Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: American Leadership Academy, Inc.
School Name: ALA Mesa
Date Submitted October 11, 2014
Academic Dashboard: FY 2014

Required for: Expansion Request – New Site and Enrollment cap increase
Initial Evaluation Completed: November 4, 2014
Final Evaluation Completed: December 3, 2014

I = Result after initial evaluation
S = Result after evaluation of information collected from the site visit

			Initial Evaluation	Final Evaluation
Measure	**Acceptable**	**Not Acceptable**	**Comments**	**Comments**
1a. Student Median Growth Percentile (SGP) *Math*	**I/S**		**Curriculum:** This area is initially scored as Meets. The narrative describes a system to adopt, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with Arizona's College and Career Ready (ACCR) Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a curriculum to increase student growth in Math on ACCR Standards. **Instruction:** This area is initially scored as Meets. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Math. **Assessment:** This area is initially scored as Meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student growth on ACCR Standards for Math.	**Curriculum:** This area is scored as Meets. The DSP provides evidence that the Charter Holder has consistently implemented a comprehensive curriculum system that addresses each of the following required elements: • adopting/revising curriculum; • implementing curriculum; • evaluating curriculum; • addressing the curriculum needs of relevant subgroup populations; and • ensuring curriculum is aligned with Arizona's College and Career Ready Standards. **Instruction:** This area is scored as Meets. The DSP provides evidence that the Charter Holder has consistently implemented a comprehensive instructional monitoring system that addresses each of the following required elements: • monitoring the integration of Arizona's College and Career Ready Standards into instruction; • evaluating instructional practices; • evaluating instructional practices targeted to address the needs of relevant subgroup populations; and • providing analysis and feedback to further develop instructional quality and standards integration. **Assessment:** This area is scored as Meets. The DSP provides evidence that the Charter Holder has consistently implemented a comprehensive assessment system that addresses each of the following required elements: • assessing student performance based on clearly defined performance measures aligned with the curriculum and instructional methodology using data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments;

			Professional Development: This area is initially scored as Meets. The narrative describes a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative describes a system that, if supported by evidence, can demonstrate that the school implemented a professional development plan to increase student growth in Math.	• addressing the assessment needs of relevant subgroup populations; • analyzing assessment data to evaluate instructional and curricular effectiveness; and • adjusting curriculum and instruction in a timely manner based on assessment results. **Professional Development:** This area is scored as Meets. The DSP provides evidence Charter Holder has consistently implemented a comprehensive professional development system that addresses each of the following required elements: • providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance; • providing professional development that addresses the needs of relevant subgroup populations; • supporting high quality implementation of the strategies learned in professional development; and • monitoring and providing follow-up to support and develop implementation of the strategies learned in professional development.
1a. Student Median Growth Percentile (SGP) *Reading*	**I/S**		**Curriculum:** This area is initially scored as Meets. The narrative describes a system to adopt, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with ACCR Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a curriculum to increase student growth in Reading on ACCR Standards. **Instruction:** This area is initially scored as Meets. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading. **Assessment:** This area is initially scored as Meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided	**Curriculum:** This area is scored as Meets. The DSP provides evidence that the Charter Holder has consistently implemented a comprehensive curriculum system that addresses each of the following required elements: • adopting/revising curriculum; • implementing curriculum; • evaluating curriculum; • addressing the curriculum needs of relevant subgroup populations; and • ensuring curriculum is aligned with Arizona's College and Career Ready Standards. **Instruction:** This area is scored as Meets. The DSP provides evidence that the Charter Holder has consistently implemented a comprehensive instructional monitoring system that addresses each of the following required elements: • monitoring the integration of Arizona's College and Career Ready Standards into instruction; • evaluating instructional practices; • evaluating instructional practices targeted to address the needs of relevant subgroup populations; and • providing analysis and feedback to further develop instructional quality and standards integration. **Assessment:** This area is scored as Meets. The DSP provides evidence that the Charter Holder has consistently implemented a comprehensive assessment system that addresses each of the following required elements:

			describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student growth on ACCR Standards for Reading. **Professional Development:** This area is initially scored as Meets. The narrative describes a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation. The narrative describes a system that, if supported by evidence, can demonstrate that the school implemented a professional development plan to increase student growth in Reading.	• assessing student performance based on clearly defined performance measures aligned with the curriculum and instructional methodology using data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments; • addressing the assessment needs of relevant subgroup populations; • analyzing assessment data to evaluate instructional and curricular effectiveness; and • adjusting curriculum and instruction in a timely manner based on assessment results. **Professional Development:** This area is scored as Meets. The DSP provides evidence Charter Holder has consistently implemented a comprehensive professional development system that addresses each of the following required elements: • providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance; • providing professional development that addresses the needs of relevant subgroup populations; • supporting high quality implementation of the strategies learned in professional development; and • monitoring and providing follow-up to support and develop implementation of the strategies learned in professional development.
1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*	**I/S**		**Curriculum:** This area is initially scored as Meets. The narrative describes a system to adopt, implement, evaluate, and revise curriculum, including supplemental curriculum, aligned with ACCR Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, committee work, data review teams, and clearly defined and measureable implementation across the school and, that the curriculum is adapted to meet the needs of students in the bottom 25%. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a curriculum to increase student growth in Math on ACCR Standards for students in the bottom 25%. **Instruction:** This area is initially scored as Meets. The narrative describes a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, data review teams, and standards-based assessments. The narrative describes a system that provides for some analysis and feedback to further develop the system, and that is adapted to meet the needs of students in the bottom 25%.em. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring the integration of the ACCR	**Curriculum:** This area is scored as Meets. The DSP provides evidence that the Charter Holder has consistently implemented a comprehensive curriculum system that addresses each of the following required elements: • adopting/revising curriculum; • implementing curriculum; • evaluating curriculum; • addressing the curriculum needs of relevant subgroup populations; and • ensuring curriculum is aligned with Arizona's College and Career Ready Standards. **Instruction:** This area is scored as Meets. The DSP provides evidence that the Charter Holder has consistently implemented a comprehensive instructional monitoring system that addresses each of the following required elements: • monitoring the integration of Arizona's College and Career Ready Standards into instruction; • evaluating instructional practices; • evaluating instructional practices targeted to address the needs of relevant subgroup populations; and • providing analysis and feedback to further develop instructional quality and standards integration.

			Standards into instruction in Math for students in the bottom 25%. **Assessment:** This area is initially scored as Meets. The narrative describes a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology and includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams, and that is adapted to meet the needs of students in the bottom 25%.. The narrative provided describes a system that, if supported by evidence, can demonstrate that the school implemented a plan for monitoring and documenting changes in student growth on ACCR Standards for Math for students in the bottom 25%. **Professional Development:** This area is initially scored as Meets. The narrative describes a comprehensive professional development plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, focuses on areas of high importance, and supports high quality implementation, and that is adapted to meet the needs of students in the bottom 25%. The narrative describes a system that, if supported by evidence, can demonstrate that the school implemented a professional development plan to increase student growth in Math for students in the bottom 25%.	**Assessment:** This area is scored as Meets. The DSP provides evidence that the Charter Holder has consistently implemented a comprehensive assessment system that addresses each of the following required elements: • assessing student performance based on clearly defined performance measures aligned with the curriculum and instructional methodology using data collection from multiple assessments, such as formative and summative assessments and common/benchmark assessments; • addressing the assessment needs of relevant subgroup populations; • analyzing assessment data to evaluate instructional and curricular effectiveness; and • adjusting curriculum and instruction in a timely manner based on assessment results. **Professional Development:** This area is scored as Meets. The DSP provides evidence Charter Holder has consistently implemented a comprehensive professional development system that addresses each of the following required elements: • providing professional development that is aligned with instructional staff learning needs and focuses on areas of high importance; • providing professional development that addresses the needs of relevant subgroup populations; • supporting high quality implementation of the strategies learned in professional development; and • monitoring and providing follow-up to support and develop implementation of the strategies learned in professional development.
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Data	**S**	**I**	**Data:** This area is initially scored as Falls Far Below. The narrative has failed to provide data and analysis generated from valid and reliable assessment sources for one or more required measures. • No data and analysis of data was provided to demonstrate increased student growth in Math and Reading for ALA Mesa. Data must demonstrate improvement as compared to prior years. • No data and analysis of data was provided to demonstrate increased student growth in Math for students in the bottom 25%. Data must be disaggregated for the students in the bottom 25% and must demonstrate improvement as compared to prior years.	**Data:** This area is scored as Meets. The Charter Holder has, for each required measure, provided data and analysis generated from valid and reliable assessment sources that demonstrates comparative *improvement* year-over-year for at least the two most recent school years.

			• Limited data and analysis of data was provided to demonstrate increased student growth in Reading for students in the bottom 25% at ALA Mesa. Data must be disaggregated for the students in the bottom 25% and must demonstrate improvement as compared to prior years.	