Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Paramount Education Studies, Inc.
School Name: Paramount Academy
Date Submitted: March 31, 2014
Academic Dashboard: FY13/FY12

Required for: Renewal
Initial Evaluation Completed: April 21, 2014
Final Evaluation Completed: June 5, 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	**S**	**I**	**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 evidenced by lesson plan reviews and standards checklists. However, the narrative does not describe a system to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, data review teams, and standards-based assessments. Nor does the narrative 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. **Assessment:** This area was scored as approaches. The narrative describes data collection from multiple assessments, such as formative and summative assessments, and common/benchmark assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology, and including 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. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs, focuses on areas of high importance, and that includes follow-up and monitoring strategies. However, the narrative	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as meets. The charter holder provided 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. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams.

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			does not describe a comprehensive professional development plan that supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Math on Arizona's College and Career Ready Standards.	**Professional Development:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data:** Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth in Math in the whole school population.
1a. Student Median Growth Percentile (SGP) Reading	**S**	**I**	**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 evidenced by lesson plan reviews and standards checklists. However, the narrative does not describe a system to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, data review teams, and standards-based assessments. Nor does the narrative 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. **Assessment:** This area was scored as approaches. The narrative describes data collection from multiple assessments, such as formative and summative assessments, and common/benchmark assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology, and including 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 Reading.	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as meets. The charter holder provided 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. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional

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			Professional Development: This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs, focuses on areas of high importance, and that includes follow-up and monitoring strategies. However, the narrative does not describe a comprehensive professional development plan that supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Reading on Arizona's College and Career Ready Standards.	methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data:** Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth in Reading in the whole school population.
1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*	**S**	**I**	**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 evidenced by lesson plan reviews and standards checklists. However, the narrative does not describe a system to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. Also, the narrative does not 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 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 data collection from multiple assessments, such as formative and summative assessments, and common/benchmark assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology, and including data	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as meets. The charter holder provided 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. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student

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			review teams. Nor does 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 plan for monitoring and documenting increases in student growth on Arizona's College and Career Ready Standards for students in the bottom 25%. **Professional Development** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs, focuses on areas of high importance, and that includes follow-up and monitoring strategies. However, the narrative does not describe a comprehensive professional development plan that supports high quality implementation. Nor does 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%. **Data:** Limited Math data and analysis of data was provided to demonstrate increased student growth for students in the bottom 25% in Math.	proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data:** Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth in Math for students in the bottom 25%.
1b. Student Median Growth Percentile (SGP) Bottom 25% *Reading*	**S**	**I**	**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 evidenced by lesson plan reviews and standards checklists. However, the narrative does not describe a system to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. Also, the narrative does not 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 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 data collection from multiple assessments, such as formative	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as meets. The charter holder provided 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. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system.

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			and summative assessments, and common/benchmark assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology, and including data review teams. Nor does 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 plan for monitoring and documenting increases in student growth on Arizona's College and Career Ready Standards for Reading for students in the bottom 25%. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs, focuses on areas of high importance, and that includes follow-up and monitoring strategies. However, the narrative does not describe a comprehensive professional development plan that supports high quality implementation. Nor does 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%. **Data:** Limited Reading data and analysis of data was provided to demonstrate increased student growth for students in the bottom 25% in Reading.	**Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data:** Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth in Reading for students in the bottom 25%.
2a. Percent Passing Math	**S**	**I**	**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 evidenced by lesson plan reviews and standards checklists. However, the narrative does not describe a system to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, data review teams, and standards-based assessments. Nor does the narrative 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. **Assessment:** This area was scored as approaches. The narrative	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as meets. The charter holder provided 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. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's

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			describes data collection from multiple assessments, such as formative and summative assessments, and common/benchmark assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology, and including 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 Math. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs, focuses on areas of high importance, and that includes follow-up and monitoring strategies. However, the narrative does not describe a comprehensive professional development plan that 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. **Data:** Limited Math data and analysis of data was provided to demonstrate increased student proficiency.	College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data:** Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved proficiency in Math in the whole school population.
2b. Composite School Comparison (*Traditional and Small Schools only*) *Math*	**S**	**I**	**Curriculum:** 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 adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe how the system is adapted to meet the needs of ELL students. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school.

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			proficiency to expected performance levels for ELL students in Math as compared to similar schools. **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 evidenced by lesson plan reviews and standards checklists. However, the narrative does not describe a system to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, data review teams, and standards-based assessments. Nor does the narrative 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. **Assessment:** This area was scored as approaches. The narrative describes data collection from multiple assessments, such as formative and summative assessments, and common/benchmark assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology, and including data review teams. Nor does the narrative describe how the system is adapted to meet the needs of ELL students. 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 students as compared to similar schools. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs, focuses on areas of high importance, and that includes follow-up and monitoring strategies. However, the narrative does not describe a comprehensive professional development plan that supports high quality implementation. Nor does the narrative describe how the system is adapted to meet the needs of ELL students. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student	**Instruction:** This area was scored as meets. The charter holder provided 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. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data:** Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved proficiency in Math in the whole school population as well as for students within the ELL, FRL, and SPED subgroups.

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			proficiency in comparison to expected performance levels in Math for ELL students as compared to similar schools. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math to expected performance levels for ELL students as compared to similar schools.	
2c. Subgroup Comparison (2b. for Alternative) ELL Math	**S**	**I**	**Curriculum:** 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 adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe how the system is adapted to meet the needs of ELL students. 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 ELL students. **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 evidenced by lesson plan reviews and standards checklists. However, the narrative does not describe a system to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, data review teams, and standards-based assessments. Nor does the narrative 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 ELL students. **Assessment** This area was scored as approaches. The narrative describes data collection from multiple assessments, such as formative and summative assessments, and common/benchmark assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as meets. The charter holder provided 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. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development

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			the curriculum and instructional methodology, and including data review teams. Nor does the narrative describe how the system is adapted to meet the needs of ELL 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 ELL students. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs, focuses on areas of high importance, and that includes follow-up and monitoring strategies. However, the narrative does not describe a comprehensive professional development plan that supports high quality implementation. Nor does the narrative describe how the system is adapted to meet the needs of ELL students. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in in Math for ELL students. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in math for ELL students.	plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data:** Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved proficiency in Math for students within the ELL subgroup.
2c. Subgroup Comparison (2b. for Alternative) ELL Reading	**S**	**I**	**Curriculum:** 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 adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe how the system is adapted to meet the needs of ELL students. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Reading on Arizona's College and Career Ready Standards for ELL students. **Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews and standards checklists. However, the narrative does not	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as meets. The charter holder provided 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. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system.

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			describe a system to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. The narrative also does not describe how the system is adapted to meet the needs of ELL students. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading for ELL students **Assessment:** This area was scored as approaches. The narrative describes data collection from multiple assessments, such as formative and summative assessments, and common/benchmark assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology, and including data review teams. Nor does the narrative describe how the system is adapted to meet the needs of ELL 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 ELL students in Reading. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs, focuses on areas of high importance, and that includes follow-up and monitoring strategies. However, the narrative does not describe a comprehensive professional development plan that supports high quality implementation. Nor does the narrative describe how the system is adapted to meet the needs of ELL students. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for ELL students. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in reading for ELL students.	**Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data:** Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved proficiency in Reading for students within the ELL subgroup.

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3a. A-F Letter Grade State Accountability System	**S**	**I**	**Curriculum:** 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 adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe how the system is adapted to meet the needs of ELL students. 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 a system to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by lesson plan reviews and standards checklists. However, the narrative does not describe a system to evaluate the instructional practices of the teachers evidenced by formal teacher evaluations, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. The narrative also does not describe how the system is adapted to meet the needs of ELL students. 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 data collection from multiple assessments, such as formative and summative assessments, and common/benchmark assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology, and including data review teams. Nor does the narrative describe how the system is adapted to meet the needs of ELL students. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth and proficiency on	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as meets. The charter holder provided 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. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation.

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			Arizona's College and Career Ready Standards for Math and Reading. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs, focuses on areas of high importance, and that includes follow-up and monitoring strategies. However, the narrative does not describe a comprehensive professional development plan that supports high quality implementation. Nor does the narrative describe how the system is adapted to meet the needs of ELL students. 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. **Data:** Limited data was provided to demonstrate increased growth and proficiency in Math and Reading.	**Data:** Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Math and Reading in the whole school population as well as for students within the ELL, FRL, and SPED subgroups; and improved growth for students in the bottom 25%.