Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: E-Institute Charter School, Inc.
School Name: Taylion Virtual High School of Arizona
Date Submitted: March 27, 2014
Academic Dashboard: FY13/FY12

Required for: Renewal
Initial Evaluation Completed: April 29, 2014
Final Evaluation Completed: May 27, 2014

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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
1a. Student Median Growth Percentile (SGP) Math		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Math on Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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.	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan

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			Professional Development: This area was scored as approaches. The narrative describes a professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Math on Arizona's College and Career Ready Standards.	that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
1a. Student Median Growth Percentile (SGP) Reading		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a 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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, 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 a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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.

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			demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading. **Professional Development:** This area was scored as approaches. The narrative describes a professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Reading on Arizona's College and Career Ready Standards.	**Professional Development:** This area was scored as falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
1b. Improvement Math		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student performance of non-proficient students in Math. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, data review teams, and standards-based assessments. Nor does the	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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

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			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 non-proficient students. **Professional Development:** This area was scored as approaches. The narrative describes a professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increases in student performance of non-proficient students in Math. **Data:** Limited Math data and analysis of data was provided to demonstrate increased student growth for non-proficient students in Math.	little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
1b. Improvement Reading		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student performance of non-proficient students in Reading. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student

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2a. Percent Passing Math		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. 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	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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.

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2c. Subgroup Comparison (2b. for Alternative) ELL Math		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. 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.	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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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2c. Subgroup Comparison (2b. for Alternative) ELL Reading		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum,	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. The charter holder did

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2c. Subgroup Comparison (2b. for Alternative) FRL Math		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. 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 a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did not describe how the system is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math for FRL students. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan is adapted to meet the needs of ELL students. The narrative provided did not demonstrate that the school	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data

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2c. Subgroup Comparison (2b. for Alternative) FRL Reading		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, 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 a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did not describe how the system is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading for FRL students. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without

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			professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for FRL students. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading for FRL students.	regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
2c. Subgroup Comparison (2b. for Alternative) Students with disabilities Math		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a 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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math on Arizona's College and Career Ready Standards for students with disabilities. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did not describe how the system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math for	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			students with disabilities. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for students with disabilities. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in math for students with disabilities.	that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
2c. Subgroup Comparison (2b. for Alternative) Students with disabilities Reading		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, 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. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			feedback to further develop the system. Also, the narrative did not describe how the system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading for students with disabilities. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for students with disabilities. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities.	decisions. **Professional Development:** This area was scored as falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
3a. A-F Letter Grade State Accountability System		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. 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 evaluate the instructional practices of the	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. The charter holder did

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			teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did not describe how the system is adapted to meet the needs of ELL students, FRL students, and students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan is adapted to meet the needs of ELL students, FRL students, and students with disabilities. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth and proficiency in Math and Reading. **Data:** Limited data was provided to demonstrate increased growth and proficiency in Math and Reading.	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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
4a Graduation		**I/S**	**Graduation Rate:** This area was scored as approaches. The narrative describes limited efforts to implement strategies to ensure students graduate on time. However, the narrative does not describe strategies that include individual student plans for academic and career success which are monitored, reviewed and updated annually and/or highly effective practices the school uses for addressing early academic difficulty. **Data:** Limited data was provided to demonstrate success in ensuring students graduate on time.	This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes increasing the percent of entering ninth grades who graduate from high school in four years. While the charter holder's evidence demonstrated that the charter holder has implemented strategies to ensure students in grades 9-12 graduate on time, the school did not present data that demonstrates success in ensuring students graduate on time.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
4b. Academic Persistence		**I/S**	**Data:** Limited data was provided to evidence the school's success in keeping students enrolled at the school for an extended period of time.	This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes increasing the percent of students remaining enrolled in a public school across school years. While the charter holder's evidence demonstrated that the charter holder has limited efforts on the part of the school to engage students in school, the charter holder did not present data that demonstrates success in increasing the percent of students remaining enrolled in a public school across school years.

Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: E-Institute Charter School, Inc.
School Name: E-Institute at Avondale
Date Submitted: March 27, 2014
Academic Dashboard: FY13/FY12

Required for: Renewal
Initial Evaluation Completed: April 29, 2014
Final Evaluation Completed: May 27, 2014

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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
1a. Student Median Growth Percentile (SGP) Math		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Math on Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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.	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan

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			Professional Development: This area was scored as approaches. The narrative describes a professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Math on Arizona's College and Career Ready Standards.	that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
1a. Student Median Growth Percentile (SGP) Reading		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a 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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, 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 a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading. **Professional Development:** This area was scored as approaches. The narrative describes a professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Reading on Arizona's College and Career Ready Standards.	**Professional Development:** This area was scored as falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
1b. Improvement Math		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student performance of non-proficient students in Math. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, data review teams, and standards-based assessments. Nor does the	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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

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			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 non-proficient students. **Professional Development:** This area was scored as approaches. The narrative describes a professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increases in student performance of non-proficient students in Math. **Data:** Limited Math data and analysis of data was provided to demonstrate increased student growth for non-proficient students in Math.	little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
1b. Improvement Reading		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student performance of non-proficient students in Reading. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student

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			describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 for non-proficient students. **Professional Development:** This area was scored as approaches. The narrative describes a professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student performance of non-proficient students in Reading. **Data:** Limited Reading data and analysis of data was provided to demonstrate increased student growth for non-proficient students in Reading.	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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
2a. Percent Passing Math		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. 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	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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.

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			describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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. **Professional Development:** This area was scored as approaches. The narrative describes a professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math. **Data:** Limited Math data and analysis of data was provided to demonstrate increased student proficiency in Math.	**Assessment**: This area was scored as approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
2a. Percent Passing Reading		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a 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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, 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.	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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.

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			Instruction: This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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. **Professional Development:** This area was scored as approaches. The narrative describes a professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading.	**Assessment**: This area was scored as approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
2c. Subgroup Comparison (2b. for Alternative) ELL Math		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. 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.	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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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			Instruction: This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did 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 Math for ELL students. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan 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:** Limited data and analysis of data was provided to demonstrate increased student proficiency in math for ELL students.	instruction and evaluate the instructional practices of the teachers. **Assessment**: This area was scored as approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
2c. Subgroup Comparison (2b. for Alternative) ELL Reading		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum,	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. The charter holder did

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			aligned with Arizona's College and Career Ready Standards, evidenced by committee work, 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 ELL students. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did 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. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan 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:** Limited data and analysis of data was provided to demonstrate increased student proficiency in reading for ELL students.	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 approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources

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2c. Subgroup Comparison (2b. for Alternative) FRL Math		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. 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 a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did not describe how the system is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math for FRL students. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan is adapted to meet the needs of ELL students. The narrative provided did not demonstrate that the school	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			implemented a professional development plan that contributed to increased student proficiency in Math for FRL students. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Math for FRL students.	generated from valid and reliable assessment sources.
2c. Subgroup Comparison (2b. for Alternative) FRL Reading		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, 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 a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did not describe how the system is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading for FRL students. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without

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			professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for FRL students. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading for FRL students.	regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
2c. Subgroup Comparison (2b. for Alternative) Students with disabilities Math		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a 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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math on Arizona's College and Career Ready Standards for students with disabilities. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did not describe how the system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math for	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			students with disabilities. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for students with disabilities. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in math for students with disabilities.	that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
2c. Subgroup Comparison (2b. for Alternative) Students with disabilities Reading		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, 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. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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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			feedback to further develop the system. Also, the narrative did not describe how the system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading for students with disabilities. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for students with disabilities. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities.	decisions. **Professional Development:** This area was scored as falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
3a. A-F Letter Grade State Accountability System		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. 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 evaluate the instructional practices of the	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. The charter holder did

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			teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did not describe how the system is adapted to meet the needs of ELL students, FRL students, and students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan is adapted to meet the needs of ELL students, FRL students, and students with disabilities. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth and proficiency in Math and Reading. **Data:** Limited data was provided to demonstrate increased growth and proficiency in Math and Reading.	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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
4a Graduation		**I/S**	**Graduation Rate:** This area was scored as approaches. The narrative describes limited efforts to implement strategies to ensure students graduate on time. However, the narrative does not describe strategies that include individual student plans for academic and career success which are monitored, reviewed and updated annually and/or highly effective practices the school uses for addressing early academic difficulty. **Data:** Limited data was provided to demonstrate success in ensuring students graduate on time.	This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes increasing the percent of entering ninth grades who graduate from high school in four years. While the charter holder's evidence demonstrated that the charter holder has implemented strategies to ensure students in grades 9-12 graduate on time, the school did not present data that demonstrates success in ensuring students graduate on time.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
4b. Academic Persistence		**I/S**	**Data:** Limited data was provided to evidence the school's success in keeping students enrolled at the school for an extended period of time.	This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes increasing the percent of students remaining enrolled in a public school across school years. While the charter holder's evidence demonstrated that the charter holder has limited efforts on the part of the school to engage students in school, the charter holder did not present data that demonstrates success in increasing the percent of students remaining enrolled in a public school across school years.

Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: E-Institute Charter School, Inc.
School Name: E-Institute at Buckeye
Date Submitted: March 27, 2014
Academic Dashboard: FY13/FY12

Required for: Renewal
Initial Evaluation Completed: April 29, 2014
Final Evaluation Completed: May 27, 2014

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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
1a. Student Median Growth Percentile (SGP) Math		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Math on Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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.	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan

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			Professional Development: This area was scored as approaches. The narrative describes a professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Math on Arizona's College and Career Ready Standards.	that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder provided some current year data that demonstrates some improvements and some declines in academic performance.
1a. Student Median Growth Percentile (SGP) Reading		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, 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 a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading. **Professional Development:** This area was scored as approaches. The narrative describes a professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Reading on Arizona's College and Career Ready Standards.	**Professional Development:** This area was scored as falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder provided some current year data that demonstrates some improvements and some declines in academic performance.
1b. Improvement Math		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student performance of non-proficient students in Math. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, data review teams, and standards-based assessments. Nor does the	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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

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			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 non-proficient students. **Professional Development:** This area was scored as approaches. The narrative describes a professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increases in student performance of non-proficient students in Math. **Data:** Limited Math data and analysis of data was provided to demonstrate increased student growth for non-proficient students in Math.	little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder provided some current year data that demonstrates some improvements and some declines in academic performance.
1b. Improvement Reading		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student performance of non-proficient students in Reading. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student

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			describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 for non-proficient students. **Professional Development:** This area was scored as approaches. The narrative describes a professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student performance of non-proficient students in Reading. **Data:** Limited Reading data and analysis of data was provided to demonstrate increased student growth for non-proficient students in Reading.	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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder provided some current year data that demonstrates some improvements and some declines in academic performance.
2a. Percent Passing Math		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. 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	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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.

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			describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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. **Professional Development:** This area was scored as approaches. The narrative describes a professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math. **Data:** Limited Math data and analysis of data was provided to demonstrate increased student proficiency in Math.	**Assessment**: This area was scored as approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder provided some current year data that demonstrates some improvements and some declines in academic performance.
2a. Percent Passing Reading		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, 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.	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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.

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			Instruction: This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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. **Professional Development:** This area was scored as approaches. The narrative describes a professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading.	**Assessment**: This area was scored as approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder provided some current year data that demonstrates some improvements and some declines in academic performance.
2c. Subgroup Comparison (2b. for Alternative) ELL Math		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. 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.	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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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			Instruction: This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did 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 Math for ELL students. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan 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:** Limited data and analysis of data was provided to demonstrate increased student proficiency in math for ELL students.	instruction and evaluate the instructional practices of the teachers. **Assessment**: This area was scored as approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder provided some current year data that demonstrates some improvements and some declines in academic performance.
2c. Subgroup Comparison (2b. for Alternative) ELL Reading		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum,	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. The charter holder did

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			aligned with Arizona's College and Career Ready Standards, evidenced by committee work, 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 ELL students. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did 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. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan 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:** Limited data and analysis of data was provided to demonstrate increased student proficiency in reading for ELL students.	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 approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder provided some current year data that demonstrates some improvements and some declines in academic performance.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
2c. Subgroup Comparison (2b. for Alternative) FRL Math		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. 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 a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did not describe how the system is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math for FRL students. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan is adapted to meet the needs of ELL students. The narrative provided did not demonstrate that the school	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder provided some current year data that demonstrates some improvements and some declines in academic

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			implemented a professional development plan that contributed to increased student proficiency in Math for FRL students. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Math for FRL students.	performance.
2c. Subgroup Comparison (2b. for Alternative) FRL Reading		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, 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 a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did not describe how the system is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading for FRL students. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without

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			professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for FRL students. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading for FRL students.	regard to an overall school plan. **Data:** The charter holder provided some current year data that demonstrates some improvements and some declines in academic performance.
2c. Subgroup Comparison (2b. for Alternative) Students with disabilities Math		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math on Arizona's College and Career Ready Standards for students with disabilities. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did not describe how the system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math for	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			students with disabilities. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for students with disabilities. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in math for students with disabilities.	that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder provided some current year data that demonstrates some improvements and some declines in academic performance.
2c. Subgroup Comparison (2b. for Alternative) Students with disabilities Reading		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, 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. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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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			feedback to further develop the system. Also, the narrative did not describe how the system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading for students with disabilities. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for students with disabilities. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities.	decisions. **Professional Development:** This area was scored as falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder provided some current year data that demonstrates some improvements and some declines in academic performance.
3a. A-F Letter Grade State Accountability System		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. 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 evaluate the instructional practices of the	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. The charter holder did

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did not describe how the system is adapted to meet the needs of ELL students, FRL students, and students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan is adapted to meet the needs of ELL students, FRL students, and students with disabilities. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth and proficiency in Math and Reading. **Data:** Limited data was provided to demonstrate increased growth and proficiency in Math and Reading.	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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder provided some current year data that demonstrates some improvements and some declines in academic performance.
4a Graduation		**I/S**	**Graduation Rate:** This area was scored as approaches. The narrative describes limited efforts to implement strategies to ensure students graduate on time. However, the narrative does not describe strategies that include individual student plans for academic and career success which are monitored, reviewed and updated annually and/or highly effective practices the school uses for addressing early academic difficulty. **Data:** Limited data was provided to demonstrate success in ensuring students graduate on time.	This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes increasing the percent of entering ninth grades who graduate from high school in four years. While the charter holder's evidence demonstrated that the charter holder has implemented strategies to ensure students in grades 9-12 graduate on time, the school did not present data that demonstrates success in ensuring students graduate on time.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
4b. Academic Persistence		**I/S**	**Data:** Limited data was provided to evidence the school's success in keeping students enrolled at the school for an extended period of time.	This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes increasing the percent of students remaining enrolled in a public school across school years. While the charter holder's evidence demonstrated that the charter holder has limited efforts on the part of the school to engage students in school, the charter holder did not present data that demonstrates success in increasing the percent of students remaining enrolled in a public school across school years.

Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: E-Institute Charter School, Inc.
School Name: E-Institute at Grovers
Date Submitted: March 27, 2014
Academic Dashboard: FY13/FY12

Required for: Renewal
Initial Evaluation Completed: April 29, 2014
Final Evaluation Completed: May 27, 2014

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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
1a. Student Median Growth Percentile (SGP) Math		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Math on Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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.	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			Professional Development: This area was scored as approaches. The narrative describes a professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Math on Arizona's College and Career Ready Standards.	that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data: T**he charter holder provided some current year data that demonstrates some improvements and some declines in academic performance.
1a. Student Median Growth Percentile (SGP) Reading		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, 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 a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading. **Professional Development:** This area was scored as approaches. The narrative describes a professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Reading on Arizona's College and Career Ready Standards.	**Professional Development:** This area was scored as falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data: T**he charter holder provided some current year data that demonstrates some improvements and some declines in academic performance.
1b. Improvement Reading		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student performance of non-proficient students in Reading. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, data review teams, and standards-based assessments. Nor does the	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			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 for non-proficient students. **Professional Development:** This area was scored as approaches. The narrative describes a professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student performance of non-proficient students in Reading. **Data:** Limited Reading data and analysis of data was provided to demonstrate increased student growth for non-proficient students in Reading.	little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data: T**he charter holder provided some current year data that demonstrates some improvements and some declines in academic performance.
2a. Percent Passing Math		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math on Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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
			describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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. **Professional Development:** This area was scored as approaches. The narrative describes a professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math. **Data:** Limited Math data and analysis of data was provided to demonstrate increased student proficiency in Math.	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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data: T**he charter holder provided some current year data that demonstrates some improvements and some declines in academic performance.
2a. Percent Passing Reading		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, 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 describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations,	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. The charter holder did not provide evidence of a sustained improvement plan that includes

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			and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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. **Professional Development:** This area was scored as approaches. The narrative describes a professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading.	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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data: T**he charter holder provided some current year data that demonstrates some improvements and some declines in academic performance.
2c. Subgroup Comparison (2b. for Alternative) ELL Math		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. 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 evaluate the instructional practices of the	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. The charter holder did

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did 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 Math for ELL students. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan 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:** Limited data and analysis of data was provided to demonstrate increased student proficiency in math for ELL students.	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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data: T**he charter holder provided some current year data that demonstrates some improvements and some declines in academic performance.
2c. Subgroup Comparison (2b. for Alternative) ELL Reading		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			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 evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did 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. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan 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:** Limited data and analysis of data was provided to demonstrate increased student proficiency in reading for ELL students.	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 approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data: T**he charter holder provided some current year data that demonstrates some improvements and some declines in academic performance.
2c. Subgroup Comparison (2b. for Alternative) FRL Math		**I/S**	**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, and clearly defined and measureable implementation across	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. 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 a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did not describe how the system is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math for FRL students. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan 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 Math for FRL students. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Math for FRL students.	**Instruction:** This area was scored as approaches. 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 approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data: T**he charter holder provided some current year data that demonstrates some improvements and some declines in academic performance.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
2c. Subgroup Comparison (2b. for Alternative) FRL Reading		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, 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 a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did not describe how the system is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading for FRL students. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data: T**he charter holder provided some current year data that demonstrates some improvements and some declines in academic

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			implemented a professional development plan that contributed to increased student proficiency in Reading for FRL students. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading for FRL students.	performance.
2c. Subgroup Comparison (2b. for Alternative) Students with disabilities Math		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math on Arizona's College and Career Ready Standards for students with disabilities. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did not describe how the system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math for students with disabilities. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without

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			professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for students with disabilities. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in math for students with disabilities.	regard to an overall school plan. **Data: T**he charter holder provided some current year data that demonstrates some improvements and some declines in academic performance.
2c. Subgroup Comparison (2b. for Alternative) Students with disabilities Reading		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, 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. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did not describe how the system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading for	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan

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			students with disabilities. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for students with disabilities. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities.	that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data: T**he charter holder provided some current year data that demonstrates some improvements and some declines in academic performance.
3a. A-F Letter Grade State Accountability System		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. 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 evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, data review teams, and standards-based assessments. Nor does the	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			narrative describe a system that provides for some analysis and feedback to further develop the system. Also, the narrative did not describe how the system is adapted to meet the needs of ELL students, FRL students, and students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan is adapted to meet the needs of ELL students, FRL students, and students with disabilities. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth and proficiency in Math and Reading. **Data:** Limited data was provided to demonstrate increased growth and proficiency in Math and Reading.	little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data: T**he charter holder provided some current year data that demonstrates some improvements and some declines in academic performance.
4b. Academic Persistence		**I/S**	**Data:** Limited data was provided to evidence the school's success in keeping students enrolled at the school for an extended period of time.	This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes increasing the percent of students remaining enrolled in a public school across school years. While the charter holder's evidence demonstrated that the charter holder has limited efforts on the part of the school to engage students in school, the charter holder did not present data that demonstrates success in increasing the percent of students remaining enrolled in a public school across school years.

Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: E-Institute Charter School, Inc.
School Name: E-Institute at Metro
Date Submitted: March 27, 2014
Academic Dashboard: FY13/FY12

Required for: Renewal
Initial Evaluation Completed: April 29, 2014
Final Evaluation Completed: May 27, 2014

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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
1a. Student Median Growth Percentile (SGP) Math		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Math on Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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.	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan

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			Professional Development: This area was scored as approaches. The narrative describes a professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Math on Arizona's College and Career Ready Standards.	that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
1a. Student Median Growth Percentile (SGP) Reading		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a 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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, 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 a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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.

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			demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading. **Professional Development:** This area was scored as approaches. The narrative describes a professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Reading on Arizona's College and Career Ready Standards.	**Professional Development:** This area was scored as falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
1b. Improvement Math		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student performance of non-proficient students in Math. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, data review teams, and standards-based assessments. Nor does the	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			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 non-proficient students. **Professional Development:** This area was scored as approaches. The narrative describes a professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increases in student performance of non-proficient students in Math. **Data:** Limited Math data and analysis of data was provided to demonstrate increased student growth for non-proficient students in Math.	little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
1b. Improvement Reading		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student performance of non-proficient students in Reading. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student

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			describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 for non-proficient students. **Professional Development:** This area was scored as approaches. The narrative describes a professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student performance of non-proficient students in Reading. **Data:** Limited Reading data and analysis of data was provided to demonstrate increased student growth for non-proficient students in Reading.	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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
2a. Percent Passing Math		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. 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	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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.

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			describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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. **Professional Development:** This area was scored as approaches. The narrative describes a professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math. **Data:** Limited Math data and analysis of data was provided to demonstrate increased student proficiency in Math.	**Assessment**: This area was scored as approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
2a. Percent Passing Reading		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a 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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, 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.	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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.

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			Instruction: This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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. **Professional Development:** This area was scored as approaches. The narrative describes a professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading.	**Assessment**: This area was scored as approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
2c. Subgroup Comparison (2b. for Alternative) ELL Math		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. 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.	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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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			Instruction: This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did 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 Math for ELL students. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan 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:** Limited data and analysis of data was provided to demonstrate increased student proficiency in math for ELL students.	instruction and evaluate the instructional practices of the teachers. **Assessment**: This area was scored as approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
2c. Subgroup Comparison (2b. for Alternative) ELL Reading		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum,	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. The charter holder did

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			aligned with Arizona's College and Career Ready Standards, evidenced by committee work, 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 ELL students. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did 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. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan 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:** Limited data and analysis of data was provided to demonstrate increased student proficiency in reading for ELL students.	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 approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
2c. Subgroup Comparison (2b. for Alternative) FRL Math		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. 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 a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did not describe how the system is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math for FRL students. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan is adapted to meet the needs of ELL students. The narrative provided did not demonstrate that the school	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			implemented a professional development plan that contributed to increased student proficiency in Math for FRL students. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Math for FRL students.	generated from valid and reliable assessment sources.
2c. Subgroup Comparison (2b. for Alternative) FRL Reading		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, 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 a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did not describe how the system is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading for FRL students. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without

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			professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for FRL students. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading for FRL students.	regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
2c. Subgroup Comparison (2b. for Alternative) Students with disabilities Math		**I/S**	**Curriculum:** This area was scored as approaches. The narrative describes a 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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math on Arizona's College and Career Ready Standards for students with disabilities. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did not describe how the system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math for	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			students with disabilities. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for students with disabilities. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in math for students with disabilities.	that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
2c. Subgroup Comparison (2b. for Alternative) Students with disabilities Reading		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, 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. **Instruction:** This area was scored as approaches. The narrative describes a system to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. 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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			feedback to further develop the system. Also, the narrative did not describe how the system is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading for students with disabilities. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan is adapted to meet the needs of students with disabilities. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for students with disabilities. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities.	decisions. **Professional Development:** This area was scored as falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
3a. A-F Letter Grade State Accountability System		**I/S**	**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, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by committee work, data review teams. 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 evaluate the instructional practices of the	**Curriculum:** This area was scored as falls far below. 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 disjointed efforts to develop or address school curriculum aligned with Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. 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 approaches. The charter holder did

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			teachers evidenced by lesson plan reviews, formal teacher evaluations, and informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into evidenced by standards checklists, 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 did not describe how the system is adapted to meet the needs of ELL students, FRL students, and students with disabilities. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. **Professional Development:** This area was scored as approaches. The narrative describes professional development that is aligned with teacher learning needs. However, the narrative does not describe professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how the professional development plan is adapted to meet the needs of ELL students, FRL students, and students with disabilities. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth and proficiency in Math and Reading. **Data:** Limited data was provided to demonstrate increased growth and proficiency in Math and Reading.	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 falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder's evidence demonstrated that the charter holder [has not developed or is at the beginning stages of developing] a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** The charter holder did not provide current year data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.