

**CURRICULUM**

Provide evidence of a sustained improvement plan that includes:

- 1a. Implementation of a curriculum that contributes to increased student growth in math.
- 1a. Implementation of a curriculum that contributes to increased student growth in reading.
- 1b. Implementation of a curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25% in math.
- 1b. Implementation of a curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25% in reading.
- 1b. (Alt. HS) Implementation of a curriculum that contributes to increased student performance of non-proficient students in math.
- 1b. (Alt. HS) Implementation of a curriculum that contributes to increased student performance of non-proficient students in reading.
- 2a. Implementation of a curriculum that contributes to increased student proficiency in math.
- 2a. Implementation of a curriculum that contributes to increased student proficiency in reading.
- 2b. Implementation of a curriculum that contributes to increasing student proficiency to expected performance levels for ELL, FRL, and students with disabilities in math as compared to similar schools.
- 2b. Implementation of a curriculum that contributes to increasing student proficiency to expected performance levels for ELL, FRL, and students with disabilities in reading as compared to similar schools.
- 2c. Implementation of a curriculum that contributes to increased student proficiency in math for students in one or more of the following categories: ELL, FRL, students with disabilities.
- 2c. Implementation of a curriculum that contributes to increased student proficiency in reading for students in one or more of the following categories: ELL, FRL, students with disabilities.

<b>ACCEPTABLE</b>		<b>NOT ACCEPTABLE</b>	
<b>Exceeds</b>	<b>Meets</b>	<b>Approaches</b>	<b>Falls Far Below</b>
The narrative describes a formalized process to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona Academic Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, with systematic and sustainable implementation across the school. The data and analysis included supports and helps explain the information in the narrative.	The narrative describes a system to create, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona Academic 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 data and analysis included provides support for the narrative.	The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona Academic Standards, and may be evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, and data review teams. The approach lacks cohesiveness or alignment with other school improvement efforts. The data and/or analysis included provide limited support for the narrative.	The narrative does not describe or describes disjointed efforts to develop or address school curriculum aligned with Arizona Academic Standards. No or little data is provided to demonstrate efforts to improve student achievement.

## INSTRUCTION

Provide evidence of a sustained improvement plan that includes:

- 1a. Implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction in math.  
 1a. Implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction in reading.  
 1b. Implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction in math.  
 1b. Implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction in reading.  
 1b. (Alt. HS) Implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction in math.  
 1b. (Alt. HS) Implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction in reading.  
 2a. Implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction in math.  
 2a. Implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction in reading.  
 2b. Implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction in math.  
 2b. Implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction in reading.  
 2c. Implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction in math.  
 2c. Implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction in reading.

ACCEPTABLE		NOT ACCEPTABLE	
Exceeds	Meets	Approaches	Falls Far Below
The narrative describes a comprehensive system to monitor the integration of Arizona Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standard checklists, data review teams, and standard-based assessments. The system provides for continuous data analysis and feedback. The data and analysis included supports and helps explain the information in the narrative.	The narrative describes a system to monitor the integration of Arizona Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The system provides for some analysis and feedback to further develop the system. The data and analysis included provides support for the narrative.	The narrative describes an approach to monitor the integration of Arizona Standards into instruction and evaluate the instructional practices of the teachers which may include several of the following: lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The data and/or analysis provide limited support for the narrative.	The narrative does not describe or describes the beginning stages of monitoring and evaluating standards and instructional practices. There is minimal or no evidence of lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. No or little data is provided to demonstrate efforts to improve student achievement.

ASSESSMENT

Provide evidence of a sustained improvement plan that includes:

- 1a. Implementation of a plan for monitoring and documenting increases in student growth in math.
- 1a. Implementation of a plan for monitoring and documenting increases in student growth in reading.
- 1b. Implementation of a plan for monitoring and documenting student growth in for students with growth percentiles in the lowest 25% in math.
- 1b. Implementation of a plan for monitoring and documenting student growth in for students with growth percentiles in the lowest 25% in reading.
- 1b. (ALT HS) Implementation of a plan for monitoring and documenting increased student performance of non-proficient students in math.
- 1b. (ALT HS) Implementation of a plan for monitoring and documenting increased student performance of non-proficient students in reading.
- 2a. Implementation of a plan for monitoring and documenting student proficiency in math.
- 2a. Implementation of a plan for monitoring and documenting student proficiency in reading.
- 2b. Implementation of a plan for monitoring and documenting student proficiency in comparison to expected performance levels in math for students in one or more of the following categories: ELL, FRL, students with disabilities.
- 2b. Implementation of a plan for monitoring and documenting student proficiency in comparison to expected performance levels in reading for students in one or more of the following categories: ELL, FRL, students with disabilities.
- 2c. Implementation of a plan for monitoring and documenting student proficiency in math for students in one or more of the following categories: ELL, FRL, students with disabilities.
- 2c. Implementation of a plan for monitoring and documenting student proficiency in reading for students in one or more of the following categories: ELL, FRL, students with disabilities.

ACCEPTABLE		NOT ACCEPTABLE	
Exceeds	Meets	Approaches	Falls Far Below
The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology. The system demonstrates a formalized process to assess student performance on expectations for student learning; to conduct a systematic analysis of instructional effectiveness; to adjust curriculum and instruction systematically in response to data from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The data and analysis included supports and helps explain the information in the narrative.	The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The data and analysis included provides support for the narrative.	The narrative describes an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. Little data is collected from formative and summative assessments, common/benchmark assessments, and data review teams and/or data is not used to make instructional decisions. The data and/or analysis included provide limited support for the narrative.	The school 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. No or little data is included to demonstrate efforts to improve student achievement.

PROFESSIONAL DEVELOPMENT

Provide evidence of a sustained improvement plan that includes:

- 1a. Implementation of a professional development plan that contributed to increased student growth in math.
- 1a. Implementation of a professional development plan that contributed to increased student growth in reading.
- 1b. Implementation of a professional development plan that contributed to increased student growth in math for students with growth percentiles in the lowest 25%.
- 1b. Implementation of a professional development plan that contributed to increased student growth in reading for students with growth percentiles in the lowest 25%.
- 1b. Implementation of a plan for monitoring and documenting student growth in for students with growth percentiles in the lowest 25% in reading.
- 1b. (ALT HS) Implementation of a professional development plan that contributes to increased student performance of non-proficient students in math.
- 1b. (ALT HS) Implementation of a professional development plan that contributes to increased student performance of non-proficient students in reading.
- 2a. Implementation of a professional development plan that contributes to increased student proficiency in math.
- 2a. Implementation of a professional development plan that contributes to increased student proficiency in reading.
- 2b. Implementation of a professional development plan that contributes to increased student proficiency in comparison to expected performance levels in math for students in one or more of the following categories: ELL, FRL, students with disabilities.
- 2b. Implementation of a professional development plan that contributes to increased student proficiency in comparison to expected performance levels in reading for students in one or more of the following categories: ELL, FRL, students with disabilities.
- 2c. Implementation of a professional development that contributes to increased student proficiency in math for students in one or more of the following categories: ELL, FRL, students with disabilities.
- 2c. Implementation of a professional development plan that contributes to increased student proficiency in reading for students in one or more of the following categories: ELL, FRL, students with disabilities.

ACCEPTABLE		NOT ACCEPTABLE	
Exceeds	Meets	Approaches	Falls Far Below
The narrative describes implementation of a comprehensive and clearly defined professional development plan focused on improving student achievement. The plan is aligned with identified student learning target areas (math/reading) and is based on teacher learning needs. The plan reflects research and best practices in professional learning. Professional development is planned, aligned, and leads to improved instructional effectiveness. The data and analysis included supports and helps explain the information in the narrative.	The narrative describes a comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. The data and analysis included provides support for the narrative.	The narrative describes 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. The data and/or analysis included provide limited support for the narrative.	The school has not developed or is at the beginning stage of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. No or little data is included to demonstrate efforts to improve student achievement.

ACCOUNTABILITY

Provide evidence of a sustained improvement plan that includes:

3a. Increasing student growth and proficiency. If not discussed in a previous measure, refer to the criteria for Curriculum, Instruction, Assessment, and Professional Development listed above.			
3a. Meeting targets as described in the appropriate A-F Letter Grade Model. If not discussed in a previous measure, refer to the criteria for Curriculum, Instruction, Assessment, and Professional Development listed above.			
ACCEPTABLE		NOT ACCEPTABLE	
Exceeds	Meets	Approaches	Falls Far Below
Refer to this section in criteria for Curriculum, Instruction, Assessment, and Professional Development listed above.	Refer to this section in criteria for Curriculum, Instruction, Assessment, and Professional Development listed above.	Refer to this section in criteria for Curriculum, Instruction, Assessment, and Professional Development listed above.	Refer to this section in criteria for Curriculum, Instruction, Assessment, and Professional Development listed above.

INCREASING GRADUATION RATE

Provide evidence of a sustained improvement plan that includes:

4a. Increasing the percent of entering ninth graders who graduate from high school in four years. <i>(Traditional and Small Schools)</i>			
4a. Meeting the target for graduation rate as described in the A-F Alternative Letter Grade Model. <i>(Alternative Schools)</i>			
ACCEPTABLE		NOT ACCEPTABLE	
Exceeds	Meets	Approaches	Falls Far Below
The narrative describes a comprehensive approach to ensuring students graduate on time. Each student at the school in grades 9-12 has an education and career plan which the school monitors, reviews and updates with increased frequency as students' progress toward graduation. The narrative describes multiple strategies the school uses to ensure career and college readiness. Data presented supports the narrative and may include the school's results and participation rates for college-readiness tests such as SAT and ACT.	The narrative describes strategies the school uses to ensure students in grades 9-12 graduate on time. Strategies may include individual student plans for academic and career success which are monitored, reviewed and updated annually and/or highly effective practices the school uses for addressing early academic difficulty. Data presented supports information provided in the narrative.	The narrative describes limited efforts on the part of the school to implement strategies to ensure students in grades 9-12 graduate on time. The school does describe some efforts to assist students in earning credits toward graduation. The data is limited to documentation of the school's graduation rate.	The narrative fails to document any effort in place to ensure students in grades 9-12 graduate on time. The school has not identified strategies for addressing increasing graduation rate. No data or inappropriate data was provided to demonstrate the school's efforts to ensure students graduate on time.

ACADEMIC PERSISTENCE

Provide evidence of a sustained improvement plan that includes:

4b. Increasing the percent of students remaining enrolled in a public school across school years. (*Alternative Elementary/High Schools*)

ACCEPTABLE		NOT ACCEPTABLE	
Exceeds	Meets	Approaches	Falls Far Below
The narrative describes a comprehensive approach to ensuring students are motivated and engaged in school. The approach includes a process for measuring levels of engagement across the school and addressing those aspects of the school where students are not engaged. The school uses research based strategies for increasing student engagement. Data includes documentation of measuring student engagement, including academic persistence data that the school collects and analyzes.	The narrative describes a sequential process for keeping students motivated and engaged. Multiple activities are described but only a few demonstrate aspects of a comprehensive approach to increasing student engagement. There is some evidence that the school is becoming more methodical in determining how to engage students and keep them enrolled at the school. Data includes evidence of the school's success in keeping students enrolled at the school for an extended period of time.	The narrative describes limited efforts on the part of the school to engage students in school. The school informally surveys students to determine levels of engagement. Data includes evidence of efforts made by the school to keep students enrolled.	The narrative fails to document any effort on the part of the school to engage students in the educational process. The school does not have any way of measuring student engagement. The school has made several attempts to keep students at the school by sponsoring out of school activities. No data or inappropriate data was provided to demonstrate the school's efforts to ensure students stay in school.