Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Skyline Gila River Schools, LLC.
School Name: Skyline D5
Date Submitted: March 28, 2014
Academic Dashboard: FY13/FY12

Required for: Renewal
Initial Evaluation Completed: April 9, 2014
Final Evaluation Completed:

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 evidenced by instructional material adoptions, committee work, and data review teams. However, the narrative does not describe a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, 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 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. However, the narrative does not 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. **Data:** Math data and analysis of data provided did not clearly demonstrate increased student growth for students in Math.	**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 a 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 a comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data**: Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Math in the whole school population.
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 evidenced by instructional material adoptions, committee work, and data review teams. However, the narrative does not describe a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, 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 Reading. **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. However, the narrative does not 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.	**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 a 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
			Data: Reading data and analysis of data provided did not clearly demonstrate increased student growth for students in Reading.	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 a comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data**: Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Reading in the whole school population.
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 evidenced by instructional material adoptions, committee work, and data review teams. However, the narrative does not describe a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, 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 performance of non-proficient students in 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. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. The	**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 a

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			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 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. However, the narrative does not describe how the system is modified to address the needs of non-proficient students. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student performance of non-proficient students in math. **Professional Development:** This area was scored as approaches. The narrative describes 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. However, the narrative does not describe how the system is adapted to meet the needs of non-proficient students. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student performance of non-proficient students in math. **Data:** No math data and analysis of data was provided to demonstrate increased student performance of non-proficient students in math.	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 a comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data**: Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth for students in the bottom 25%.
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 evidenced by instructional material adoptions, committee work, and data review teams. However, the narrative does not describe a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, and clearly defined and measureable implementation across the school. The narrative provided did not	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as meets. The charter holder provided

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math on Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. The narrative describes a system to 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. However, the narrative does not 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. **Data:** Math data and analysis of data provided did not clearly demonstrate increased student proficiency.	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 a 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 a comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data**: Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Math in the whole school population.
2a. Percent Passing *Reading*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to implement, evaluate, and revise curriculum evidenced by instructional material adoptions, committee work, and data review teams. However, the narrative does not describe a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College 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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, 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 on Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction 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. However, the narrative does not 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. **Data:** Reading data and analysis of data provided did not clearly demonstrate increased student proficiency.	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 a 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 a comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data**: Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Reading in the whole school population.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
2b. Subgroup Comparison ELL *Math*	**I/S**			**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 a 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 a 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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
				performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Math for students within the ELL subgroup.
2b. Subgroup Comparison ELL *Reading*	**I/S**			**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 a 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 a comprehensive professional development plan that is aligned with teacher learning needs. The plan includes

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
				follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data**: Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Reading for students within the ELL subgroup.
2b. Subgroup Comparison FRL *Math*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to implement, evaluate, and revise curriculum evidenced by instructional material adoptions, committee work, and data review teams. However, the narrative does not describe a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, 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 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. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math for FRL students. **Data:** Math data and analysis of data provided did not clearly demonstrate increased student proficiency 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 a 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

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
				increased student growth and proficiency. Specifically, the charter holder provided evidence of a comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data**: Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Math for students within the FRL subgroup.
2b. Subgroup Comparison FRL *Reading*	**S**	**I**	**Curriculum:** This area was scored as approaches. The narrative describes a fragmented approach to implement, evaluate, and revise curriculum evidenced by instructional material adoptions, committee work, and data review teams. However, the narrative does not describe a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, 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 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. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading for FRL students. **Data:** Reading data and analysis of data provided did not clearly demonstrate increased student proficiency 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 a 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 a comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data**: Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Reading for students within the FRL subgroup.
2b. Subgroup Comparison 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 evidenced by instructional material adoptions, committee work, and data review teams. However, the narrative does not describe a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, 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 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. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math for students with disabilities.	**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 a 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
			Assessment: This area was scored as approaches. The narrative describes 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. However, the narrative did not describe how this 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 and documenting increases in student proficiency in Math on Arizona's College and Career Ready Standards for students with disabilities. **Professional Development:** This area was scored as approaches. The narrative describes 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. 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 professional development plan that contributed to increased student proficiency in Math for students with disabilities. **Data:** Math data and analysis of data provided did not clearly demonstrate increased student proficiency for students with disabilities.	**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 a comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data**: Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Math for students with disabilities.
2b. Subgroup Comparison 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 evidenced by instructional material adoptions, committee work, and data review teams. However, the narrative does not describe a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, 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 on Arizona's College and Career Ready Standards for students with disabilities.	**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. However, the narrative does not describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading for students with disabilities. **Assessment:** This area was scored as approaches. The narrative describes 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. However, the narrative did not describe how this 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 and documenting increases in student proficiency in Reading on Arizona's College and Career Ready Standards for students with disabilities. **Professional Development:** This area was scored as approaches. The narrative describes 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. 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 professional development plan that contributed to increased student proficiency in Reading for students with disabilities. **Data:** Reading data and analysis of data provided did not clearly	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 a 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 a comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data**: Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Reading for students with disabilities.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			demonstrate increased student proficiency for students with disabilities.	
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 evidenced by instructional material adoptions, committee work, and data review teams. However, the narrative does not describe a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, 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 in Math and Reading on Arizona's College and Career Ready Standards. **Instruction:** This area was scored as approaches. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction 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. However, the narrative does not 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. **Assessment:** This area was scored as approaches. The narrative describes 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. However, the narrative did not describe how this system is adapted to meet the needs of students with	**Curriculum:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with Arizona's College and Career Ready Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. **Assessment:** This area was scored as meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of a 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 a comprehensive professional development plan that is aligned with teacher learning needs. The plan includes

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			disabilities. 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. **Professional Development:** This area was scored as approaches. The narrative describes 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. 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 professional development plan that contributed to increased student growth and proficiency in Math and Reading. **Data:** Data and analysis of data provided did not clearly demonstrate increased growth and proficiency in Math and Reading.	follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. **Data**: Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Math and Reading in the whole school population.