Lisa Weisberg

From: Martha Morgan
Sent: Monday, April 15, 2013 3:27 PM
To: Moses Montoya
Cc: Steve Sarmento; Lisa Weisberg
Subject: Site Visit to confirm Demonstration of Sufficient Progress
Attachments: DSP Evaluation Instrument_Allsport Academy_Initial.docx

Importance: High

Good Afternoon, Moses,

Lisa Weisberg, Steve Sarmento and I will conduct a renewal site visit at 9:30 a.m. on Thursday, April 25, 2013, to meet with your leadership team. Part of the leadership team meeting will include a discussion of the implementation of the Performance Management Plan submitted by the charter holder as a corrective action plan for the Five-Year Interval Review in August, 2010. In addition to the leadership team interview, we will review documentation identified in the Demonstration of Sufficient Progress (DSP) submitted by the charter holder for the annual reporting requirement as well as any additional documentation that the school has available related to the DSP.

I have attached the initial evaluation of the Demonstration of Sufficient Progress submitted for Allsport Academy. On the site visit, we will confirm the information in the Demonstration of Sufficient Progress. For areas that were deemed "Not Acceptable" in the initial evaluation, the charter holder may provide additional evidence that demonstrates the school is making sufficient progress toward meeting the Board's academic expectations.

Please have the following information, identified in the DSP submitted by Allsport Academy, available for review at the time of the visit:

- Sample lesson plans aligned to the Common Core State Standards for each content area and at each grade level
- Classroom walkthrough documentation, including schedule and recorded notes, as well as follow-up documentation
- Standards checklist
- AIMS Practice Test used for benchmark assessments
- School Improvement Plan
- Study Island report for reading and for reading for ELL students
- Most current benchmark assessment data
- Evidence of Professional Development for SY2013
- Work compiled to date on the development of the formal, comprehensive school curriculum, pacing guides and maps to be completed in June, 2013, and used for SY2014

Please contact me if you have questions regarding the information in this email. I look forward to seeing you on the 25th.

Martha

Martha Morgan, Ed. S.
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orking to improve public education in Arizona by sponsoring charter schools that provide quality educational choices.

Martha Morgan

From: Microsoft Outlook
To: Moses Montoya
Sent: Monday, April 15, 2013 3:27 PM
Subject: Relayed: Site Visit to confirm Demonstration of Sufficient Progress

Delivery to these recipients or groups is complete, but no delivery notification was sent by the destination server:

Moses Montoya (moses5555@aol.com) <mailto:moses5555@aol.com>

Subject: Site Visit to confirm Demonstration of Sufficient Progress

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.

BCS230

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.

BCS231

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.

BCS232

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.

BCS233

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.

Arizona State Board for Charter Schools

BCS234

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.

Arizona State Board for Charter Schools

BCS235

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.

BCS236

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.

Arizona State Board for Charter Schools

BCS237

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.**

BCS238