Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Excalibur Charter School, Inc.
School Name: Avalon Elementary
Date Submitted: 6/7/13

Required for: Review - Annual Report

Evaluation Completed: 7/19/13; 8/15/13

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**	**Professional Development:** The narrative describes an approach to professional development that lacks a process for implementing new procedures and processes at the school. 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 information provided by the leadership team and documentation provided after the site visit a professional development plan is evident.** Limited data was provided. **At the site visit additional data was provided that related to student growth in Math.**
1a. Student Median Growth Percentile (SGP) *Reading*	**S**	**I**	**Professional Development:** The narrative describes an approach to professional development that lacks a process for implementing new procedures and processes at the school. 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 information provided by the leadership team and documentation provided after the site visit a professional development plan is evident.** Limited data was provided. **At the site visit additional data was provided that related to student growth in Reading.**

Measure	Acceptable	Not Acceptable	Comments
1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*	**S**	**I**	**Professional Development:** The narrative describes an approach to professional development that lacks a process for implementing new procedures and processes at the school. 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 information provided by the leadership team and documentation provided after the site visit a professional development plan is evident.** Limited data was provided. **At the site visit additional data was provided that related to student growth in Math for students with growth percentiles in the lowest 25% in Math.**
1b. Student Median Growth Percentile (SGP) Bottom 25% *Reading*	**S**	**I**	**Professional Development:** The narrative describes an approach to professional development that lacks a process for implementing new procedures and processes at the school. 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 information provided by the leadership team and documentation provided after the site visit a professional development plan is evident.** Limited data was provided. **At the site visit additional data was provided that related to student growth in Reading for students with growth percentiles in the lowest 25% in Reading.**

Measure	Acceptable	Not Acceptable	Comments
2a. Percent Passing *Math*	**S**	**I**	**Assessment:** The narrative describes an assessment approach that is not comprehensive and does not include the use of data in making instructional decisions. 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 including Galileo benchmark data, data walls, and assessment data binders which demonstrated that the school implemented a plan for monitoring and documenting student proficiency in Math.** **Professional Development:** The narrative describes an approach to professional development that lacks a process for implementing new procedures and processes at the school. 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 information provided by the leadership team and documentation provided after the site visit a professional development plan is evident.** Limited data was provided. **At the site visit additional data was provided that related to student proficiency in Math.**
2a. Percent Passing *Reading*	**S**	**I**	**Assessment:** The narrative describes an assessment approach that is not comprehensive and does not include the use of data in making instructional decisions. 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 including Galileo benchmark data, data walls, and assessment data binders which demonstrated that the school implemented a plan for monitoring and documenting student proficiency in Reading.** **Professional Development:** The narrative describes an approach to professional development that lacks a process for implementing new procedures and processes at the school. 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 information provided by the leadership team and documentation provided after the site visit a professional development plan is evident.** Limited data was provided. **At the site visit additional data was provided that related to student growth in Reading.**

Measure	Acceptable	Not Acceptable	Comments
2b. Composite School Comparison (*Traditional and Small Schools only*) *Math*	**S**	**I**	**Assessment:** The narrative describes an assessment approach that is not comprehensive and does not include the use of data in making instructional decisions. 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 documentation was reviewed including Galileo benchmark data, data walls, and assessment data binders which demonstrated that the school implemented a plan for monitoring and documenting student proficiency in Math for ELL students, FRL students, and students with disabilities.** **Professional Development:** The narrative describes an approach to professional development that lacks a process for implementing new procedures and processes at the school. 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. . **Based on a review of information provided by the leadership team and documentation provided after the site visit a professional development plan is evident.** Limited data provided. **At the site visit additional data was provided that related to student proficiency in Math for the subgroups served.**

Measure	Acceptable	Not Acceptable	Comments
2b. Composite School Comparison (*Traditional and Small Schools only*) *Reading*	S	I	**Assessment:** The narrative describes an assessment approach that is not comprehensive and does not include the use of data in making instructional decisions. 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 documentation was reviewed including Galileo benchmark data, data walls, and assessment data binders which demonstrated that the school implemented a plan for monitoring and documenting student proficiency in Reading for ELL students, FRL students, and students with disabilities.** **Professional Development:** The narrative describes an approach to professional development that lacks a process for implementing new procedures and processes at the school. 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. . **Based on a review of information provided by the leadership team and documentation provided after the site visit a professional development plan is evident.** Limited data provided. **At the site visit additional data was provided that related to student proficiency in Reading for the subgroups served.**
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*	S	I	**Professional Development:** The narrative describes an approach to professional development that lacks a process for implementing new procedures and processes at the school. 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. **Based on a review of information provided by the leadership team and documentation provided after the site visit a professional development plan is evident.** Limited data provided. **At the site visit additional data was provided that related to student proficiency in Math for ELL students.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*	**S**	**I**	**Professional Development:** The narrative describes an approach to professional development that lacks a process for implementing new procedures and processes at the school. 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. **Based on a review of information provided by the leadership team and documentation provided after the site visit a professional development plan is evident.** Limited data provided. **At the site visit additional data was provided that related to student proficiency in Math for FRL students.**
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*	**S**	**I**	**Professional Development:** The narrative describes an approach to professional development that lacks a process for implementing new procedures and processes at the school. 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. **Based on a review of information provided by the leadership team and documentation provided after the site visit a professional development plan is evident.** Limited data provided. **At the site visit additional data was provided that related to student proficiency in Reading for FRL students.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*	**S**	**I**	**Assessment:** The narrative describes an assessment approach that is not comprehensive and does not include the use of data in making instructional decisions. The narrative 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 documentation was reviewed including Galileo benchmark data, data walls, and assessment data binders which demonstrated that the school implemented a plan for monitoring and documenting student proficiency in Math for students with disabilities.** **Professional Development:** The narrative describes an approach to professional development that lacks a process for implementing new procedures and processes at the school. 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. **Based on a review of information provided by the leadership team and documentation provided after the site visit a professional development plan is evident.** No data provided. **At the site visit additional data was provided that related to 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**	**Assessment:** The narrative describes an assessment approach that is not comprehensive and does not include the use of data in making instructional decisions. The narrative 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 documentation was reviewed including Galileo benchmark data, data walls, and assessment data binders which demonstrated that the school implemented a plan for monitoring and documenting student proficiency in Reading for students with disabilities.** **Professional Development** The narrative describes an approach to professional development that lacks a process for implementing new procedures and processes at the school. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for students with disabilities. **Based on a review of information provided by the leadership team and documentation provided after the site visit a professional development plan is evident.** No data provided. **At the site visit additional data was provided that related to student proficiency in Reading for students with disabilities.**
3a. A-F Letter Grade State Accountability System	**I/S**		