists, data review teams, and standards-based assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in math. **Assessment:** This area was scored as approaches. The narrative stated that teachers and administrators analyze assessment results from benchmark assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth on Arizona's College and Career Ready Standards for students in the bottom 25% in math.	**Curriculum:** This area is scored as Approaches. The DSP provides evidence of processes to implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. 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 for students in the bottom 25% because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum, and that the curriculum is adapted to meet the needs of students in the bottom 25%, which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; and demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; and demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling students in the bottom 25%. **Instruction:** This area is scored as Approaches. The DSP provides evidence of processes to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for students in the bottom 25% because the evidence does not demonstrate a system that includes processes that are adapted to meet the needs of students in the bottom 25% which would have

			Professional Development: This area was scored as approaches. The narrative described a process for identifying teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in math for students in the bottom 25% in math. **Data:** No math data and analysis of data was provided to demonstrate increased student growth for students in the bottom 25% in math.	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%. **Assessment:** This area is scored as Approaches. The DSP provides evidence of an assessment approach based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The DSP provides evidence of an approach that do not demonstrate the school implemented a plan for monitoring and documenting changes in student growth on ACCR Standards for Math for students in the bottom 25%because the evidence does not demonstrate a system that is adapted to meet the needs of students in the bottom 25% which would have demonstrated how the assessment system assesses students in the bottom 25% according to their needs. **Professional Development:** This area is scored as Approaches. The DSP provides evidence of a professional development approach 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 in the bottom 25%. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student growth in Math for students in the bottom 25% because the evidence does not demonstrate a comprehensive plan includes follow-up and monitoring strategies, supports high quality implementation, and that that is adapted to meet the needs of students in the bottom 25% which would have 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; 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 demonstrated how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students in the bottom 25% according to their needs.

				Data: No math data disaggregated for the students in the bottom 25% was provided.
1b. Student Median Growth Percentile (SGP) Bottom 25% *Reading*			**Curriculum:** This area was scored as approaches. The narrative stated that teachers reviewed data and created pacing guides to drive daily instruction. However, the narrative does not describe a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in reading on Arizona's College and Career Ready Standards for students in the bottom 25% in reading. **Instruction:** This area was scored as approaches. The narrative describes a process for monitoring the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, informal classroom observations and feedback to teachers regarding instructional practices. However, the narrative does not describe a system to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, standards checklists, data review teams, and standards-based assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in reading. **Assessment:** This area was scored as approaches. The narrative stated that teachers and administrators analyze assessment results from benchmark assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth on Arizona's College and Career Ready Standards for students in the bottom 25% in reading. **Professional Development:** This area was scored as approaches. The narrative described a process for identifying teacher learning needs. However, the narrative does not describe a comprehensive professional	**Curriculum:** This area is scored as Approaches. The DSP provides evidence of processes to implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school, and that the curriculum is adapted to meet the needs of students in the bottom 25%. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student growth in Reading on ACCR Standards for students in the bottom 25% because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum, and that the curriculum is adapted to meet the needs of students in the bottom 25%, which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; and demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps and demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling students in the bottom 25%. **Instruction:** This area is scored as Approaches. The DSP provides evidence of processes to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for students in the bottom 25% because the evidence does not demonstrate a system that includes processes that are adapted to meet the needs of students in the bottom 25% which would have demonstrated that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in

			development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in reading for students in the bottom 25% in reading. **Data:** No reading data and analysis of data was provided to demonstrate increased student growth for students in the bottom 25% in reading.	relation to meeting the needs of students with proficiency in the bottom 25%. **Assessment:** This area is scored as Approaches. The DSP provides evidence of an assessment approach based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The DSP provides evidence of an approach that do not demonstrate the school implemented a plan for monitoring and documenting changes in student growth on ACCR Standards for Reading for students in the bottom 25%because the evidence does not demonstrate a system that is adapted to meet the needs of students in the bottom 25% which would have demonstrated how the assessment system assesses students in the bottom 25% according to their needs. **Professional Development:** This area is scored as Approaches. The DSP provides evidence of a professional development approach 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 in the bottom 25%. The DSP provides evidence of a plan that does not demonstrate the school implemented a professional development plan to increase student growth in Reading for students in the bottom 25% because the evidence does not demonstrate a comprehensive plan includes follow-up and monitoring strategies, supports high quality implementation, and that that is adapted to meet the needs of students in the bottom 25% which would have 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; 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 demonstrated how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students in the bottom 25% according to their needs. **Data:** No reading data disaggregated for the students in the bottom 25% was provided.

2a. Percent Passing *Math*			**Curriculum:** This area was scored as approaches. The narrative stated that teachers reviewed data and created pacing guides to drive daily instruction. However, the narrative does not describe a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in math on Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. The narrative describes a process for monitoring the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, informal classroom observations and feedback to teachers regarding instructional practices. However, the narrative does not describe a system to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, standards checklists, data review teams, and standards-based assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in math. **Assessment:** This area was scored as approaches. The narrative stated that teachers and administrators analyze assessment results from benchmark assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency on Arizona's College and Career Ready Standards for math. **Professional Development:** This area was scored as approaches. The narrative described a process for identifying teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in math.	**Curriculum:** This area is scored as Approaches. The DSP provides evidence of processes to implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. 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			Data: No analysis of data was provided to demonstrate increased student proficiency in math on Arizona's College and Career Ready Standards.	demonstrate the school implemented a professional development plan to increase student proficiency in Math because the evidence does not demonstrate a comprehensive plan that includes follow-up and monitoring strategies and supports high quality implementation which would have 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 charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** AIMSWeb data was provided that demonstrated increased scores from fall benchmark to winter benchmark. No comparison to prior year data was provided to demonstrate that the results show improved proficiency in Math.
2a. Percent Passing *Reading*			**Curriculum:** This area was scored as approaches. The narrative stated that teachers reviewed data and created pacing guides to drive daily instruction. However, the narrative does not describe a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in reading on Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. The narrative describes a process for monitoring the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, informal classroom observations and feedback to teachers regarding instructional practices. However, the narrative does not describe a system to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, standards checklists, data review teams, and standards-based assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in reading. **Assessment:** This area was scored as approaches. The narrative stated that teachers and administrators analyze assessment results from benchmark assessments. However, the narrative does not describe a	**Curriculum:** This area is scored as Approaches. The DSP provides evidence of processes to implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. 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, 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; 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 scored as Meets. The DSP provides evidence of processes to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of a system that

			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. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency on Arizona's College and Career Ready Standards for reading. **Professional Development:** This area was scored as approaches. The narrative described a process for identifying teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in reading. **Data:** No analysis of data was provided to demonstrate increased student proficiency in reading on Arizona's College and Career Ready Standards.	demonstrates the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading. **Assessment:** This area is scored as Meets. The DSP provides evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading. **Professional Development:** This area is scored as Approaches. The DSP provides evidence of a professional development approach that is aligned with teacher learning needs, 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 includes follow-up and monitoring strategies and supports high quality implementation which would have 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 charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** AIMSWeb data was provided that demonstrated increased scores from fall benchmark to winter benchmark. No comparison to prior year data was provided to demonstrate that the results show improved proficiency in Reading.
2b. Composite School Comparison (*Traditional and Small Schools only*) *Math*			**Curriculum:** This area was scored as approaches. The narrative stated that teachers reviewed data and created pacing guides to drive daily instruction. However, the narrative does not describe a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student	**Curriculum:** This area is scored as Approaches. The DSP provides evidence of processes to implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school, and that the curriculum is adapted to meet the needs of ELL students. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency to expected performance levels for FRL students, and

			proficiency in math on Arizona's College and Career Ready Standards for ELL students, FRL students, and students with disabilities. **Instruction:** This area was scored as approaches. The narrative describes a process for monitoring the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, informal classroom observations and feedback to teachers regarding instructional practices. However, the narrative does not describe a system to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, standards checklists, data review teams, and standards-based assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in math. **Assessment:** This area was scored as approaches. The narrative stated that teachers and administrators analyze assessment results from benchmark assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in math on Arizona's College and Career Ready Standards for ELL students, FRL students, and students with disabilities. **Professional Development:** This area was scored as approaches. The narrative described a process for identifying teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in math for ELL students, FRL students, and students with disabilities. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in math for ELL students, FRL students, and students with disabilities.	students with disabilities in Math as compared to similar schools because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum, and that the curriculum is adapted to meet the needs of FRL students, and students with disabilities which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; and demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; and demonstrated there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling FRL students and students with disabilities. **Instruction:** This area is scored as Approaches. The DSP provides evidence of processes to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for ELL students, FRL students, and students with disabilities because the evidence does not demonstrate a system that includes processes that are adapted to meet the needs of ELL students, FRL students, and students with disabilities which would have 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 ELL students, FRL students, and students with disabilities. **Assessment:** This area is scored as Approaches. The DSP provides evidence of an assessment approach based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The DSP provides evidence of an approach that do not demonstrate the school implemented a plan for

				monitoring and documenting changes in student proficiency on ACCR Standards for Math for ELL students, FRL students, and students with disabilities because the evidence does not demonstrate an assessment system that is adapted to meet the needs of ELL students, FRL students, and students with disabilities which would have demonstrated how the assessment system assesses ELL 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 is aligned with teacher learning needs, and 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 ELL students, FRL students, and students with disabilities because the evidence does not demonstrate a comprehensive plan includes follow-up and monitoring strategies, supports high quality implementation, and that that is adapted to meet the needs of ELL students, FRL students, and students with disabilities which would have 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; 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 demonstrated how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to ELL students, FRL students, and students with disabilities according to their needs. **Data:** No math data disaggregated for ELL students, FRL students, and students with disabilities was provided.
2b. Composite School Comparison (*Traditional and Small Schools only*) *Reading*			**Curriculum:** This area was scored as approaches. The narrative stated that teachers reviewed data and created pacing guides to drive daily instruction. However, the narrative does not describe a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student	**Curriculum:** This area is scored as Approaches. The DSP provides evidence of processes to implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school, and that the curriculum is adapted to meet the needs of ELL students. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency to expected performance levels for FRL students, and

			proficiency in reading on Arizona's College and Career Ready Standards for ELL students, FRL students, and students with disabilities. **Instruction:** This area was scored as approaches. The narrative describes a process for monitoring the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, informal classroom observations and feedback to teachers regarding instructional practices. However, the narrative does not describe a system to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, standards checklists, data review teams, and standards-based assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in reading. **Assessment:** This area was scored as approaches. The narrative stated that teachers and administrators analyze assessment results from benchmark assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in reading on Arizona's College and Career Ready Standards for ELL students, FRL students, and students with disabilities. **Professional Development:** This area was scored as approaches. The narrative described a process for identifying teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in reading for ELL students, FRL students, and students with disabilities. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in reading for ELL students, FRL students, and students with disabilities.	students with disabilities in Reading as compared to similar schools because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum, and that the curriculum is adapted to meet the needs of FRL students, and students with disabilities which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; and demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; and demonstrated there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling FRL students and students with disabilities. **Instruction:** This area is scored as Approaches. The DSP provides evidence of processes to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for ELL students, FRL students, and students with disabilities because the evidence does not demonstrate a system that includes processes that are adapted to meet the needs of ELL students, FRL students, and students with disabilities which would have 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 ELL students, FRL students, and students with disabilities. **Assessment:** This area is scored as Approaches. The DSP provides evidence of an assessment approach based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The DSP provides evidence of an approach that do not demonstrate the school implemented a plan for

				monitoring and documenting changes in student proficiency on ACCR Standards for Reading for ELL students, FRL students, and students with disabilities because the evidence does not demonstrate an assessment system that is adapted to meet the needs of ELL students, FRL students, and students with disabilities which would have demonstrated how the assessment system assesses ELL 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 is aligned with teacher learning needs, and focuses on areas of high importance. The DSP provides evidence of a plan that do not demonstrate the school implemented a professional development plan to increase student proficiency in Reading for ELL students, FRL students, and students with disabilities because the evidence does not demonstrate a comprehensive plan includes follow-up and monitoring strategies, supports high quality implementation, and that that is adapted to meet the needs of ELL students, FRL students, and students with disabilities which would have 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; 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 demonstrated how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to ELL students, FRL students, and students with disabilities according to their needs. **Data:** No reading data disaggregated for ELL students, FRL students, and students with disabilities was provided.
2c. Subgroup Comparison *(2b. for Alternative)* ELL			**Curriculum:** This area was scored as approaches. The narrative stated that teachers reviewed data and created pacing guides to drive daily instruction. However, the narrative does not describe a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student	**Curriculum:** This area is scored as Approaches. The DSP provides evidence of processes to implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school, and that the curriculum is adapted to meet the needs of ELL students. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards for ELL students because

Math			proficiency in math on Arizona's College and Career Ready Standards for ELL students. **Instruction:** This area was scored as approaches. The narrative describes a process for monitoring the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, informal classroom observations and feedback to teachers regarding instructional practices. However, the narrative does not describe a system to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, standards checklists, data review teams, and standards-based assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in math for ELL students. **Assessment:** This area was scored as approaches. The narrative stated that teachers and administrators analyze assessment results from benchmark assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in math on Arizona's College and Career Ready Standards for ELL students. **Professional Development:** This area was scored as approaches. The narrative described a process for identifying teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in math for ELL students. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in math for ELL students.	the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum, which would have which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; and demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is scored as Approaches. The DSP provides evidence of processes to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for ELL students because the evidence does not demonstrate a system that includes processes that are adapted to meet the needs of ELL students which would have 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 ELL students. **Assessment:** This area is scored as Approaches. The DSP provides evidence of an assessment approach based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The DSP provides evidence of an approach that do not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math for ELL students because the evidence does not demonstrate a system that is adapted to meet the needs of ELL students which would have demonstrated how the assessment system assesses ELL students according to their needs. **Professional Development:** This area is scored as Approaches. The DSP provides evidence of a professional development approach that is aligned with teacher learning needs, and 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 ELL students because the evidence does not demonstrate a comprehensive plan includes follow-up and monitoring strategies, supports high quality implementation, and that that is adapted to meet the needs of ELL students, which would have 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; 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 demonstrated how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to ELL students according to their needs. **Data:** No math data disaggregated for ELL students was provided.
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*			**Curriculum:** This area was scored as approaches. The narrative stated that teachers reviewed data and created pacing guides to drive daily instruction. However, the narrative does not describe a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in reading on Arizona's College and Career Ready Standards for ELL students. **Instruction:** This area was scored as approaches. The narrative describes a process for monitoring the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, informal classroom observations and feedback to teachers regarding instructional practices. However, the narrative does not describe a system to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, standards checklists, data review teams, and standards-based assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in reading for ELL students.	**Curriculum:** This area is scored as Approaches. The DSP provides evidence of processes to implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school, and that the curriculum is adapted to meet the needs of ELL students. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student proficiency in Reading on ACCR Standards for ELL students because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum, which would have which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; and demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps. **Instruction:** This area is scored as Approaches. The DSP provides evidence of processes to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal

			Assessment: This area was scored as approaches. The narrative stated that teachers and administrators analyze assessment results from benchmark assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in reading on Arizona's College and Career Ready Standards for ELL students. **Professional Development:** This area was scored as approaches. The narrative described a process for identifying teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in reading for ELL students. **Data:** No analysis of data was provided to demonstrate increased student proficiency in reading for ELL students.	teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of approaches that do not demonstrate the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for ELL students because the evidence does not demonstrate a system that includes processes that are adapted to meet the needs of ELL students which would have 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 ELL students. **Assessment:** This area is scored as Approaches. The DSP provides evidence of an assessment approach based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The DSP provides evidence of an approach that do not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for ELL students because the evidence does not demonstrate a system that is adapted to meet the needs of ELL students which would have which would have demonstrated how the assessment system assesses ELL students according to their needs. **Professional Development:** This area is scored as Approaches. The DSP provides evidence of a professional development approach that is aligned with teacher learning needs, and 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 ELL students because the evidence does not demonstrate a comprehensive plan includes follow-up and monitoring strategies, supports high quality implementation, and that that is adapted to meet the needs of ELL students which would have 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; 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 demonstrated how the professional

				development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to ELL students according to their needs. **Data:** No reading data disaggregated for ELL students was provided.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*			The narrative provided did not address this measure. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in math for FRL students.	**Curriculum:** This area is scored as Approaches. The DSP provides evidence of processes to implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. 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, evaluate, and revise curriculum, and that the curriculum is adapted to meet the needs of FRL students which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; and demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; and demonstrated there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling FRL students. **Instruction:** This area is scored as Approaches. The DSP provides evidence of processes to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of 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 that are adapted to meet the needs of FRL students which would have 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 Approaches. The DSP provides evidence of an assessment approach based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The DSP provides evidence of an approach that do not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math for FRL students because the evidence does not demonstrate a system that is adapted to meet the needs of FRL students which would have demonstrated how the assessment system assesses FRL students according to their needs. **Professional Development:** This area is scored as Approaches. The DSP provides evidence of a professional development approach that is aligned with teacher learning needs, and 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 includes follow-up and monitoring strategies, supports high quality implementation, and that that is adapted to meet the needs of FRL students which would have 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; 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 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 math data disaggregated for FRL students was provided.
2c. Subgroup Comparison *(2b. for Alternative)*			The narrative provided did not address this measure. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in reading for FRL students.	**Curriculum:** This area is scored as Approaches. The DSP provides evidence of processes to implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The DSP provides evidence of processes that do not demonstrate the school has implemented a curriculum to increase student

FRL *Reading*				proficiency in Reading on ACCR Standards for FRL students because the evidence does not demonstrate a system that includes processes to create, evaluate, and revise curriculum, and that the curriculum is adapted to meet the needs of FRL students which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; and demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; and demonstrated there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling FRL students. **Instruction:** This area is scored as Approaches. The DSP provides evidence of processes to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of 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 that are adapted to meet the needs of FRL students which would have 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 Approaches. The DSP provides evidence of an assessment approach based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The DSP provides evidence of an approach that do not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for FRL students because the evidence does not demonstrate a system that is adapted to meet the needs of FRL students which would have demonstrated how the assessment system assesses,

				FRL students according to their needs. **Professional Development:** This area is scored as Approaches. The DSP provides evidence of a professional development approach that is aligned with teacher learning needs, and 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 includes follow-up and monitoring strategies, supports high quality implementation, and that that is adapted to meet the needs of FRL students which would have 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; 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 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 reading data disaggregated for FRL students was provided.
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*			**Curriculum:** This area was scored as approaches. The narrative stated that teachers reviewed data and created pacing guides to drive daily instruction. However, the narrative does not describe a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in math on Arizona's College and Career Ready Standards for students with disabilities. **Instruction:** This area was scored as approaches. The narrative describes a process for monitoring the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, informal classroom observations and feedback to teachers regarding instructional practices. However, the narrative does not describe a system to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, standards checklists, data review teams,	**Curriculum:** This area is scored as Approaches. The DSP provides evidence of processes to implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. 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, evaluate, and revise curriculum, and that the curriculum is adapted to meet the needs of students with disabilities which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; and demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; and demonstrated there is curriculum intended to provide differentiated

			and standards-based assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in math for students with disabilities. **Assessment:** This area was scored as approaches. The narrative stated that teachers and administrators analyze assessment results from benchmark assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in math on Arizona's College and Career Ready Standards for students with disabilities. **Professional Development:** This area was scored as approaches. The narrative described a process for identifying teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in math for students with disabilities. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in math for students with disabilities.	materials, activities, and/or strategies for students with disabilities. **Instruction:** This area is scored as Approaches. The DSP provides evidence of processes to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of 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 that are adapted to meet the needs of students with disabilities which would have 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 Approaches. The DSP provides evidence of an assessment approach based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The DSP provides evidence of an approach that do not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Math for students with disabilities because the evidence does not demonstrate a system that is adapted to meet the needs of students with disabilities which would have 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 is aligned with teacher learning needs, and 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 includes follow-up and monitoring strategies, supports high quality implementation, and that that is adapted to meet the needs of students

				with disabilities which would have 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; 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 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 math data disaggregated for students with disabilities was provided.
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*			**Curriculum:** This area was scored as approaches. The narrative stated that teachers reviewed data and created pacing guides to drive daily instruction. However, the narrative does not describe a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in reading on Arizona's College and Career Ready Standards for students with disabilities. **Instruction:** This area was scored as approaches. The narrative describes a process for monitoring the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, informal classroom observations and feedback to teachers regarding instructional practices. However, the narrative does not describe a system to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, standards checklists, data review teams, and standards-based assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in reading for students with disabilities. **Assessment:** This area was scored as approaches. The narrative stated that teachers and administrators analyze assessment results from benchmark assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional	**Curriculum:** This area is scored as Approaches. The DSP provides evidence of processes to implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. 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, evaluate, and revise curriculum, and that the curriculum is adapted to meet the needs of students with disabilities which would have demonstrated how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; and demonstrated how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps; and demonstrated there is curriculum intended to provide differentiated materials, activities, and/or strategies for students with disabilities. **Instruction:** This area is scored as Approaches. The DSP provides evidence of processes to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of

			methodology and includes data collection from multiple assessments, such as formative and summative assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in reading on Arizona's College and Career Ready Standards for students with disabilities. **Professional Development:** This area was scored as approaches. The narrative described a process for identifying teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in reading for students with disabilities. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in reading for students with disabilities.	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 that are adapted to meet the needs of students with disabilities which would have 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 Approaches. The DSP provides evidence of an assessment approach based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The DSP provides evidence of an approach that do not demonstrate the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for students with disabilities because the evidence does not demonstrate a system that is adapted to meet the needs of Students with disabilities which would have 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 is aligned with teacher learning needs, and 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 includes follow-up and monitoring strategies, supports high quality implementation, and that that is adapted to meet the needs of and students with disabilities which would have 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; 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 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 reading data disaggregated for students with disabilities was provided.
3a. A-F Letter Grade State Accountability System			**Curriculum:** This area was scored as approaches. The narrative stated that teachers reviewed data and created pacing guides to drive daily instruction. However, the narrative does not describe a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in math and reading on Arizona's College and Career Ready Standards for ELL students, FRL students, and students with disabilities. **Instruction:** This area was scored as approaches. The narrative describes a process for monitoring the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews, informal classroom observations and feedback to teachers regarding instructional practices. However, the narrative does not describe a system to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, standards checklists, data review teams, and standards-based assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in math and reading. **Assessment:** This area was scored as approaches. The narrative stated that teachers and administrators analyze assessment results from benchmark assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in math and reading on Arizona's College and Career Ready Standards for ELL students, FRL students, and students with disabilities. **Professional Development:** This area was scored as approaches. The narrative described a process for identifying teacher learning needs.	**Curriculum:** This area is scored as Approaches. The DSP provides evidence of processes to implement curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. 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, 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; 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 scored as Meets. The DSP provides evidence of processes to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The DSP provides evidence of a system that provides for some analysis and feedback to further develop the system. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math and Reading. **Assessment:** This area is scored as Meets. The DSP provides evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The DSP provides evidence of a system that demonstrates the school implemented a plan for monitoring and documenting changes in student growth and proficiency in Math and Reading on ACCR Standards.

			However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in math and reading for ELL students, FRL students, and students with disabilities. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in math and reading for ELL students, FRL students, and students with disabilities.	**Professional Development:** This area is scored as Approaches. The DSP provides evidence of a professional development approach that is aligned with teacher learning needs, and 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 on ACCR Standards because the evidence does not demonstrate a comprehensive plan includes follow-up and monitoring strategies, and supports high quality implementation which would have 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 charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies. **Data:** AIMSWeb data was provided that demonstrated increased scores from fall benchmark to winter benchmark was provided for Math and Reading. No comparison to prior year data was provided to demonstrate that the results show improved growth or proficiency in Math and Reading.
4a. High School Graduation Rate ***(Traditional and Small Schools)***			This area was scored as approaches. The narrative states that dual enrollment programs with the local community college are available and ECAPs are reviewed quarterly. However, the narrative does not describe highly effective practices the school uses for addressing early academic difficulty to ensure students in grades 9-12 graduate on time. **Data:** No data and analysis of data was provided to demonstrate success in ensuring students graduate on time.	This area is scored as Approaches. The DSP provides evidence of strategies the school uses to ensure students in grades 9-12 graduate on time, including individual student plans for academic and career success, which are monitored, reviewed and updated annually and/or highly effective practices the school uses for addressing early academic difficulty. The DSP provides evidence of a plan that, even if supported by evidence, cannot demonstrate that the school implemented a plan for increasing the percent of entering ninth graders who graduate from high school in four years because the evidence does not provide data demonstrating success in ensuring students graduate on time.