Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Pinnacle Education – WMCB, Inc.
School Name: Pinnacle Charter High School – Tempe East
Date Submitted: February 4, 2014
Academic Dashboard: FY2013

Required for: Annual Report
Initial Evaluation Completed: July 30, 2014

I = Result after DSP Narrative evaluation

			Initial Evaluation
Measure	**Acceptable**	**Not Acceptable**	**Comments**
1a. Student Median Growth Percentile (SGP) *Math*		I	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to evaluate and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, and data review teams. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student growth in Math on ACCR Standards because the narrative does not describe a system that includes processes to create and implement curriculum, including supplemental curriculum, evidenced by curriculum maps, pacing guides, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. Sufficient evidence will demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; and demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools. **Instruction:** This area is initially scored as approaches. The narrative processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by data review teams, and standards-based assessments. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math because the narrative does not describe a system that includes processes to evaluate the instructional practices of the teachers, evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, and standards checklists, and provide some analysis and feedback to further develop the system. Sufficient evidence will demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrate that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment:** This area is initially scored as meets. The narrative describes a comprehensive assessment based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student growth on ACCR Standards for Math. **Professional Development:** This area is initially scored as falls far below. The narrative describes a plan that, even if supported by

			evidence, cannot demonstrate that the school implemented a professional development plan to increase student growth in Math because the narrative does not describe a comprehensive plan that is aligned to teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance; demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; and demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan. **Data:** Data provided demonstrates an increase in the number of students in the Falls Far Below category between the first and second interims and a decrease in the number of students in the Meets category between the first and second interims, and therefore does not provide indication of an increase in growth across years for all students.
1a. Student Median Growth Percentile (SGP) *Reading*		**I**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to evaluate and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, and data review teams. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student growth in Reading on ACCR Standards because the narrative does not describe a system that includes processes to create and implement curriculum, including supplemental curriculum, evidenced by curriculum maps, pacing guides, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. Sufficient evidence will demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; and demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools. **Instruction:** This area is initially scored as approaches. The narrative processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by data review teams, and standards-based assessments. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading because the narrative does not describe a system that includes processes to evaluate the instructional practices of the teachers, evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, and standards checklists, and provide some analysis and feedback to further develop the system. Sufficient evidence will demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrate that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment:** This area is initially scored as meets. The narrative describes a comprehensive assessment based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student growth on ACCR Standards for Reading. **Professional Development:** This area is initially scored as falls far below. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student growth in Reading

			because the narrative does not describe a comprehensive plan that is aligned to teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance; demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; and demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan. **Data:** AIMS data in Reading does not indicate whether the charts show a percentage of students or the number of students in each category. Data must demonstrate improvement from one year to the next, and should indicate the percentage of students in each category across years.
1b. Improvement (*Alternative High Schools only*) *Math*		I	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to evaluate and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, and data review teams, and that is adapted to meet the needs of non-proficient students. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student performance in Math on ACCR Standards for non-proficient students because the narrative does not describe a system that includes processes to create and implement curriculum, including supplemental curriculum, evidenced by curriculum maps, pacing guides, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. Sufficient evidence will demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; and demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools. **Instruction:** This area is initially scored as approaches. The narrative processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by data review teams, and standards-based assessments. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for non-proficient students because the narrative does not describe a system that includes processes to evaluate the instructional practices of the teachers, evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, and standards checklists, provide some analysis and feedback to further develop the system, and that is adapted to meet the needs of non-proficient students. Sufficient evidence will demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; demonstrate that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing; and demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of non-proficient students. **Assessment:** This area is initially scored as meets. The narrative describes a comprehensive assessment based on clearly defined performance measures aligned with the curriculum and instructional methodology, includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams, and that is adapted to meet the needs of non-proficient students. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student performance on ACCR Standards for Math for non-proficient students.

			Professional Development: This area is initially scored as falls far below. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student performance in Math for non-proficient students because the narrative does not describe a comprehensive plan that is aligned to teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, supports high quality implementation, and that is adapted to meet the needs of non-proficient students. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance; demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan; and demonstrate how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to non-proficient students. **Data:** Data provided demonstrates an increase in the number of students in the Falls Far Below category between the first and second interims and a decrease in the number of students in the Meets category between the first and second interims, and therefore does not provide indication of an increase in growth across years for all students.
2a. Percent Passing *Math*		**I**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to evaluate and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, and data review teams. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards because the narrative does not describe a system that includes processes to create and implement curriculum, including supplemental curriculum, evidenced by curriculum maps, pacing guides, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. Sufficient evidence will demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; and demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools. **Instruction:** This area is initially scored as approaches. The narrative processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by data review teams, and standards-based assessments. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math because the narrative does not describe a system that includes processes to evaluate the instructional practices of the teachers, evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, and standards checklists, and provide some analysis and feedback to further develop the system. Sufficient evidence will demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrate that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment:** This area is initially scored as meets. The narrative describes a comprehensive assessment based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and

			documenting changes in student proficiency on ACCR Standards for Math. **Professional Development:** This area is initially scored as falls far below. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Math because the narrative does not describe a comprehensive plan that is aligned to teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance; demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; and demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan. **Data:** Data provided demonstrates an increase in the number of students in the Falls Far Below category between the first and second interims and a decrease in the number of students in the Meets category between the first and second interims, and therefore does not provide indication of an increase in growth across years for all students.
2a. Percent Passing *Reading*		**I**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to evaluate and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, and data review teams. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Reading on ACCR Standards because the narrative does not describe a system that includes processes to create and implement curriculum, including supplemental curriculum, evidenced by curriculum maps, pacing guides, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. Sufficient evidence will demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; and demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools. **Instruction:** This area is initially scored as approaches. The narrative processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by data review teams, and standards-based assessments. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading because the narrative does not describe a system that includes processes to evaluate the instructional practices of the teachers, evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, and standards checklists, and provide some analysis and feedback to further develop the system. Sufficient evidence will demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrate that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment:** This area is initially scored as meets. The narrative describes a comprehensive assessment based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading.

			Professional Development: This area is initially scored as falls far below. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Reading because the narrative does not describe a comprehensive plan that is aligned to teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance; demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; and demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan. **Data:** Data provided demonstrates an increase in the number of students in the Falls Far Below category between the first and second interims and a decrease in the number of students in the Meets category between the first and second interims, and therefore does not provide indication of an increase in growth across years for all students.
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*	**N/A**	**N/A**	The narrative provided stated that the school currently does not serve any ELL students.
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*	**N/A**	**N/A**	The narrative provided stated that the school currently does not serve any ELL students.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*	**N/A**	**N/A**	The narrative provided stated that the school currently does not serve any FRL students.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*	**N/A**	**N/A**	The narrative provided stated that the school currently does not serve any FRL students.

2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*		I	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to evaluate and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, and data review teams, and that is adapted to meet the needs of students with disabilities. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Math on ACCR Standards for students with disabilities because the narrative does not describe a system that includes processes to create and implement curriculum, including supplemental curriculum, evidenced by curriculum maps, pacing guides, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. Sufficient evidence will demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; and demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools. **Instruction:** This area is initially scored as approaches. The narrative processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by data review teams, and standards-based assessments. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math for students with disabilities because the narrative does not describe a system that includes processes to evaluate the instructional practices of the teachers, evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, and standards checklists, provide some analysis and feedback to further develop the system, and that is adapted to meet the needs of students with disabilities. Sufficient evidence will demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; demonstrate that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing; and demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of students with disabilities. **Assessment:** This area is initially scored as meets. The narrative describes a comprehensive assessment based on clearly defined performance measures aligned with the curriculum and instructional methodology includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams, and that is adapted to meet the needs of students with disabilities. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student performance on ACCR Standards for Math for students with disabilities. **Professional Development:** This area is initially scored as falls far below. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student performance in Math for students with disabilities because the narrative does not describe a comprehensive plan that is aligned to teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, supports high quality implementation, and that is adapted to meet the needs of students with disabilities. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance; demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan; and demonstrate how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students with disabilities.

			Data: Limited data and analysis of data was provided to demonstrate increased student proficiency in Math for students with disabilities. Data provided demonstrates an increase in the course pass rate for students with disabilities passing but no data was provided to demonstrate increased student proficiency in Math. Data must be disaggregated for the students in the students with disabilities subgroup and must demonstrate improvement as compared to prior years in proficiency.
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*		**I**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to evaluate and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, and data review teams, and that is adapted to meet the needs of students with disabilities. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Reading on ACCR Standards for students with disabilities because the narrative does not describe a system that includes processes to create and implement curriculum, including supplemental curriculum, evidenced by curriculum maps, pacing guides, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. Sufficient evidence will demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; and demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools. **Instruction:** This area is initially scored as approaches. The narrative processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by data review teams, and standards-based assessments. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for students with disabilities because the narrative does not describe a system that includes processes to evaluate the instructional practices of the teachers, evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, and standards checklists, provide some analysis and feedback to further develop the system, and that is adapted to meet the needs of students with disabilities. Sufficient evidence will demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; demonstrate that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing; and demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of students with disabilities. **Assessment:** This area is initially scored as meets. The narrative describes a comprehensive assessment based on clearly defined performance measures aligned with the curriculum and instructional methodology includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams, and that is adapted to meet the needs of students with disabilities. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student performance on ACCR Standards for Reading for students with disabilities. **Professional Development:** This area is initially scored as falls far below. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student performance in Reading for students with disabilities because the narrative does not describe a comprehensive plan that is aligned to teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, supports high quality implementation, and that is adapted to meet the needs of non-proficient students. Sufficient evidence will demonstrate that the plan was developed to

			address teacher learning needs and areas of high importance; demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan; and demonstrate how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students with disabilities. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities. Data provided demonstrates an increase in the course pass rate for students with disabilities passing but no data was provided to demonstrate increased student proficiency in Reading. Data must be disaggregated for the students in the students with disabilities subgroup and must demonstrate improvement as compared to prior years in proficiency.
3a. A-F Letter Grade State Accountability System		**I**	**Curriculum:** This area is initially scored as approaches. The narrative describes processes to evaluate and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, and data review teams. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student growth and proficiency in Math and Reading on ACCR Standards because the narrative does not describe a system that includes processes to create and implement curriculum, including supplemental curriculum, evidenced by curriculum maps, pacing guides, instructional material adoptions, committee work, and clearly defined and measureable implementation across the school. Sufficient evidence will demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process; and demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools. **Instruction:** This area is initially scored as approaches. The narrative processes to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by data review teams, and standards-based assessments. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math and Reading because the narrative does not describe a system that includes processes to evaluate the instructional practices of the teachers, evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, and standards checklists, and provide some analysis and feedback to further develop the system. Sufficient evidence will demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers; and demonstrate that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing. **Assessment:** This area is initially scored as meets. The narrative describes a comprehensive assessment based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student growth and proficiency on ACCR Standards for Math and Reading. **Professional Development:** This area is initially scored as falls far below. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student growth and proficiency in Math and Reading because the narrative does not describe a comprehensive plan that is aligned to teacher learning

			needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance; demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to implement the information and strategies; and demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan. **Data:** Data provided demonstrates an increase in the number of students in the Falls Far Below category in Math between the first and second interims and a decrease in the number of students in the Meets category between the first and second interims, and therefore does not provide indication of an increase in growth across years for all students. AIMS data in Reading does not indicate whether the charts show a percentage of students or the number of students in each category. Data must demonstrate improvement from one year to the next, and should indicate the percentage of students in each category across years.
4b. Academic Persistence *(Alternative only)*	**I**		This area is initially scored as meets. The narrative describes a sequential process for keeping students motivated and engaged, including activities that demonstrate aspects of a comprehensive approach to increasing student engagement, and provides some evidence that the school is becoming more methodical in determining how to engage students and keep them enrolled at the school. Data includes evidence of the school's success in keeping students enrolled at the school for an extended period of time. The narrative describes strategies that, if supported by evidence, can demonstrate that the school implemented a plan for increasing the percent of students remaining enrolled in a public school across school years.