Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: The Shelby School
School Name: The Shelby School
Date Submitted: March 11, 2014
Academic Dashboard: FY13/FY12

Required for: Renewal
Initial Evaluation Completed: March 31, 2014
Final Evaluation Completed: May 23, 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 falls far below. The narrative indicates the school created curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards. However, the narrative does not describe a system 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, instructional material adoptions, data review teams, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in math on Arizona's College and Career Ready Standards. **Instruction:** This area was scored as falls far below. The narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, 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. **Assessment:** This area was scored as approaches. The narrative describes data collection from three assessments. However, the	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a 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 falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder has not developed a comprehensive assessment system based on clearly defined performance measures. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches .

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			narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth on Arizona's College and Career Ready Standards. **Professional Development:** This area was scored as falls far below. The narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, 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 no data analysis were provided to demonstrate increased student growth in math on Arizona's College and Career Ready Standards.	Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of a professional development plan aligned with teacher learning needs in the area of curriculum. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** The Shelby School did not provide 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 falls far below. The narrative indicates the school created curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards. However, the narrative does not describe a system 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, instructional material adoptions, data review teams, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in reading on Arizona's College and Career Ready Standards. **Instruction:** This area was scored as falls far below. The narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a 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 falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as falls far below. Through the

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			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. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in reading. **Assessment:** This area was scored as approaches. The narrative describes data collection from three student quizzes and a computer program. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth in reading on Arizona's College and Career Ready Standards. **Professional Development:** This area was scored as falls far below. The narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, 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 no data analysis were provided to demonstrate increased student growth in reading on Arizona's College and Career Ready Standards.	Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder has not developed a comprehensive assessment system based on clearly defined performance measures. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of a professional development plan aligned with teacher learning needs in the area of curriculum. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** The Shelby School did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
1b. Student Median Growth Percentile (SGP) Bottom 25% Math		**I/S**	**Curriculum:** This area was scored as falls far below. The narrative indicates the school created curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards. However, the narrative does not describe a system to implement, evaluate, and revise curriculum, including supplemental curriculum,	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the charter holder provided evidence of

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			demonstrate that the school implemented a professional development plan that contributed to increased student growth in math for students in the bottom 25% in math. **Data:** Limited data and no data analysis were provided to demonstrate increased student growth for students in the bottom 25% in math.	
1b. Student Median Growth Percentile (SGP) Bottom 25% Reading		**I/S**	**Curriculum:** This area was scored as falls far below. The narrative indicates the school created curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards. However, the narrative does not describe a system 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, instructional material adoptions, data review teams, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in reading on Arizona's College and Career Ready Standards for students in the bottom 25%. **Instruction:** This area was scored as falls far below. The narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, 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. **Assessment:** This area was scored as approaches. The narrative describes data collection from three student quizzes and a computer program. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a 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 falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder has not developed a comprehensive assessment system based on clearly defined performance measures. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that

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2a. Percent Passing Math		**I/S**	**Curriculum:** This area was scored as falls far below. The narrative indicates the school created curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards. However, the narrative does not describe a system 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, instructional material adoptions, data review teams, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in math on Arizona's College and Career Ready Standards. **Instruction:** This area was scored as falls far below. The narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a 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 falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student

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2b. Composite School Comparison (Traditional and Small Schools only) **Math**		**I/S**	**Curriculum:** This area was scored as falls far below. The narrative indicates the school created curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards. However, the narrative does not describe a system 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, instructional material adoptions, data review teams, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency to expected performance levels for ELL, FRL, and students with disabilities in math as compared to similar schools. **Instruction:** This area was scored as falls far below. The narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, 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. **Assessment:** This area was scored as approaches. The narrative describes data collection from three assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency to expected performance levels for ELL, FRL, and students with disabilities in math as compared to similar schools.	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a 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 falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder has not developed a comprehensive assessment system based on clearly defined performance measures. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches. . Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of a professional development plan aligned with teacher learning needs in the area of curriculum. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** The Shelby School did not provide data and analysis that

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2b. Composite School Comparison (Traditional and Small Schools only) Reading		**I/S**	**Curriculum:** This area was scored as falls far below. The narrative indicates the school created curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards. However, the narrative does not describe a system 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, instructional material adoptions, data review teams, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency to expected performance levels for ELL, FRL, and students with disabilities in reading as compared to similar schools. **Instruction:** This area was scored as falls far below. The narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, 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	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a 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 falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder has not developed a comprehensive assessment system based on clearly defined performance measures. The evidence

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2c. Subgroup Comparison (2b. for Alternative) ELL Math	**N/A**	**N/A**	The charter school does not have any ELL students enrolled.	The charter school does not have any ELL students enrolled.

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2c. Subgroup Comparison (2b. for Alternative) ELL Reading	**N/A**	**N/A**	The charter school does not have any ELL students enrolled.	The charter school does not have any ELL students enrolled.
2c. Subgroup Comparison (2b. for Alternative) FRL Math		**I/S**	**Curriculum:** This area was scored as falls far below. The narrative indicates the school created curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards. However, the narrative does not describe a system 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, instructional material adoptions, data review teams, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in math for FRL students. **Instruction:** This area was scored as falls far below. The narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, 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. **Assessment:** This area was scored as approaches. The narrative describes data collection from three assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a 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 falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder has not developed a comprehensive assessment system based on clearly defined performance measures. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches. . Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the

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			narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in math for FRL students. **Professional Development:** This area was scored as falls far below. The narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, 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 for FRL students. **Data:** Limited data and no data analysis were provided to demonstrate increased student proficiency in math for FRL students.	charter holder provided evidence of a professional development plan aligned with teacher learning needs in the area of curriculum. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** The Shelby School did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.
2c. Subgroup Comparison (2b. for Alternative) FRL Reading		**I/S**	**Curriculum:** This area was scored as falls far below. The narrative indicates the school created curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards. However, the narrative does not describe a system 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, instructional material adoptions, data review teams, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in reading for FRL students. **Instruction:** This area was scored as falls far below. The narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, 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	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a 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 falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that

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			plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in reading. **Assessment:** This area was scored as approaches. The narrative describes data collection from three student quizzes and a computer program. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in reading for FRL students. **Professional Development:** This area was scored as falls far below. The narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, 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 for FRL students. **Data:** Limited data and no data analysis were provided to demonstrate increased student proficiency in reading for FRL students.	the charter holder has not developed a comprehensive assessment system based on clearly defined performance measures. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches. . Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of a professional development plan aligned with teacher learning needs in the area of curriculum. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** The Shelby School did not provide 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 falls far below. The narrative indicates the school created curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards. However, the narrative does not describe a system 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, instructional material adoptions, data review teams, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in math for students with disabilities.	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a 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 falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's

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			Instruction: This area was scored as falls far below. The narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, 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. **Assessment:** This area was scored as approaches. The narrative describes data collection from three assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in math for students with disabilities. **Professional Development:** This area was scored as falls far below. The narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, 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 for students with disabilities. **Data:** Limited data and no data analysis were provided to demonstrate increased student proficiency in math for students with disabilities.	College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder has not developed a comprehensive assessment system based on clearly defined performance measures. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches. . Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of a professional development plan aligned with teacher learning needs in the area of curriculum. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** The Shelby School did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources for with disabilities.

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2c. Subgroup Comparison (2b. for Alternative) Students with disabilities Reading		**I/S**	**Curriculum:** This area was scored as falls far below. The narrative indicates the school created curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards. However, the narrative does not describe a system 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, instructional material adoptions, data review teams, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in reading for students with disabilities. **Instruction:** This area was scored as falls far below. The narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, 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. **Assessment:** This area was scored as approaches. The narrative describes data collection from three student quizzes and a computer program. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in reading for students with disabilities. **Professional Development:** This area was scored as falls far below. The	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a 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 falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder has not developed a comprehensive assessment system based on clearly defined performance measures. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches. . Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of a professional development plan aligned with teacher learning needs in the area of curriculum. The professional development described lacks a process for implementing new procedures and processes at the school.

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			narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, 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 for students with disabilities. **Data:** Limited data and no data analysis were provided to demonstrate increased student proficiency in reading for students with disabilities.	**Data:** The Shelby School did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources for students with disabilities.
3a. A-F Letter Grade State Accountability System		**I/S**	**Curriculum:** This area was scored as falls far below. The narrative indicates the school created curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards. However, the narrative does not describe a system 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, instructional material adoptions, data review teams, and clearly defined and measureable implementation across the school. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth and proficiency and meeting targets as described in the A-F Letter Grade Model. **Instruction:** This area was scored as falls far below. The narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, 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 or reading. **Assessment:** This area was scored as approaches. The narrative describes data collection from three student assessments, three	**Curriculum:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a 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 falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area was scored as falls far below. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder has not developed a comprehensive assessment system based on clearly defined performance measures. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area was scored as approaches.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			student quizzes and a computer program. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth and proficiency on Arizona's College and Career Ready Standards for math and reading and meeting targets as described in the A-F Letter Grade Model. **Professional Development:** This area was scored as falls far below. The narrative does not describe a comprehensive professional development plan that is aligned with teacher learning needs, 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 and proficiency in math and reading. **Data:** Limited data and no data analysis were provided to demonstrate increased student growth and proficiency in math and reading.	Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of a professional development plan aligned with teacher learning needs in the area of curriculum. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** The Shelby School did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The Shelby School did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources for students with disabilities.