Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Deer Valley Charter Schools, Inc.
School Name: Deer Valley Academy
Date Submitted: 4/26/13

Required for: Review - Annual Report

Evaluation Completed: 6/11/13; 6/25/13

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*	**S**	**I**	**Assessment:** The narrative describes an approach that is not comprehensive nor aligned with the curriculum and instructional practices. The narrative and data provided did not demonstrate that the school implemented a system for monitoring and documenting increases in student growth in Math. **At the site visit, documentation was reviewed that included an assessment system aligned with curriculum and instructional practices that demonstrated the school implemented a system for monitoring and documenting increases in student growth in Math.** **Professional Development:** The narrative describes a school at the beginning stage 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. **Based on a review of documentation at the site visit, a professional development plan that contributed on increased student growth in Math was evident.**

Measure	Acceptable	Not Acceptable	Comments
1a. Student Median Growth Percentile (SGP) *Reading*	**S**	**I**	**Assessment:** The narrative describes an approach that is not comprehensive nor aligned with the curriculum and instructional practices. The narrative and data provided did not demonstrate that the school implemented a system for monitoring and documenting increases in student growth in Reading. **At the site visit, documentation was reviewed that included an assessment system aligned with curriculum and instructional practices that demonstrated the school implemented a system for monitoring and documenting increases in student growth in Reading.** **Professional Development:** The narrative describes a school at the beginning stage 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. **Based on a review of documentation at the site visit, a professional development plan that contributed on increased student growth in Reading was evident.**
1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*	**S**	**I**	**Assessment:** The narrative describes an approach that is not comprehensive nor aligned with the curriculum and instructional practices. 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, documentation was reviewed that included an assessment system aligned with curriculum and instructional practices that demonstrated the school implemented a system for monitoring and documenting increases in student growth in Math for students with growth scores in the lowest 25% in Math.** **Professional Development:** The narrative describes a school at the beginning stage 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. **Based on a review of documentation at the site visit, a professional development plan that contributed on increased student growth in Math for students with growth scores in the lowest 25% in Math was evident.**

Measure	Acceptable	Not Acceptable	Comments
1b. Student Median Growth Percentile (SGP) Bottom 25% *Reading*	**S**	**I**	**Assessment:** The narrative describes an approach that is not comprehensive nor aligned with the curriculum and instructional practices. 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, documentation was reviewed that included an assessment system aligned with curriculum and instructional practices that demonstrated the school implemented a system for monitoring and documenting increases in student growth in Reading for students with growth scores in the lowest 25% in Reading.** **Professional Development:** The narrative describes a school at the beginning stage 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. **Based on a review of documentation at the site visit, a professional development plan that contributed on increased student growth in Reading for students with growth scores in the lowest 25% in Reading was evident.**
2a. Percent Passing *Math*	**S**	**I**	**Assessment:** The narrative describes an approach that is not comprehensive nor aligned with the curriculum and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Math. **At the site visit, documentation was reviewed that included an assessment system aligned with curriculum and instructional practices that demonstrated the school implemented a system for monitoring and documenting increases in student proficiency in Math.** **Professional Development:** The narrative describes a school at the beginning stage 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 plan for professional development that contributed to increased student proficiency in Math. **Based on a review of documentation at the site visit, a professional development plan that contributed on increased student proficiency in Math.**

Measure	Acceptable	Not Acceptable	Comments
2a. Percent Passing *Reading*	**S**	**I**	**Assessment:** The narrative describes an approach that is not comprehensive nor aligned with the curriculum and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Reading. **At the site visit, documentation was reviewed that included an assessment system aligned with curriculum and instructional practices that demonstrated the school implemented a system for monitoring and documenting increases in student proficiency in Reading.** **Professional Development:** The narrative describes a school at the beginning stage 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. **Based on a review of documentation at the site visit, a professional development plan that contributed on increased student proficiency in Reading.**
2b. Composite School Comparison (*Traditional and Small Schools only*) *Math*	**I/S**		
2b. Composite School Comparison (*Traditional and Small Schools only*) *Reading*	**I/S**		
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*	**I/S**		
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*	**I/S**		
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*	**I/S**		

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*	**I/S**		
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*	**I/S**		
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*	**I/S**		
3a. A-F Letter Grade State Accountability System	**I/S**		
4a. High School Graduation Rate ***(Traditional and Small Schools)***	**I/S**		