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; Revised 05//8/2013

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 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. **The school provided a completed classroom observation form.** **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. **On the site visit, some benchmark data was provided.** **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. **Some of the data presented at the site visit indicated growth in Math.**

BCS216

Measure	Acceptable	Not Acceptable	Comments
1a. Student Median Growth Percentile (SGP) *Reading*		**I/S**	**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. **On the site visit, some benchmark data was provided. The school recently changed the benchmark assessment for reading.** **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. **Some of the data presented at the site visit indicated growth in Reading.**

BCS217

Measure	Acceptable	Not Acceptable	Comments
1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*		I/S	**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. **Some of the data presented at the site visit indicated growth in Math but did not distinguish performance of bottom 25%.**

BCS218

Measure	Acceptable	Not Acceptable	Comments
1b. Student Median Growth Percentile (SGP) Bottom 25% *Reading*		**I/S**	**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. **Some of the data presented at the site visit indicated growth in Reading but did not distinguish performance of bottom 25%.**

BCS219

Measure	Acceptable	Not Acceptable	Comments
2a. Percent Passing *Math*		I/S	**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. **The school provided a completed classroom observation form. No evidence of formal teacher evaluations having been conducted was provided.** **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.

BCS220

Measure	Acceptable	Not Acceptable	Comments
2a. Percent Passing *Reading*		I/S	**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.
2b. Composite School Comparison (*Traditional and Small Schools only*) *Math*		I/S	**No narrative and data were submitted for this measure.**
2b. Composite School Comparison (*Traditional and Small Schools only*) *Reading*		I/S	**No narrative and data were submitted for this measure.**

BCS221

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*		**I/S**	**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 ELL students. The data presented is very limited. **In the benchmark data provided at the site visit, ELL students were identified but no evidence of an analysis of the subgroup's performance had been conducted.**

BCS222

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*		I/S	**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. **In the benchmark data provided at the site visit, ELL students were identified but no evidence of an analysis of the subgroup's performance had been conducted.**

BCS223

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*		I/S	**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.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*		I/S	**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.

BCS224

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*		**I/S**	**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. **In the benchmark data provided at the site visit, student with disabilities were identified but no evidence of an analysis of the subgroup's performance had been conducted.**

BCS225

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*		I/S	**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. **In the benchmark data provided at the site visit, students with disabilities were identified but no evidence of an analysis of the subgroup's performance had been conducted.**
3a. A-F Letter Grade State Accountability System		I/S	**No narrative and data were submitted for this measure.**

BCS226