Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Santa Cruz Valley Opportunities in Education, Inc.
School Name: Montessori De Santa Cruz - St. Ann's Hall
Date Submitted: March 28, 2014
Academic Dashboard: FY13/FY12

Required for: Renewal
Initial Evaluation Completed: April 22, 2014
Final Evaluation Completed: June 5, 2014

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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
1a. Student Median Growth Percentile (SGP) *Math*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to 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, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to create or adopt curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by instructional material adoptions. 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. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies 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.	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as meets. The charter

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
				holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data:** Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
1a. Student Median Growth Percentile (SGP) *Reading*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to 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, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to create or adopt curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by instructional material adoptions. 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. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies 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	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			increased student growth in Reading on Arizona's College and Career Ready Standards.	**Professional Development:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data:** Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to 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, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to create or adopt curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by instructional material adoptions. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Math on Arizona's College and Career Ready Standards for students in the bottom 25% for Math. **Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. However, the narrative does not describe how the system is adapted to meet the needs of students	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			in the bottom 25%. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. The narrative does not describe how the system is adapted to meet the needs of students in the bottom 25%. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math for students in the bottom 25%. **Data:** Limited Math data and analysis of data was provided to demonstrate increased student growth for students in the bottom 25% in Math.	methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data:** Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
1b. Student Median Growth Percentile (SGP) Bottom 25% *Reading*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to 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, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to create or adopt curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by instructional material adoptions. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Reading on Arizona's College and Career Ready Standards for students in the bottom 25%. **Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment**: This area was scored as meets. The charter holder

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. However, the narrative does not describe how the system is adapted to meet the needs of students in the bottom 25%. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. The narrative does not describe how the system is adapted to meet the needs of students in the bottom 25%. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading for students in the bottom 25%. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth for students in the bottom 25% in Reading.	provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data:** Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
2a. Percent Passing *Math*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to 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, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to create or adopt curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by instructional material adoptions. 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.	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's

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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			contributes to increased student proficiency to expected performance levels for ELL, FRL, and students with disabilities in Math as compared to similar schools. **Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. However, the narrative does not describe how the system is adapted to meet the needs of ELL, FRL, 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 in Math. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. The narrative does not describe how the system is adapted to meet the needs of ELL, FRL, and students with disabilities. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in comparison to expected performance levels in Math for ELL, FRL, and students with disabilities as compared to similar schools. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in Math to expected performance levels for ELL, FRL, and students with disabilities as compared to similar schools.	Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data:** Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to 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, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to create or adopt curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by instructional material adoptions. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math on Arizona's College and Career Ready Standards for ELL students. **Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. However, the narrative does not describe how the system is adapted to meet the needs of ELL students. The narrative provided did not demonstrate that the school implemented a 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 a professional development plan that is aligned with teacher learning needs focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. The narrative does not describe how the system is adapted to meet the needs of ELL students. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data:** Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			increased student proficiency in Math for ELL students. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in math for ELL students.	assessment sources.
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to 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, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to create or adopt curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by instructional material adoptions. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Reading on Arizona's College and Career Ready Standards for ELL students. **Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. However, the narrative does not describe how the system is adapted to meet the needs of ELL students. The narrative provided did not demonstrate that the school implemented a 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 a professional development plan that is aligned with teacher learning needs focuses on areas of high importance. However, the narrative does not describe a comprehensive professional	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			development plan that includes follow-up and monitoring strategies and supports high quality implementation. The narrative does not describe how the system is adapted to meet the needs of ELL students. The narrative provided did not demonstrate that the school implemented a 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.	follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data:** Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to 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, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to create or adopt curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by instructional material adoptions. 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 monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. However, the narrative does 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.	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			Professional Development: This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. The narrative does 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 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.	implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data:** Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to 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, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to create or adopt curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by instructional material adoptions. 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 monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. However, the narrative does not describe how the system is adapted to meet the needs of FRL students. The narrative provided did not demonstrate that the school	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments,

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			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 plan that is aligned with teacher learning needs focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. The narrative does not describe how the system is adapted to meet the needs 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.	and data review teams. **Professional Development:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data:** Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to 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, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to create or adopt curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by instructional material adoptions. 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 monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			feedback to further develop the system. However, the narrative does 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 a professional development plan that is aligned with teacher learning needs focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. The narrative does 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 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.	comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data:** Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to 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, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to create or adopt curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by instructional material adoptions. 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 monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. However, the narrative does 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 a professional development plan that is aligned with teacher learning needs focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. The narrative does 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 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.	**Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data:** Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
3a. A-F Letter Grade State Accountability System	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to 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, committee work, data review teams, and clearly defined and measureable implementation across the school. However, the narrative does not describe a system to create or adopt curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by instructional material adoptions. 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.	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			Instruction: This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. However, the narrative does not describe how the system is adapted to meet the needs of ELL, FRL, 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 a professional development plan that is aligned with teacher learning needs focuses on areas of high importance. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies and supports high quality implementation. The narrative does not describe how the system is adapted to meet the needs of ELL, FRL, 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.	College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment**: This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data:** Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources.