Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Allsport Academy
School Name: Allsport Academy
Date Submitted: 04/02/13

Required for: Review - Annual Report

Evaluation Completed:04/10/13

Measure	Acceptable	Not Acceptable	Comments
1a. Student Median Growth Percentile (SGP) *Math*		I	**Curriculum:** The narrative describes fragmented efforts to address curriculum aligned with Arizona State Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Math. **Instruction:** The narrative describes the beginning stages of a system for monitoring and evaluating standards and instructional practices. The narrative did not describe a process for formal evaluations of teachers. **Assessment:** The narrative describes the beginning stages of an assessment system. The narrative did not describe processes for data analysis and how data is used to make instructional decisions. **Professional Development:** The narrative describes the beginning stages of a professional development plan. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math. The data presented is very limited.

BCS207

Measure	Acceptable	Not Acceptable	Comments
1a. Student Median Growth Percentile (SGP) *Reading*		I	**Curriculum:** The narrative describes fragmented efforts to address curriculum aligned with Arizona State Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Reading. **Instruction:** The narrative describes the beginning stages of a system for monitoring and evaluating standards and instructional practices. The narrative did not describe a process for formal evaluations of teachers. **Assessment:** The narrative describes the beginning stages of an assessment system. The narrative did not describe processes for data analysis and how data is used to make instructional decisions. **Professional Development:** The narrative describes the beginning stages of a professional development plan. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading. The data presented is very limited.

BCS208

Measure	Acceptable	Not Acceptable	Comments
1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*		I	**Curriculum:** The narrative describes fragmented efforts to address curriculum aligned with Arizona State 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. **Instruction:** The narrative describes the beginning stages of a system for monitoring and evaluating standards and instructional practices. The narrative did not describe a process for formal evaluations of teachers. **Assessment:** The narrative describes the beginning stages of an assessment system. The narrative did not describe processes for data analysis and how data is used to make instructional decisions. **Professional Development:** The narrative describes the beginning stages of a professional development plan. 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. The data presented is very limited.

BCS209

Measure	Acceptable	Not Acceptable	Comments
1b. Student Median Growth Percentile (SGP) Bottom 25% *Reading*		I	**Curriculum:** The narrative describes fragmented efforts to address curriculum aligned with Arizona State 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. **Instruction:** The narrative describes the beginning stages of a system for monitoring and evaluating standards and instructional practices. The narrative did not describe a process for formal evaluations of teachers. **Assessment:** The narrative describes the beginning stages of an assessment system. The narrative did not describe processes for data analysis and how data is used to make instructional decisions. **Professional Development:** The narrative describes the beginning stages of a professional development plan. 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. The data presented is very limited.

BCS210

Measure	Acceptable	Not Acceptable	Comments
2a. Percent Passing *Math*		I	**Curriculum:** The narrative describes fragmented efforts to address curriculum aligned with Arizona State Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math. **Instruction:** The narrative describes the beginning stages of a system for monitoring and evaluating standards and instructional practices. The narrative did not describe a process for formal evaluations of teachers. **Assessment:** The narrative describes the beginning stages of an assessment system. The narrative did not describe processes for data analysis and how data is used to make instructional decisions. **Professional Development:** The narrative describes the beginning stages of a professional development plan. The narrative and data provided did not demonstrate that the school implemented a plan for professional development that contributed to increased student proficiency in Math. The data presented is very limited.
2a. Percent Passing *Reading*		I	**Curriculum:** The narrative describes fragmented efforts to address curriculum aligned with Arizona State Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Reading. **Instruction:** The narrative describes the beginning stages of a system for monitoring and evaluating standards and instructional practices. The narrative did not describe a process for formal evaluations of teachers. **Assessment:** The narrative describes the beginning stages of an assessment system. The narrative did not describe processes for data analysis and how data is used to make instructional decisions. **Professional Development:** The narrative describes the beginning stages of a professional development plan. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading. The data presented is very limited.

BCS211

Measure	Acceptable	Not Acceptable	Comments
2b. Composite School Comparison (*Traditional and Small Schools only*) *Math*		I	**No narrative and data were submitted for this measure.**
2b. Composite School Comparison (*Traditional and Small Schools only*) *Reading*		I	**No narrative and data were submitted for this measure.**
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*		I	**Curriculum:** The narrative describes fragmented efforts to address curriculum aligned with Arizona State 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. **Instruction:** The narrative describes the beginning stages of a system for monitoring and evaluating standards and instructional practices. The narrative did not describe a process for formal evaluations of teachers. **Assessment:** The narrative describes the beginning stages of an assessment system. The narrative did not describe processes for data analysis and how data is used to make instructional decisions. **Professional Development:** The narrative describes the beginning stages of a professional development plan. 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 EEL students. The data presented is very limited.

BCS212

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*		I	**Curriculum:** The narrative describes fragmented efforts to address curriculum aligned with Arizona State 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. **Instruction:** The narrative describes the beginning stages of a system for monitoring and evaluating standards and instructional practices. The narrative did not describe a process for formal evaluations of teachers. **Assessment:** The narrative describes the beginning stages of an assessment system. The narrative did not describe processes for data analysis and how data is used to make instructional decisions. **Professional Development:** The narrative describes the beginning stages of a professional development plan. 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. The data presented is very limited.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*		I	**Curriculum:** The narrative describes fragmented efforts to address curriculum aligned with Arizona State Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Math for FRL students. **Instruction:** The narrative describes the beginning stages of a system for monitoring and evaluating standards and instructional practices. The narrative did not describe a process for formal evaluations of teachers. **Assessment:** The narrative describes the beginning stages of an assessment system. The narrative did not describe processes for data analysis and how data is used to make instructional decisions. **Professional Development:** The narrative describes the beginning stages of a professional development plan. 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. The data presented is very limited.

BCS213

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*		I	**Curriculum:** The narrative describes fragmented efforts to address curriculum aligned with Arizona State 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. **Instruction:** The narrative describes the beginning stages of a system for monitoring and evaluating standards and instructional practices. The narrative did not describe a process for formal evaluations of teachers. **Assessment:** The narrative describes the beginning stages of an assessment system. The narrative did not describe processes for data analysis and how data is used to make instructional decisions. **Professional Development:** The narrative describes the beginning stages of a professional development plan. 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. The data presented is very limited.
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*		I	**Curriculum:** The narrative describes fragmented efforts to address curriculum aligned with Arizona State 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. **Instruction:** The narrative describes the beginning stages of a system for monitoring and evaluating standards and instructional practices. The narrative did not describe a process for formal evaluations of teachers. **Assessment:** The narrative describes the beginning stages of an assessment system. The narrative did not describe processes for data analysis and how data is used to make instructional decisions. **Professional Development:** The narrative describes the beginning stages of a professional development plan. 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. The data presented is very limited.

BCS214

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*		I	**Curriculum:** The narrative describes fragmented efforts to address curriculum aligned with Arizona State 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. **Instruction:** The narrative describes the beginning stages of a system for monitoring and evaluating standards and instructional practices. The narrative did not describe a process for formal evaluations of teachers. **Assessment:** The narrative describes the beginning stages of an assessment system. The narrative did not describe processes for data analysis and how data is used to make instructional decisions. **Professional Development:** The narrative describes the beginning stages of a professional development plan. 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. The data presented is very limited.
3a. A-F Letter Grade State Accountability System		I	**No narrative and data were submitted for this measure.**

BCS215