Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Painted Desert Demonstration Projects, Inc.
School Name: STAR Charter School
Date Submitted: March 24, 2014
Academic Dashboard: FY13/FY12

Required for: Renewal
Initial Evaluation Completed: April 7, 2014
Final Evaluation Completed: May 28, 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
1a. Student Median Growth Percentile (SGP) *Math*		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach the school uses to create, implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, and instructional material adoptions. However, the narrative does not describe a system to create, implement, evaluate and revise curriculum evidenced by pacing guides, committee work, data review teams, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Math on Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. The narrative describes approaches the school uses 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, and informal classroom observations and provides for some feedback. However, the narrative does not describe 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 standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis 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	**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. **Instruction:** 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 plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **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 provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional

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			instruction in Math. **Assessment:** This area was scored as approaches. The narrative describes assessment approaches the school uses including data collection from multiple formative assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth on Arizona's College and Career Ready Standards for Math. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Math on Arizona's College and Career Ready Standards. The data provided shows inconsistent results, demonstrating some improvement as well as some declines.	decisions. **Professional Development:** 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 professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance in based on data generated from valid and reliable assessment sources. The data and analysis did not demonstrate improved student performance in math.
1a. Student Median Growth Percentile (SGP) *Reading*		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach the school uses to create, implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, instructional material adoptions, and measureable implementation across the school. However, the narrative does not describe a system to create, implement, evaluate and revise curriculum evidenced by pacing guides, committee work, and data review teams. 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. **Instruction:** This area was scored as approaches. The narrative describes approaches the school uses 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	**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. **Instruction:** 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 plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into

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1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach the school uses to create, implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, and instructional material adoptions. However, the narrative does not describe a system to create, implement, evaluate and revise curriculum evidenced by pacing guides,	**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

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			committee work, data review teams, 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. **Instruction:** This area was scored as approaches. The narrative describes approaches the school uses 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, and informal classroom observations and provides for some feedback. However, the narrative does not describe 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 standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis 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%. **Assessment:** This area was scored as approaches. The narrative describes assessment approaches the school uses including data collection from multiple formative assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth on Arizona's College and Career Ready Standards for students in the bottom 25%. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Math on Arizona's College and Career	and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** 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 plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **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 provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** 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 professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **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. The data and

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			Ready Standards for students in the bottom 25%. The data provided shows inconsistent results, demonstrating some improvement as well as some declines.	analysis did not demonstrate improved student performance in math 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 the school uses to create, implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, instructional material adoptions, and measureable implementation across the school. However, the narrative does not describe a system to create, implement, evaluate and revise curriculum evidenced by pacing guides, committee work, and data review teams. 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%. **Instruction:** This area was scored as approaches. The narrative describes approaches the school uses 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, and informal classroom observations and provides for some feedback. However, the narrative does not describe 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 standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis 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%. **Assessment:** This area was scored as approaches. The narrative describes assessment approaches the school uses including data collection from multiple formative assessments. However, 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. **Instruction:** 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 plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **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 provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process 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 the school uses to create, implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, and instructional material adoptions. However, the narrative does not describe a system to create, implement, evaluate and revise curriculum evidenced by pacing guides, committee work, data review teams, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math on Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. The narrative describes approaches the school uses 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, and informal classroom observations and provides for some feedback. However, the narrative does not describe 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 standards checklists, data review teams, and standards-based assessments. Nor	**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. **Instruction:** 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 plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **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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2a. Percent Passing *Reading*		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach the school uses to create, implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, instructional material adoptions, and measureable implementation across the school. However, the narrative does not describe a system to create, implement, evaluate and revise curriculum evidenced by pacing guides, committee work, and data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Reading on Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. The narrative	**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. **Instruction:** 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 plan for monitoring the integration of the Arizona's

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			describes approaches the school uses 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, and informal classroom observations and provides for some feedback. However, the narrative does not describe 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 standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis 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. **Assessment:** This area was scored as approaches. The narrative describes assessment approaches the school uses including data collection from multiple formative assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency on Arizona's College and Career Ready Standards for Reading.	College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **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 provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** 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 professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** The data and analysis for reading demonstrates increased percentages of students reading at grade level.
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 the school uses to create, implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, and instructional material adoptions. However, the narrative does not describe a system to create, implement, evaluate and revise curriculum evidenced by pacing guides, committee work, data review teams, and clearly defined and	**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

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			measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency to expected performance levels for ELL, FRL, and students with disabilities in Math as compared to similar schools. **Instruction:** This area was scored as approaches. The narrative describes approaches the school uses 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, and informal classroom observations and provides for some feedback. However, the narrative does not describe 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 standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis 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. **Assessment:** This area was scored as approaches. The narrative describes assessment approaches the school uses including data collection from multiple formative assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. 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 Math for ELL, FRL, and students with disabilities as compared to similar schools. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Math to expected performance levels	alignment with other school improvement efforts. **Instruction:** 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 plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **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 provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** 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 professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **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. The data and analysis did not demonstrate improved student performance in math.

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			for ELL, FRL, and students with disabilities as compared to similar schools. The data provided shows inconsistent results, demonstrating some improvement as well as some declines. The data provided by the charter holder does not address the Board's composite school measure; however the charter holder's own data demonstrates a lower performance as compared to the schools it selected.	Additionally, 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.
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 the school uses to create, implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, instructional material adoptions, and measureable implementation across the school. However, the narrative does not describe a system to create, implement, evaluate and revise curriculum evidenced by pacing guides, committee work, and data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency to expected performance levels for ELL, FRL, and students with disabilities in Reading as compared to similar schools. **Instruction:** This area was scored as approaches. The narrative describes approaches the school uses 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, and informal classroom observations and provides for some feedback. However, the narrative does not describe 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 standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis 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. **Assessment:** This area was scored as approaches. The narrative describes assessment approaches the school uses including data	**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. **Instruction:** 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 plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **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 provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter

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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 the school uses to create, implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, and instructional material adoptions. However, the narrative does not describe a system to create, implement, evaluate and revise curriculum evidenced by pacing guides,	**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

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			committee work, data review teams, 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. **Instruction:** This area was scored as approaches. The narrative describes approaches the school uses 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, and informal classroom observations and provides for some feedback. However, the narrative does not describe 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 standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis 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 **Assessment:** This area was scored as approaches. The narrative describes assessment approaches the school uses including data collection from multiple formative assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. 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. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Math on Arizona's College and Career	and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** 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 plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **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 provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** 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 professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school 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. The data and

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			Ready Standards for FRL students. The data provided shows inconsistent results, demonstrating some improvement as well as some declines.	analysis did not demonstrate improved student performance in math.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach the school uses to create, implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, instructional material adoptions, and measureable implementation across the school. However, the narrative does not describe a system to create, implement, evaluate and revise curriculum evidenced by pacing guides, committee work, and data review teams. 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. **Instruction:** This area was scored as approaches. The narrative describes approaches the school uses 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, and informal classroom observations and provides for some feedback. However, the narrative does not describe 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 standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis 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 FRL students **Assessment:** This area was scored as approaches. The narrative describes assessment approaches the school uses including data collection from multiple formative assessments. However, 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. **Instruction:** 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 plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **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 provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** 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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. 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.	includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **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. The data and analysis for reading demonstrates increased percentages of students reading at grade level, but did not demonstrate improved student growth in reading.
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 the school uses to create, implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, and instructional material adoptions. However, the narrative does not describe a system to create, implement, evaluate and revise curriculum evidenced by pacing guides, committee work, data review teams, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math on Arizona's College and Career Ready Standards for students with disabilities. **Instruction:** This area was scored as approaches. The narrative describes approaches the school uses 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, and informal classroom observations and provides for some feedback. However, the narrative does not describe 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 standards checklists, data review teams, and standards-based assessments. Nor	**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. **Instruction:** 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 plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			does the narrative describe a system that provides for some analysis 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 with disabilities. **Assessment:** This area was scored as approaches. The narrative describes assessment approaches the school uses including data collection from multiple formative assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. 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. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Math on Arizona's College and Career Ready Standards for students with disabilities. The data provided shows inconsistent results, demonstrating some improvement as well as some declines.	proficiency. Rather, the charter holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** 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 professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **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.
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 the school uses to create, implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, instructional material adoptions, and measureable implementation across the school. However, the narrative does not describe a system to create, implement, evaluate and revise curriculum evidenced by pacing guides, committee work, and data review teams. 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.	**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. **Instruction:** 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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			Instruction: This area was scored as approaches. The narrative describes approaches the school uses 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, and informal classroom observations and provides for some feedback. However, the narrative does not describe 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 standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis 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. **Assessment:** This area was scored as approaches. The narrative describes assessment approaches the school uses including data collection from multiple formative assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in Reading on Arizona's College and Career Ready Standards for students with disabilities.	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 an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **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 provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** 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 professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **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 the school uses to create, implement and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, and instructional material adoptions.	**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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			However, the narrative does not describe a system to create, implement, evaluate and revise curriculum evidenced by pacing guides, committee work, data review teams, 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 and proficiency in Math and Reading on Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. The narrative describes approaches the school uses 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, and informal classroom observations and provides for some feedback. However, the narrative does not describe 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 standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis 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. **Assessment:** This area was scored as approaches. The narrative describes assessment approaches the school uses including data collection from multiple formative assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. 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.	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. **Instruction:** 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 plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **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 provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** 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 professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** The charter holder did not provide data and analysis that

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			Data: Limited data and analysis of data was provided to demonstrate increased student growth and proficiency in Math on Arizona's College and Career Ready Standards. The data provided shows inconsistent results, demonstrating some improvement as well as some declines.	demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis did not demonstrate improved student performance in math. The data and analysis for reading demonstrates increased percentages of students reading at grade level, but did not demonstrate improved student growth in reading.