Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Telesis Center for Learning, Inc.
School Name: Telesis Preparatory
Date Submitted: March 31, 2014
Academic Dashboard: FY13/FY12

Required for: Renewal
Initial Evaluation Completed: April 11, 2014
Final Evaluation Completed: June 4, 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**	**Instruction:** This area was scored as approaches. The narrative describes a system evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math. **Data:** Limited data and no analysis of data was provided to demonstrate increased student growth in Math on Arizona's College and Career Ready Standards.	**Curriculum:** This area was scored as approaches. The charter holder provided evidence of a systematic process the schools use to create or adopt, evaluate and revise curriculum, but 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 a fragmented approach that the school uses to implement school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment**: This area was scored as falls far below. 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 is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth.

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				Professional Development: This area was scored as approaches. 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 an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** The charter holder 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**	**Instruction:** This area was scored as approaches. The narrative describes a system evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading. **Data:** Limited data and no analysis of data was provided to	**Curriculum:** This area was scored as approaches. The charter holder provided evidence of a systematic process the schools use to create or adopt, evaluate and revise curriculum, but 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 a fragmented approach that the school uses to implement school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment**: This area was scored as falls far below. 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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			demonstrate increased student growth in Reading on Arizona's College and Career Ready Standards.	the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. **Professional Development:** This area was scored as approaches. 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 an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** The charter holder 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**	**Instruction:** This area was scored as approaches. The narrative describes a system evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math for students in the bottom 25%. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high	**Curriculum:** This area was scored as approaches. The charter holder provided evidence of a systematic process the schools use to create or adopt, evaluate and revise curriculum, but 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 a fragmented approach that the school uses to implement school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers.

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			quality implementation. Nor did the narrative describe how the system is adapted to meet the needs of students in the bottom 25%. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math for students in the bottom 25%. **Data:** No Math data and analysis of data was provided to demonstrate increased student growth for students in the bottom 25% in Math.	**Assessment**: This area was scored as falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. **Professional Development:** This area was scored as approaches. 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 an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources for students in the bottom 25% in math.
1b. Student Median Growth Percentile (SGP) Bottom 25% *Reading*		**I/S**	**Instruction:** This area was scored as approaches. The narrative describes a system evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading for students in the bottom 25%.	**Curriculum:** This area was scored as approaches. The charter holder provided evidence of a systematic process the schools use to create or adopt, evaluate and revise curriculum, but 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 a fragmented approach that the school uses to implement school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as approaches. The charter holder did

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			Professional Development: his area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor did the narrative describe how the system is adapted to meet the needs of students in the bottom 25%. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading for students in the bottom 25%. **Data:** No Reading data and analysis of data was provided to demonstrate increased student growth for students in the bottom 25% in Reading.	not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment**: This area was scored as falls far below. 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 is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. **Professional Development:** This area was scored as approaches. 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 an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources for students in the bottom 25% in Reading.
2a. Percent Passing Math		**I/S**	**Instruction:** This area was scored as approaches. The narrative describes a system evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by standards checklists,	**Curriculum:** This area was scored as approaches. The charter holder provided evidence of a systematic process the schools use to create or adopt, evaluate and revise curriculum, but 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 a

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			data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math. **Data:** Limited Math data and no analysis of data was provided to demonstrate increased student proficiency.	fragmented approach that the school uses to implement school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment**: This area was scored as falls far below. 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 is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. **Professional Development:** This area was scored as approaches. 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 an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.

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2b. Composite School Comparison (*Traditional and Small Schools only*) *Math*		**I/S**	**Instruction:** This area was scored as approaches. The narrative describes a system evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in comparison to expected performance levels in Math for ELL, FRL, and students with disabilities as compared to similar schools. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math to expected performance levels for ELL, FRL, and students with disabilities as compared to similar schools.	**Curriculum:** This area was scored as approaches. The charter holder provided evidence of a systematic process the schools use to create or adopt, evaluate and revise curriculum, but 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 a fragmented approach that the school uses to implement school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment**: This area was scored as falls far below. 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 is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. **Professional Development:** This area was scored as approaches. 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 an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school.

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				Data: The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources for ELL, FRL, and students with disabilities as compared to similar schools.
2c. Subgroup Comparison (2b. for Alternative) ELL Math		**I/S**	**Instruction:** This area was scored as approaches. The narrative describes a system evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math for ELL students. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in in Math for ELL students. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in math for ELL students.	**Curriculum:** This area was scored as approaches. The charter holder provided evidence of a systematic process the schools use to create or adopt, evaluate and revise curriculum, but 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 a fragmented approach that the school uses to implement school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment**: This area was scored as falls far below. 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 or is at the beginning stages of developing] a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. **Professional Development:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan

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2c. Subgroup Comparison (2b. for Alternative) ELL Reading		**I/S**	**Instruction:** This area was scored as approaches. The narrative describes a system evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading for ELL students **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for ELL students. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in reading for ELL students.	**Curriculum:** This area was scored as approaches. The charter holder provided evidence of a systematic process the schools use to create or adopt, evaluate and revise curriculum, but 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 a fragmented approach that the school uses to implement school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment**: This area was scored as falls far below. 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 is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student

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				growth. **Professional Development:** This area was scored as approaches. 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 an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources for ELL students.
2c. Subgroup Comparison (2b. for Alternative) FRL Math		**I/S**	**Instruction:** This area was scored as approaches. The narrative describes a system evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Math for FRL students **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for FRL students.	**Curriculum:** This area was scored as approaches. The charter holder provided evidence of a systematic process the schools use to create or adopt, evaluate and revise curriculum, but 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 a fragmented approach that the school uses to implement school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment**: This area was scored as falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes

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			Data: No data and analysis of data was provided to demonstrate increased student proficiency in Math for students with disabilities.	implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. **Professional Development:** This area was scored as approaches. 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 an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources for FRL students.
2c. Subgroup Comparison (2b. for Alternative) FRL Reading		**I/S**	**Instruction:** This area was scored as approaches. The narrative describes a system evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading for FRL students **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a	**Curriculum:** This area was scored as approaches. The charter holder provided evidence of a systematic process the schools use to create or adopt, evaluate and revise curriculum, but 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 a fragmented approach that the school uses to implement school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the

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			professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. 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:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities.	integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment**: This area was scored as falls far below. 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 is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. **Professional Development:** This area was scored as approaches. 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 an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources for FRL students.
2c. Subgroup Comparison (2b. for Alternative) SPED Math		**I/S**	**Instruction:** This area was scored as approaches. The narrative describes a system evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into	**Curriculum:** This area was scored as approaches. The charter holder provided evidence of a systematic process the schools use to create or adopt, evaluate and revise curriculum, but 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 a fragmented approach that the school uses to implement school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts.

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			instruction in Math for students with disabilities. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for students with disabilities. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in math for students with disabilities.	**Instruction:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment**: This area was scored as falls far below. 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 is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. **Professional Development:** This area was scored as approaches. 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 an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** The charter holder 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.
2c. Subgroup Comparison (2b. for Alternative) SPED		**I/S**	**Instruction:** This area was scored as approaches. The narrative describes a system evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career	**Curriculum:** This area was scored as approaches. The charter holder provided evidence of a systematic process the schools use to create or adopt, evaluate and revise curriculum, but did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and

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Reading			Ready Standards into instruction evidenced by standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading for students with disabilities. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for students with disabilities. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities.	proficiency. Rather, the charter holder provided evidence of a fragmented approach that the school uses to implement school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment**: This area was scored as falls far below. 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 is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. **Professional Development:** This area was scored as approaches. 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 an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources for students with

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
				disabilities.
3a. A-F Letter Grade State Accountability System		**I/S**	**Instruction:** This area was scored as approaches. The narrative describes a system evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth and proficiency in Math and Reading. **Data:** No data was provided to demonstrate increased growth and proficiency in Math and Reading.	**Curriculum:** This area was scored as approaches. The charter holder provided evidence of a systematic process the schools use to create or adopt, evaluate and revise curriculum, but 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 a fragmented approach that the school uses to implement school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment**: This area was scored as falls far below. 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 is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. **Professional Development:** This area was scored as approaches. 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 an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
				lacks a process for implementing new procedures and processes at the school. **Data:** The charter holder did not provide data and analysis that demonstrates improved academic performance based on data generated from valid and reliable assessment sources.

Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Telesis Center for Learning, Inc.
School Name: Telesis Preparatory
Date Submitted: March 31, 2014
Academic Dashboard: FY13/FY12

Required for: Renewal
Initial Evaluation Completed: April 11, 2014
Final Evaluation Completed: June 4, 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 a fragmented approach. The narrative describes steps to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards. 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, instructional material adoptions, committee work, 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	**Curriculum:** This area was scored as approaches. The charter holder provided evidence of a systematic process the schools use to create or adopt, evaluate and revise curriculum, but 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 a fragmented approach that the school uses to implement school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment**: This area was scored as falls far below. 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 is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			describes data collection from multiple assessments, such as formative and summative 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 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 for Math. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Math on Arizona's College and Career Ready Standards.	**Professional Development:** This area was scored as approaches. 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 an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** The charter holder provided data and analysis that 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.
1a. Student Median Growth Percentile (SGP) Reading		**I/S**	**Curriculum:** This area was scored as a fragmented approach. The narrative describes steps to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards. 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, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. he 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.	**Curriculum:** This area was scored as approaches. The charter holder provided evidence of a systematic process the schools use to create or adopt, evaluate and revise curriculum, but 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 a fragmented approach that the school uses to implement school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			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 multiple assessments, such as formative and summative 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 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 for Reading. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Reading on Arizona's College and Career Ready Standards.	College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment**: This area was scored as falls far below. 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 is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. **Professional Development:** This area was scored as approaches. 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 an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** The charter holder provided data and analysis that 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.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*		**I/S**	**Curriculum:** This area was scored as a fragmented approach. The narrative describes steps to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards. 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, instructional material adoptions, committee work, 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 for students in the bottom 25% for Math. **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 for students in the bottom 25%. **Assessment:** This area was scored as approaches. The narrative describes data collection from multiple assessments, such as formative and summative 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 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 for students in the bottom 25%.	**Curriculum:** This area was scored as approaches. The charter holder provided evidence of a systematic process the schools use to create or adopt, evaluate and revise curriculum, but 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 a fragmented approach that the school uses to implement school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment**: This area was scored as falls far below. 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 is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. **Professional Development:** This area was scored as approaches. 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 an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			Professional Development: This area was scored as approaches. The narrative describes a professional development plan aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how this system is adapted to meet the needs of students in the bottom 25%. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math for students in the bottom 25%. **Data:** Limited Math data and analysis of data was provided to demonstrate increased student growth for students in the bottom 25% in Math.	**Data:** The charter holder provided data and analysis that 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.
1b. Student Median Growth Percentile (SGP) Bottom 25% *Reading*		**I/S**	**Curriculum:** This area was scored as a fragmented approach. The narrative describes steps to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards. 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, instructional material adoptions, committee work, 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	**Curriculum:** This area was scored as approaches. The charter holder provided evidence of a systematic process the schools use to create or adopt, evaluate and revise curriculum, but 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 a fragmented approach that the school uses to implement school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment**: This area was scored as falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			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 in the bottom 25%. **Assessment:** This area was scored as approaches. The narrative describes data collection from multiple assessments, such as formative and summative 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 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 for Reading for students in the bottom 25%. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. Nor does the narrative describe how this system is adapted to meet the needs of students in the bottom 25%. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading for students in the bottom 25%. **Data:** Limited Reading data and analysis of data was provided to demonstrate increased student growth for students in the bottom 25% in Reading.	proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. **Professional Development:** This area was scored as approaches. 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 an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** The charter holder provided data and analysis that 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.
2c. Subgroup Comparison (2b. for Alternative) ELL Math	**I**	**S**		**Curriculum:** This area was scored as approaches. The charter holder provided evidence of a systematic process the schools use to create or adopt, evaluate and revise curriculum, but 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 a fragmented approach that the school uses to implement school

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
				curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment**: This area was scored as falls far below. 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 is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. **Professional Development:** This area was scored as approaches. 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 an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** The charter holder provided data and analysis that 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.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
2c. Subgroup Comparison (2b. for Alternative) ELL Reading	**I**	**S**		**Curriculum:** This area was scored as approaches. The charter holder provided evidence of a systematic process the schools use to create or adopt, evaluate and revise curriculum, but 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 a fragmented approach that the school uses to implement school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment**: This area was scored as falls far below. 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 is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. **Professional Development:** This area was scored as approaches. 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 an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
				Data: The charter holder provided data and analysis that 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.
2c. Subgroup Comparison (2b. for Alternative) SPED Math		**I/S**	**Curriculum:** This area was scored as a fragmented approach. The narrative describes steps to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards. 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, instructional material adoptions, committee work, 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 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 Math for students with disabilities. **Assessment:** This area was scored as approaches. The narrative describes data collection from multiple assessments, such as formative and summative assessments. However, the narrative does not describe a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional	**Curriculum:** This area was scored as approaches. The charter holder provided evidence of a systematic process the schools use to create or adopt, evaluate and revise curriculum, but 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 a fragmented approach that the school uses to implement school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment**: This area was scored as falls far below. 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 is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. **Professional Development:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			methodology and includes 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 on Arizona's College and Career Ready Standards for students with disabilities. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for students with disabilities. **Data:** Limited data and analysis of data was provided to demonstrate increased student proficiency in math for students with disabilities.	that contributed to increased student growth and proficiency. Rather, the charter holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** The charter holder provided data and analysis that 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 for students within the students with disabilities subgroup.
2c. Subgroup Comparison (2b. for Alternative) SPED Reading		**I/S**	**Instruction:** This area was scored as approaches. The narrative describes a system evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations. However, the narrative does not describe a system to monitor the integration of Arizona's College and Career Ready Standards into instruction evidenced by standards checklists, data review teams, and standards-based assessments. Nor does the narrative describe a system that provides for some analysis and feedback to further develop the system. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction in Reading for students with disabilities. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan that is aligned with teacher learning needs. However, the narrative does not describe a professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate	**Curriculum:** This area was scored as approaches. The charter holder provided evidence of a systematic process the schools use to create or adopt, evaluate and revise curriculum, but 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 a fragmented approach that the school uses to implement school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			that the school implemented a professional development plan that contributed to increased student proficiency in Reading for students with disabilities. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading for students with disabilities.	**Assessment**: This area was scored as falls far below. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the charter holder's evidence demonstrated that the charter holder is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. **Professional Development:** This area was scored as approaches. 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 an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** The charter holder provided data and analysis that 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 for students within the students with disabilities subgroup.
3a. A-F Letter Grade State Accountability System		**I/S**	**Curriculum:** This area was scored as a fragmented approach. The narrative describes steps to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready Standards. 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, instructional material adoptions, committee work, 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 in Math and	**Curriculum:** This area was scored as approaches. The charter holder provided evidence of a systematic process the schools use to create or adopt, evaluate and revise curriculum, but 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 a fragmented approach that the school uses to implement school curriculum, aligned with Arizona's College and Career Ready Standards. The approach lacks cohesiveness or alignment with other school improvement efforts.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
			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 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. **Assessment:** This area was scored as approaches. The narrative describes data collection from multiple assessments, such as formative and summative 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 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. **Professional Development:** This area was scored as approaches. The narrative describes a professional development plan aligned with teacher learning needs. However, the narrative does not describe a comprehensive professional development plan that includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth and proficiency in Math and Reading. **Data:** Limited data and analysis was provided to demonstrate increased growth and proficiency in Math and Reading.	**Instruction:** This area was scored as approaches. The charter holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the charter holder provided evidence of an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **Assessment**: This area was scored as falls far below. 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 is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and is not collecting data to monitor student growth. **Professional Development:** This area was scored as approaches. 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 an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** The charter holder provided data and analysis that 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.

Measure	Acceptable	Not Acceptable	Initial Evaluation Comments	Final Evaluation Comments
4a. Graduation		**I/S**	**Graduation Rate:** This area was scored as approaches. The narrative describes strategies that include individual student plans for academic and career success, which are monitored, reviewed, and updated annually. However, the narrative does not describe strategies the school uses to ensure students in grades 9-12 graduate on time. The narrative does not describe highly effective practices the school uses for addressing early academic difficulty. **Data:** Limited data and analysis was provided to demonstrate success in ensuring students graduate on time.	**Graduation Rate:** This area was scored as meets. The charter holder did provided evidence of a sustained improvement plan that includes increasing the percent of entering ninth graders who graduate from high school in four years. The charter holder's evidence demonstrated that the charter holder has implemented strategies to ensure students in grades 9-12 graduate on time, and the school presented data that demonstrates success in ensuring students graduate on time.