Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: International Charter School of Arizona, Inc.
School Name: International Charter School of Arizona
Date Submitted: June 4, 2013
Required for: Expansion - Grade Level

Initial Evaluation Completed: June 17, 2013
Final Evaluation Completed: June 28, 2013

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

Measure	Acceptable	Not Acceptable	Comments
1a. Student Median Growth Percentile (SGP) *Math*		**I/S**	**Curriculum:** The narrative describes disjointed efforts used to develop or address school curriculum aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Math. **After further review at the site visit a curriculum that contributes to increased student growth in Math was demonstrated.** **Instruction:** The narrative describes an approach to monitor the instructional practices which includes lesson plan reviews, formal teacher observations, informal classroom observations, and data review teams. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **Based on the review of documentation at the site visit, a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures, and does not describe collecting data to monitor student growth. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth in Math. **At the site visit, an assessment system for monitoring and documenting increases in student growth in Math is approaching a comprehensive system.** **Professional Development:** The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math. **At the site visit, the school provided documentation of professional development that contributes to increased student growth in Math.** The data provided with the DSP does not demonstrate efforts to improve student growth in Math. **After further review of documentation, data provided by the charter holder did not demonstrate increased student growth in Math.**

Measure	Acceptable	Not Acceptable	Comments
1a. Student Median Growth Percentile (SGP) *Reading*	**S**	**I**	**Curriculum:** The narrative describes disjointed efforts used to develop or address school curriculum aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Reading. **After further review at the site visit a curriculum that contributes to increased student growth in Reading was demonstrated.** **Instruction:** The narrative describes an approach to monitor the instructional practices which includes lesson plan reviews, formal teacher observations, informal classroom observations, and data review teams. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **Based on the review of documentation at the site visit, a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures, and does not describe collecting data to monitor student growth. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth in Reading. **At the site visit, an assessment system for monitoring and documenting increases in student growth in Reading was demonstrated.** **Professional Development:** The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading. **At the site visit, the school provided documentation of professional development that contributes to increased student growth in Reading.** The data provided with the DSP does not demonstrate efforts to improve student growth in Reading. **After further review of documentation, data provided by the charter holder did demonstrate increased student growth in Reading.**

Measure	Acceptable	Not Acceptable	Comments
1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*		**I/S**	**Curriculum:** The narrative describes disjointed efforts used to develop or address school curriculum aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25% in Math. **After further review at the site visit a curriculum that contributes to increased student growth in Math for students with growth percentiles in the lowest 25% was demonstrated.** **Instruction:** The narrative describes an approach to monitor the instructional practices which includes lesson plan reviews, formal teacher observations, informal classroom observations, and data review teams. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **Based on the review of documentation at the site visit, a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures, and does not describe collecting data to monitor student growth. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth for students with growth percentiles in the lowest 25% in Math. **At the site visit, an assessment system for monitoring and documenting increases in student growth in Math for students with growth percentiles in the lowest 25% is approaching a comprehensive system.** **Professional Development:** The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth for students with growth percentiles in the lowest 25% in Math. **At the site visit, the school did provide documentation of professional development that contributes to increased student growth in Math for students with growth percentiles in the lowest 25%.** The data provided with the DSP does not demonstrate efforts to improve growth in Math for students with growth percentiles in the lowest 25% **After further review of documentation, data provided by the charter holder did not demonstrate increased student growth in Math for students with growth percentiles in the lowest 25%.**

Measure	Acceptable	Not Acceptable	Comments
1b. Student Median Growth Percentile (SGP) Bottom 25% *Reading*	**S**	**I**	**Curriculum:** The narrative describes disjointed efforts used to develop or address school curriculum aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25% in Reading. **After further review at the site visit a curriculum that contributes to increased student growth in Reading for students with growth percentiles in the lowest 25% was demonstrated.** **Instruction:** The narrative describes an approach to monitor the instructional practices which includes lesson plan reviews, formal teacher observations, informal classroom observations, and data review teams. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **Based on the review of documentation at the site visit, a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures, and does not describe collecting data to monitor student growth. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth for students with growth percentiles in the lowest 25% in Reading. **At the site visit, an assessment system for monitoring and documenting increases in student growth in Reading for students with growth percentiles in the lowest 25% was demonstrated.** **Professional Development:** The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth for students with growth percentiles in the lowest 25% in Reading. **At the site visit, the school provided documentation of professional development that contributes to increased student growth in Reading for students with growth percentiles in the lowest 25%.** The data provided with the DSP does not demonstrate efforts to improve growth in Reading for students with growth percentiles in the lowest 25%. **After further review of documentation, data provided by the charter holder did demonstrate increased student growth in Reading for students with growth percentiles in the lowest 25%.**

Measure	Acceptable	Not Acceptable	Comments
2a. Percent Passing *Math*		**I/S**	**Curriculum:** The narrative describes disjointed efforts used to develop or address school curriculum aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math. **After further review at the site visit a curriculum that contributes to increased student proficiency in Math was demonstrated.** **Instruction:** The narrative describes an approach to monitor the instructional practices which includes lesson plan reviews, formal teacher observations, informal classroom observations, and data review teams. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **Based on the review of documentation at the site visit, a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures, and does not describe collecting data to monitor student growth. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in Math. **At the site visit, an assessment system for monitoring and documenting increases in student proficiency in Math is approaching a comprehensive system.** **Professional Development:** The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math. **At the site visit, the school provided documentation of professional development that contributes to increased student proficiency in Math.** The data provided with the DSP does not demonstrate efforts to improve student proficiency in Math. **After further review of documentation, data provided by the charter holder did not demonstrate student proficiency in Math.**

Measure	Acceptable	Not Acceptable	Comments
2a. Percent Passing *Reading*	**S**	**I**	**Curriculum:** The narrative describes disjointed efforts used to develop or address school curriculum aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Reading. **After further review at the site visit a curriculum that contributes to increased student proficiency in Reading was demonstrated.** **Instruction:** The narrative describes an approach to monitor the instructional practices which includes lesson plan reviews, formal teacher observations, informal classroom observations, and data review teams. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **Based on the review of documentation at the site visit, a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures, and does not describe collecting data to monitor student growth. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in Reading. **At the site visit, an assessment system for monitoring and documenting increases in student proficiency in Reading was demonstrated.** **Professional Development:** The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading. **At the site visit, the school provided documentation of professional development that contributes to increased student proficiency in Reading.** The data provided with the DSP does not demonstrate efforts to improve student proficiency in Reading. **After further review of documentation, data provided by the charter holder did demonstrate student proficiency in Reading.**

Measure	Acceptable	Not Acceptable	Comments
2b. Composite School Comparison (*Traditional and Small Schools only*) *Math*		**I/S**	**Curriculum:** The narrative describes disjointed efforts used to develop or address school curriculum aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Math for ELL students, FRL students, and students with disabilities. **After further review at the site visit a curriculum that contributes to increased student growth in Math for ELL students, FRL students, and students with disabilities was demonstrated.** **Instruction:** The narrative describes an approach to monitor the instructional practices which includes lesson plan reviews, formal teacher observations, informal classroom observations, and data review teams. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **Based on the review of documentation at the site visit, a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures, and does not describe collecting data to monitor student growth. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Math for ELL students, FRL students, and students with disabilities. **At the site visit, an assessment system for monitoring and documenting increases in student proficiency in Math for ELL students, FRL students, and students with disabilities is approaching a comprehensive system.** **Professional Development:** The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for ELL students, FRL students, and students with disabilities. **At the site visit, the school provided documentation of professional development that contributes to increased student proficiency in Math for ELL students, FRL students, and students with disabilities.** The data provided with the DSP does not demonstrate efforts to improve student proficiency in Math for ELL students, FRL students, and students with disabilities. **After further review of documentation, data provided by the charter holder did not demonstrate student proficiency in Math for students with disabilities. The charter holder indicates they did not have any ELL students or FRL students.**

Measure	Acceptable	Not Acceptable	Comments
2b. Composite School Comparison (*Traditional and Small Schools only*) *Reading*	**S**	**I**	**Curriculum:** The narrative describes disjointed efforts used to develop or address school curriculum aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Reading for ELL students, FRL students, and students with disabilities. **After further review at the site visit a curriculum that contributes to increased student proficiency in Reading for ELL students, FRL students, and students with disabilities was demonstrated.** **Instruction:** The narrative describes an approach to monitor the instructional practices which includes lesson plan reviews, formal teacher observations, informal classroom observations, and data review teams. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **Based on the review of documentation at the site visit, a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures, and does not describe collecting data to monitor student growth. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Reading for ELL students, FRL students, and students with disabilities. **At the site visit, an assessment system for monitoring and documenting increases in student proficiency in Reading for ELL students, FRL students, and students with disabilities was demonstrated.** **Professional Development:** The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for ELL students, FRL students, and students with disabilities. **At the site visit, the school provided documentation of professional development that contributes to increased student proficiency in Reading for ELL students, FRL students, and students with disabilities.** The data provided with the DSP does not demonstrate efforts to improve student proficiency in Reading for ELL students, FRL students, and students with disabilities. **After further review of documentation, data provided by the charter holder did demonstrate student proficiency in Reading for students with disabilities. The charter holder indicates they did not have any ELL students or FRL students.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*	**S**	**I**	**Curriculum:** The narrative describes disjointed efforts used to develop or address school curriculum aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math for ELL students. **After further review at the site visit a curriculum that contributes to increased student proficiency in Math for ELL students was demonstrated.** **Instruction:** The narrative describes an approach to monitor the instructional practices which includes lesson plan reviews, formal teacher observations, informal classroom observations, and data review teams. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **Based on the review of documentation at the site visit, a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures, and does not describe collecting data to monitor student growth. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in Math for ELL students. **At the site visit, an assessment system for monitoring and documenting increases in student proficiency in Math for ELL students is approaching a comprehensive system.** **Professional Development:** The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for ELL students. **At the site visit, the school provided documentation of professional development that contributes to increased student proficiency in Math for ELL students.** The data provided with the DSP does not demonstrate efforts to improve student proficiency in Math for ELL students. **The charter holder indicates they had no ELL students.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*	**S**	**I**	**Curriculum:** The narrative describes disjointed efforts used to develop or address school curriculum aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Reading for ELL students. **After further review at the site visit a curriculum that contributes to increased student proficiency in Reading for ELL students was demonstrated.** **Instruction:** The narrative describes an approach to monitor the instructional practices which includes lesson plan reviews, formal teacher observations, informal classroom observations, and data review teams. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **Based on the review of documentation at the site visit, a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures, and does not describe collecting data to monitor student growth. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in Reading for ELL students. **At the site visit, an assessment system for monitoring and documenting increases in student proficiency in Reading for ELL students was demonstrated.** **Professional Development:** The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for ELL students. **At the site visit, the school provided documentation of professional development that contributes to increased student proficiency in Reading for ELL students.** The data provided with the DSP does not demonstrate efforts to improve student proficiency in Reading for ELL students. **The charter holder indicates they had no ELL students.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*	**S**	**I**	**Curriculum:** The narrative describes disjointed efforts used to develop or address school curriculum aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math for FRL students. **After further review at the site visit a curriculum that contributes to increased student proficiency in Math for FRL students was demonstrated.** **Instruction:** The narrative describes an approach to monitor the instructional practices which includes lesson plan reviews, formal teacher observations, informal classroom observations, and data review teams. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **Based on the review of documentation at the site visit, a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures, and does not describe collecting data to monitor student growth. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in Math for FRL students. **At the site visit, an assessment system for monitoring and documenting increases in student proficiency in Math for FRL students is approaching a comprehensive system.** **Professional Development:** The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for FRL students. **At the site visit, the school provided documentation of professional development that contributes to increased student proficiency in Math for FRL students.** The data provided with the DSP does not demonstrate efforts to improve student proficiency in Math for FRL students. **The charter holder indicates they had no FRL students.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*	**S**	**I**	**Curriculum:** The narrative describes disjointed efforts used to develop or address school curriculum aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Reading for FRL students. **After further review at the site visit a curriculum that contributes to increased student proficiency in Reading for FRL students was demonstrated.** **Instruction:** The narrative describes an approach to monitor the instructional practices which includes lesson plan reviews, formal teacher observations, informal classroom observations, and data review teams. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **Based on the review of documentation at the site visit, a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures, and does not describe collecting data to monitor student growth. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in Reading for FRL students. **At the site visit, an assessment system for monitoring and documenting increases in student proficiency in Reading for FRL students was demonstrated.** **Professional Development:** The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for FRL students. **At the site visit, the school provided documentation of professional development that contributes to increased student proficiency in Reading for FRL students.** The data provided with the DSP does not demonstrate efforts to improve student proficiency in Reading for FRL students. **The charter holder indicates they had no FRL students.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*		**I/S**	**Curriculum:** The narrative describes disjointed efforts used to develop or address school curriculum aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Math for students with disabilities. **After further review at the site visit a curriculum that contributes to increased student proficiency in Math for students with disabilities was demonstrated.** **Instruction:** The narrative describes an approach to monitor the instructional practices which includes lesson plan reviews, formal teacher observations, informal classroom observations, and data review teams. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **Based on the review of documentation at the site visit, a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures, and does not describe collecting data to monitor student growth. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Math for students with disabilities. **At the site visit, an assessment system for monitoring and documenting increases in student proficiency in Math for students with disabilities is approaching a comprehensive system.** **Professional Development:** The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for students with disabilities. **At the site visit, the school provided documentation of professional development that contributes to increased student proficiency in Math for students with disabilities.** The data provided with the DSP does not demonstrate efforts to improve student proficiency in Math for students with disabilities **After further review of documentation, data provided by the charter holder did not demonstrate student proficiency in Math for students with disabilities.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*	**S**	**I**	**Curriculum:** The narrative describes disjointed efforts used to develop or address school curriculum aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Reading for students with disabilities. **After further review at the site visit a curriculum that contributes to increased student proficiency in Reading for students with disabilities was demonstrated.** **Instruction:** The narrative describes an approach to monitor the instructional practices which includes lesson plan reviews, formal teacher observations, informal classroom observations, and data review teams. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **Based on the review of documentation at the site visit, a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures, and does not describe collecting data to monitor student growth. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Reading for students with disabilities. **At the site visit, an assessment system for monitoring and documenting increases in student proficiency in Reading for students with disabilities was demonstrated.** **Professional Development:** The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for students with disabilities. **At the site visit, the school provided documentation of professional development that contributes to increased student proficiency in Reading for students with disabilities.** The data provided with the DSP does not demonstrate efforts to improve student proficiency in Reading for students with disabilities. **After further review of documentation, data provided by the charter holder did demonstrate student proficiency in Reading for students with disabilities.**

Measure	Acceptable	Not Acceptable	Comments
3a. A-F Letter Grade State Accountability System		**I/S**	**Curriculum:** The narrative describes disjointed efforts used to develop or address school curriculum aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Math and Reading. **After further review at the site visit a curriculum that contributes to increased student proficiency in Math and Reading was demonstrated.** **Instruction:** The narrative describes an approach to monitor the instructional practices which includes lesson plan reviews, formal teacher observations, informal classroom observations, and data review teams. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **Based on the review of documentation at the site visit, a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures, and does not describe collecting data to monitor student growth. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Math and Reading. **At the site visit, an assessment system for monitoring and documenting increases in student proficiency in Reading was demonstrated and an assessment approach was demonstrated for Math.** **Professional Development:** The narrative describes the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math and Reading. **At the site visit, the school provided documentation of professional development that contributes to increased student proficiency in Math and Reading.** The data provided with the DSP does not demonstrate increasing student growth and proficiency or meeting targets as described in the A-F Letter Grade Model. **After further review of documentation, data provided by the charter holder did demonstrate increased student proficiency and growth in Reading but no data was provided to demonstrate increased student proficiency and growth in Math.**