# Demonstration of Sufficient Progress Evaluation Instrument

**Charter Holder Name**: PACE Preparatory Academy
**School Name**: PACE Preparatory Academy (Prescott Valley site)
**Date Submitted**: March 31, 2014
**Academic Dashboard**: FY13/FY12

**Required for**: Renewal
**Initial Evaluation Completed**: April 17, 2014
**Final Evaluation Completed**: May 27, 2014

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

| Measure | Acceptable | Not Acceptable | Initial Evaluation Comments | Final Evaluation Comments |
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| **1a. Student Median Growth Percentile (SGP) Math** | | **I/S** | **Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and evaluate curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and data review teams. However, the narrative does not describe a system to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by 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.<br><br>**Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. 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.<br><br>**Professional Development:** This area was scored as approaches. The | **Curriculum:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts.<br><br>**Instruction:** This area was scored at falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices.<br><br>**Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth.<br><br>**Professional Development:** This area was scored as falls far below. |

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| | | | narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math.<br><br>**Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Math on Arizona's College and Career Ready Standards. | Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan.<br><br>**Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. |
| **1a. Student Median Growth Percentile (SGP) Reading** | | **I/S** | **Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and evaluate curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and data review teams. However, the narrative does not describe a system to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by 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 Reading.<br><br>**Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. However the narrative does not describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career | **Curriculum:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts.<br><br>**Instruction:** This area was scored at falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices.<br><br>**Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined |

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| | | | Ready Standards into instruction in Reading.<br>**Professional Development:** This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading.<br><br>**Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Reading on Arizona's College and Career Ready Standards. | performance measures and is not collecting data to monitor student growth.<br><br>**Professional Development:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan.<br><br>**Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. |
| **1b. Student Median Growth Percentile (SGP) Bottom 25% Math** | | **I/S** | **Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and evaluate curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and data review teams. However, the narrative does not describe a system to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by 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% for Math.<br><br>**Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. | **Curriculum:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts.<br><br>**Instruction:** This area was scored at falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices.<br><br>**Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes |

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| **1b. Student Median Growth Percentile (SGP) Bottom 25% Reading** | | **I/S** | **Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and evaluate curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and data review teams. However, the narrative does not describe a system to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by 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%.<br><br>**Instruction:** This area was scored as approaches. The narrative | **Curriculum:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts.<br><br>**Instruction:** This area was scored at falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter |

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| **2a. Percent Passing Math** | | **I/S** | **Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and evaluate curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and data review teams. However, the narrative does not describe a system to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work and clearly defined and measureable implementation across the school. The narrative provided did not | **Curriculum:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. |

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| | | | demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math on Arizona's College and Career Ready Standards.<br><br>**Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. 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.<br><br>**Professional Development:** This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math.<br><br>**Data:** Limited Math data and analysis of data was provided to demonstrate increased student proficiency. | **Instruction:** This area was scored at falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices.<br><br>**Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth.<br><br>**Professional Development:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan.<br><br>**Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. |
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| **2b. Composite School Comparison (Traditional and Small Schools only) Math** | | **I/S** | **Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and evaluate curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and data review teams. However, the narrative does not describe a system to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work and clearly defined and measureable implementation across the school. Nor does the narrative describe how the system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency to expected performance levels for students with disabilities in Math as compared to similar schools.<br><br>**Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. 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.<br><br>**Assessment:** This area was scored as approaches. The narrative describes 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. However, the narrative did not describe how the system is adapted to meet the needs of FRL students and students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for | **Curriculum:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts.<br><br>**Instruction:** This area was scored at falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices.<br><br>**Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth.<br><br>**Professional Development:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is |

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| | | | monitoring and documenting student proficiency in comparison to expected performance levels in Math for ELL, FRL, and students with disabilities as compared to similar schools.<br><br>**Professional Development:** This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor did the narrative describe how the system is adapted to meet the needs of FRL students and students with disabilities. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in comparison to expected performance levels in Math for FRL students and students with disabilities as compared to similar schools.<br><br>**Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Math to expected performance levels for FRL, and students with disabilities as compared to similar schools. | usually external and determined without regard to an overall school plan.<br><br>**Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources for all students and students with disabilities. |
| **2b. Composite School Comparison (*Traditional and Small Schools only*) *Reading*** | | **I/S** | **Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and evaluate curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and data review teams. However, the narrative does not describe a system to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work and clearly defined and measureable implementation across the school. Nor does the narrative how the system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency to expected performance levels for students with disabilities in Reading as compared to similar schools. | **Curriculum:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts.<br><br>**Instruction:** This area was scored at falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter |

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| | | | **Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. 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 subgroups.<br><br>**Assessment:** This area was scored as approaches. The narrative describes 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. However, the narrative did not describe how the system is adapted to meet the needs of FRL students and students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in comparison to expected performance levels in Reading for FRL students and students with disabilities as compared to similar schools.<br><br>**Professional Development:** This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor did the narrative describe how the system is adapted to meet the needs of FRL students and students with disabilities. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in comparison to expected performance levels in Reading for FRL students and students with disabilities as | holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices.<br><br>**Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth.<br><br>**Professional Development:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan.<br><br>**Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources for all students and students with disabilities. |

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| | | | compared to similar schools.<br><br>**Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading to expected performance levels for FRL students and students with disabilities as compared to similar schools. | |
| **2c. Subgroup Comparison (2b. for Alternative) ELL Math** | **N/A** | **N/A** | The narrative provided stated that there are not students requiring ELL services. | The narrative provided stated that there are not students requiring ELL services. |
| **2c. Subgroup Comparison (2b. for Alternative) ELL Reading** | **N/A** | **N/A** | The narrative provided stated that there are not students requiring ELL services. | The narrative provided stated that there are not students requiring ELL services. |
| **2c. Subgroup Comparison (2b. for Alternative) FRL Math** | | **I/S** | **Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and evaluate curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and data review teams. However, the narrative does not describe a system to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by 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 FRL students.<br><br>**Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards | **Curriculum:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts.<br><br>**Instruction:** This area was scored at falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices.<br><br>**Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not |

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| | | | checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. 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 FRL students<br><br>**Assessment:** This area was scored as approaches. The narrative describes 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. However, the narrative did not describe how the system is adapted to meet the needs of FRL students. 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 FRL students in Math.<br><br>**Professional Development:** This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor did the narrative describe how the system is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for FRL students.<br><br>**Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math for FRL students. | provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth.<br><br>**Professional Development:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan.<br><br>**Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. |

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| 2c. Subgroup Comparison *(2b. for Alternative)* FRL Students *Reading* | | **I/S** | **Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and evaluate curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and data review teams. However, the narrative does not describe a system to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by 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 FRL students.<br><br>**Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. 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.<br><br>**Assessment:** This area was scored as approaches. The narrative describes 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. However, the narrative did not describe how the system is adapted to meet the needs of FRL students. 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 FRL students in Reading. | **Curriculum:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts.<br><br>**Instruction:** This area was scored at falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices.<br><br>**Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth.<br><br>**Professional Development:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. |

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| | | | **Professional Development:** This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor did the narrative describe how the system is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for FRL students.<br><br>**Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading for FRL students. | **Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. |
| **2c. Subgroup Comparison (2b. for Alternative) Students with disabilities Math** | | **I/S** | **Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and evaluate curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and data review teams. However, the narrative does not describe a system to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work and clearly defined and measureable implementation across the school. Nor does the narrative describe how the system is adapted to meet the needs of students with disabilities. 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.<br><br>**Instruction:** This area was scored as approaches. The narrative describes 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, curriculum maps, pacing guides, instructional material | **Curriculum:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts.<br><br>**Instruction:** This area was scored at falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices.<br><br>**Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that |

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| | | | adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative did not describe how the system is adapted to meet the needs of students with disabilities. 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.<br><br>**Assessment:** This area was scored as approaches. The narrative describes 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. However, the narrative did not describe how the system is adapted to meet the needs of FRL students. 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.<br><br>**Professional Development:** This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor did the narrative describe how the system is adapted to meet the needs of students with disabilities. 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.<br><br>**Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in math for students with disabilities. | the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth.<br><br>**Professional Development:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan.<br><br>**Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources for students with disabilities. |

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| **2c. Subgroup Comparison (2b. for Alternative) Students with disabilities Reading** | | **I/S** | **Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and evaluate curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and data review teams. However, the narrative does not describe a system to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work and clearly defined and measureable implementation across the school. Nor does the narrative describe how the system is adapted to meet the needs of students with disabilities. 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.<br><br>**Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. 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.<br><br>**Assessment:** This area was scored as approaches. The narrative describes 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. However, the narrative did not describe how the system is adapted to meet the needs of students with disabilities. The narrative provided did not | **Curriculum:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts.<br><br>**Instruction:** This area was scored at falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices.<br><br>**Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth.<br><br>**Professional Development:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school |

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| | | | 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.<br><br>**Professional Development:** This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor did the narrative describe how the system is adapted to meet the needs of students with disabilities. 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.<br><br>**Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities. | plan.<br><br>**Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources for students with disabilities. |
| **3a. A-F Letter Grade State Accountability System** | | **I/S** | **Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and evaluate curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and data review teams. However, the narrative does not describe a system to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work and clearly defined and measureable implementation across the school. Nor does the narrative describe how the system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth and proficiency in Math and Reading on Arizona's College and Career Ready Standards.<br><br>**Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional | **Curriculum:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts.<br><br>**Instruction:** This area was scored at falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices.<br><br>**Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not |

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| | | | practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. 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.<br><br>**Assessment:** This area was scored as approaches. The narrative describes 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. However, the narrative did not describe how the system is adapted to meet the needs of students in the bottom 25%, FRL students and students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth and proficiency on Arizona's College and Career Ready Standards for Math and Reading.<br><br>**Professional Development:** This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor did the narrative describe how the system is adapted to meet the needs of students in the bottom 25%, FRL students, and students with disabilities. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth and proficiency in Math and Reading.<br><br>**Data:** Limited data was provided to demonstrate increased growth and proficiency in Math and Reading. | provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth.<br><br>**Professional Development:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan.<br><br>**Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. |

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| **4a. Graduation** | | **I/S** | **Graduation Rate:** This area was scored as approaches. The narrative describes strategies that include 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. However, the narrative does not describe strategies the school uses to ensure students in grades 9-12 graduate on time.<br><br>**Data:** Limited data and analysis was provided to demonstrate success in ensuring students graduate on time. | **Graduation Rate:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes increasing the percent of entering ninth graders who graduate from high school in four years. While the charter holder's evidence demonstrated that the charter holder has implemented strategies to ensure students in grades 9-12 graduate on time.<br><br>**Data**: the school did not present data that demonstrates success in ensuring students graduate on time. |

# Demonstration of Sufficient Progress Evaluation Instrument

**Charter Holder Name**: PACE Preparatory Academy
**School Name**: PACE Preparatory Academy (Camp Verde site)
**Date Submitted**: March 31, 2014
**Academic Dashboard**: FY13/FY12

**Required for**: Renewal
**Initial Evaluation Completed**: April 17, 2014
**Final Evaluation Completed**: May 27, 2014

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

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| **1a. Student Median Growth Percentile (SGP) Math** | | **I/S** | **Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and evaluate curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and data review teams. However, the narrative does not describe a system to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by 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.<br><br>**Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. 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.<br><br>**Professional Development:** This area was scored as approaches. The | **Curriculum:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts.<br><br>**Instruction:** This area was scored at falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices.<br><br>**Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth.<br><br>**Professional Development:** This area was scored as falls far below. |

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| | | | narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math.<br><br>**Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Math on Arizona's College and Career Ready Standards. | Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan.<br><br>**Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. |
| **1a. Student Median Growth Percentile (SGP) Reading** | | **I/S** | **Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and evaluate curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and data review teams. However, the narrative does not describe a system to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by 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 Reading.<br><br>**Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. However the narrative does not describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career | **Curriculum:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts.<br><br>**Instruction:** This area was scored at falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices.<br><br>**Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined |

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| | | | Ready Standards into instruction in Reading.<br>**Professional Development:** This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading.<br><br>**Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Reading on Arizona's College and Career Ready Standards. | performance measures and is not collecting data to monitor student growth.<br><br>**Professional Development:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan.<br><br>**Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. |
| **1b. Student Median Growth Percentile (SGP) Bottom 25% Math** | | **I/S** | **Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and evaluate curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and data review teams. However, the narrative does not describe a system to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by 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% for Math.<br><br>**Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. | **Curriculum:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts.<br><br>**Instruction:** This area was scored at falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices.<br><br>**Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes |

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| | | | However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. 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 in the bottom 25%.<br><br>**Professional Development:** This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor did the narrative describe how the system is adapted to meet the needs of students in the bottom 25%. 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%.<br><br>**Data:** Limited Math data and analysis of data was provided to demonstrate increased student growth for students in the bottom 25% in Math. | implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth.<br><br>**Professional Development:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan.<br><br>**Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources for students in the bottom 25%. |
| **1b. Student Median Growth Percentile (SGP) Bottom 25% Reading** | | **I/S** | **Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and evaluate curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and data review teams. However, the narrative does not describe a system to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by 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%.<br><br>**Instruction:** This area was scored as approaches. The narrative | **Curriculum:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts.<br><br>**Instruction:** This area was scored at falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter |

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| | | | describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. 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 in the bottom 25%.<br><br>**Professional Development:** This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor did the narrative describe how the system is adapted to meet the needs of students in the bottom 25%.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%.<br><br>**Data:** Limited Reading data and analysis of data was provided to demonstrate increased student growth for students in the bottom 25% in Reading. | holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices.<br><br>**Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth.<br><br>**Professional Development:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan.<br><br>**Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources for students in the bottom 25% |
| **2a. Percent Passing Math** | | **I/S** | **Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and evaluate curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and data review teams. However, the narrative does not describe a system to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work and clearly defined and measureable implementation across the school. The narrative provided did not | **Curriculum:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. |

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| | | | demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math on Arizona's College and Career Ready Standards.<br><br>**Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. 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.<br><br>**Professional Development:** This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math.<br><br>**Data:** Limited Math data and analysis of data was provided to demonstrate increased student proficiency. | **Instruction:** This area was scored at falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices.<br><br>**Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth.<br><br>**Professional Development:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan.<br><br>**Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. |
| **2a. Percent Passing** ***Reading*** | | **I/S** | **Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and evaluate curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and data review teams. However, the narrative does not describe a system | **Curriculum:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, |

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| | | | to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by 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.<br>**Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. 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.<br><br>**Professional Development** This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading.<br><br>**Data:** Limited Reading data and analysis of data was provided to demonstrate increased student proficiency. | evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts.<br><br>**Instruction:** This area was scored at falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices.<br><br>**Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth.<br><br>**Professional Development:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan.<br><br>**Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. |

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| **2b. Composite School Comparison (Traditional and Small Schools only) Math** | | **I/S** | **Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and evaluate curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and data review teams. However, the narrative does not describe a system to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work and clearly defined and measureable implementation across the school. Nor does the narrative describe how the system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency to expected performance levels for students with disabilities in Math as compared to similar schools.<br><br>**Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. 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.<br><br>**Assessment:** This area was scored as approaches. The narrative describes 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. However, the narrative did not describe how the system is adapted to meet the needs of FRL students and students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for | **Curriculum:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts.<br><br>**Instruction:** This area was scored at falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices.<br><br>**Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth.<br><br>**Professional Development:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is |

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| | | | monitoring and documenting student proficiency in comparison to expected performance levels in Math for ELL, FRL, and students with disabilities as compared to similar schools.<br><br>**Professional Development:** This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor did the narrative describe how the system is adapted to meet the needs of FRL students and students with disabilities. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in comparison to expected performance levels in Math for FRL students and students with disabilities as compared to similar schools.<br><br>**Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Math to expected performance levels for FRL, and students with disabilities as compared to similar schools. | usually external and determined without regard to an overall school plan.<br><br>**Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources for all students and students with disabilities. |
| **2b. Composite School Comparison (*Traditional and Small Schools only*) *Reading*** | | **I/S** | **Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and evaluate curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and data review teams. However, the narrative does not describe a system to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work and clearly defined and measureable implementation across the school. Nor does the narrative how the system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency to expected performance levels for students with disabilities in Reading as compared to similar schools. | **Curriculum:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts.<br><br>**Instruction:** This area was scored at falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter |

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| | | | **Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. 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 subgroups.<br><br>**Assessment:** This area was scored as approaches. The narrative describes 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. However, the narrative did not describe how the system is adapted to meet the needs of FRL students and students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in comparison to expected performance levels in Reading for FRL students and students with disabilities as compared to similar schools.<br><br>**Professional Development:** This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor did the narrative describe how the system is adapted to meet the needs of FRL students and students with disabilities. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in comparison to expected performance levels in Reading for FRL students and students with disabilities as | holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices.<br><br>**Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth.<br><br>**Professional Development:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan.<br><br>**Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources for all students and students with disabilities. |

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| | | | compared to similar schools.<br><br>**Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading to expected performance levels for FRL students and students with disabilities as compared to similar schools. | |
| **2c. Subgroup Comparison (2b. for Alternative) ELL Math** | **N/A** | **N/A** | The narrative provided stated that there are not students requiring ELL services. | The narrative provided stated that there are not students requiring ELL services. |
| **2c. Subgroup Comparison (2b. for Alternative) ELL Reading** | **N/A** | **N/A** | The narrative provided stated that there are not students requiring ELL services. | The narrative provided stated that there are not students requiring ELL services. |
| **2c. Subgroup Comparison (2b. for Alternative) FRL Math** | | **I/S** | **Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and evaluate curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and data review teams. However, the narrative does not describe a system to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by 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 FRL students.<br><br>**Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards | **Curriculum:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts.<br><br>**Instruction:** This area was scored at falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices.<br><br>**Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not |

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| | | | checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. 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 FRL students<br><br>**Assessment:** This area was scored as approaches. The narrative describes 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. However, the narrative did not describe how the system is adapted to meet the needs of FRL students. 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 FRL students in Math.<br><br>**Professional Development:** This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor did the narrative describe how the system is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for FRL students.<br><br>**Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math for FRL students. | provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth.<br><br>**Professional Development:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan.<br><br>**Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. |

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| 2c. Subgroup Comparison *(2b. for Alternative)* FRL Students *Reading* | | **I/S** | **Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and evaluate curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and data review teams. However, the narrative does not describe a system to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by 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 FRL students.<br><br>**Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. 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.<br><br>**Assessment:** This area was scored as approaches. The narrative describes 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. However, the narrative did not describe how the system is adapted to meet the needs of FRL students. 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 FRL students in Reading. | **Curriculum:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts.<br><br>**Instruction:** This area was scored at falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices.<br><br>**Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth.<br><br>**Professional Development:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. |

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| | | | **Professional Development:** This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor did the narrative describe how the system is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for FRL students.<br><br>**Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading for FRL students. | **Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. |
| **2c. Subgroup Comparison (2b. for Alternative) Students with disabilities Math** | | **I/S** | **Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and evaluate curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and data review teams. However, the narrative does not describe a system to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work and clearly defined and measureable implementation across the school. Nor does the narrative describe how the system is adapted to meet the needs of students with disabilities. 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.<br><br>**Instruction:** This area was scored as approaches. The narrative describes 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, curriculum maps, pacing guides, instructional material | **Curriculum:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts.<br><br>**Instruction:** This area was scored at falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices.<br><br>**Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that |

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| | | | adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative did not describe how the system is adapted to meet the needs of students with disabilities. 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.<br><br>**Assessment:** This area was scored as approaches. The narrative describes 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. However, the narrative did not describe how the system is adapted to meet the needs of FRL students. 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.<br><br>**Professional Development:** This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor did the narrative describe how the system is adapted to meet the needs of students with disabilities. 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.<br><br>**Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in math for students with disabilities. | the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth.<br><br>**Professional Development:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan.<br><br>**Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources for students with disabilities. |

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| **2c. Subgroup Comparison (2b. for Alternative) Students with disabilities Reading** | | **I/S** | **Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and evaluate curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and data review teams. However, the narrative does not describe a system to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work and clearly defined and measureable implementation across the school. Nor does the narrative describe how the system is adapted to meet the needs of students with disabilities. 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.<br><br>**Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. 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.<br><br>**Assessment:** This area was scored as approaches. The narrative describes 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. However, the narrative did not describe how the system is adapted to meet the needs of students with disabilities. The narrative provided did not | **Curriculum:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts.<br><br>**Instruction:** This area was scored at falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices.<br><br>**Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth.<br><br>**Professional Development:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school |

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| | | | 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.<br><br>**Professional Development:** This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor did the narrative describe how the system is adapted to meet the needs of students with disabilities. 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.<br><br>**Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities. | plan.<br><br>**Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources for students with disabilities. |
| **3a. A-F Letter Grade State Accountability System** | | **I/S** | **Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to create and evaluate curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, and data review teams. However, the narrative does not describe a system to implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work and clearly defined and measureable implementation across the school. Nor does the narrative describe how the system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth and proficiency in Math and Reading on Arizona's College and Career Ready Standards.<br><br>**Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional | **Curriculum:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts.<br><br>**Instruction:** This area was scored at falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices.<br><br>**Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not |

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| | | | practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. 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.<br><br>**Assessment:** This area was scored as approaches. The narrative describes 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. However, the narrative did not describe how the system is adapted to meet the needs of students in the bottom 25%, FRL students and students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth and proficiency on Arizona's College and Career Ready Standards for Math and Reading.<br><br>**Professional Development:** This area was scored as approaches. The narrative describes describe a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor did the narrative describe how the system is adapted to meet the needs of students in the bottom 25%, FRL students, and students with disabilities. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth and proficiency in Math and Reading.<br><br>**Data:** Limited data was provided to demonstrate increased growth and proficiency in Math and Reading. | provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth.<br><br>**Professional Development:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan.<br><br>**Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. |

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| **4a. Graduation** | | **I/S** | **Graduation Rate:** This area was scored as approaches. The narrative describes strategies that include 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. However, the narrative does not describe strategies the school uses to ensure students in grades 9-12 graduate on time.<br><br>**Data:** Limited data and analysis was provided to demonstrate success in ensuring students graduate on time. | **Graduation Rate:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes increasing the percent of entering ninth graders who graduate from high school in four years. While the charter holder's evidence demonstrated that the charter holder has implemented strategies to ensure students in grades 9-12 graduate on time.<br><br>**Data**: the school did not present data that demonstrates success in ensuring students graduate on time. |