Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: The Paideia Academies, Inc.
School Name: The Paideia Academy of South Phoenix
Date Submitted: November 15, 2013
Source Document: FY13 Academic Dashboard

Required for: 2nd Year Review
Initial Evaluation Completed: March 14, 2014
Final Evaluation Completed: May 2, 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 was scored as Meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with ACCR Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of an effective improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of ACCR Standards into instruction and evaluate the instructional practices of the teachers, but did not provide evidence of a system to evaluate the instructional practices of the teachers in relation to meeting the needs of students in subgroups. The system provides for some analysis and feedback to further develop the system. **Assessment:** This area was scored as Meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the Charter Holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process

				for implementing new procedures and processes at the school. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Math. Data must demonstrate improvement as compared to prior years.
1a. Student Median Growth Percentile (SGP) *Reading*	**I**	**S**		**Curriculum:** This area was scored as Meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with ACCR Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of an effective improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of ACCR Standards into instruction and evaluate the instructional practices of the teachers, but did not provide evidence of a system to evaluate the instructional practices of the teachers in relation to meeting the needs of students in subgroups. The system provides for some analysis and feedback to further develop the system. **Assessment:** This area was scored as Meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the Charter Holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** Limited data and analysis of data was provided to demonstrate increased student growth in Reading. Data must demonstrate improvement as compared to prior years.
1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*	**I**	**S**		**Curriculum:** This area was scored as Meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with ACCR Standards with clearly defined and measurable

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2a. Percent Passing *Math*	**I**	**S**		**Curriculum:** This area was scored as Meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with ACCR Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of an effective improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of ACCR Standards into instruction and evaluate the instructional practices of the teachers, but did not provide evidence of a system to evaluate the instructional practices of the teachers in relation to meeting the needs of students in subgroups. The system provides for some

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2a. Percent Passing *Reading*	**I**	**S**		**Curriculum:** This area was scored as Meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with ACCR Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of an effective improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of ACCR Standards into instruction and evaluate the instructional practices of the teachers, but did not provide evidence of a system to evaluate the instructional practices of the teachers in relation to meeting the needs of students in subgroups. The system provides for some analysis and feedback to further develop the system. **Assessment:** This area was scored as Meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as Approaches. Through the Demonstration of

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2b. Composite School Comparison (*Traditional and Small Schools only*) *Math*	**I**	**S**		**Curriculum:** This area was scored as Meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with ACCR Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of an effective improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of ACCR Standards into instruction and evaluate the instructional practices of the teachers, but did not provide evidence of a system to evaluate the instructional practices of the teachers in relation to meeting the needs of students in subgroups. The system provides for some analysis and feedback to further develop the system. **Assessment:** This area was scored as Meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the Charter Holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math. Data must demonstrate improvement as compared to prior years.

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2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*	**I**	**S**		**Curriculum:** This area was scored as Meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with ACCR Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of an effective improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into

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2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*	**I**	**S**		**Curriculum:** This area was scored as Meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with ACCR Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of an effective improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of ACCR Standards into instruction and evaluate the instructional practices of the teachers, but did not provide evidence of a system to evaluate the instructional practices of the teachers in relation to meeting the needs of students in subgroups. The system provides for some analysis and feedback to further develop the system. **Assessment:** This area was scored as Meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the Charter Holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process

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2c. Subgroup Comparison *(2b. for Alternative)* Students with	**I**	**S**		**Curriculum:** This area was scored as Meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with ACCR Standards with clearly defined and measurable

disabilities *Math*				implementation across the school. **Instruction:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of an effective improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of ACCR Standards into instruction and evaluate the instructional practices of the teachers, but did not provide evidence of a system to evaluate the instructional practices of the teachers in relation to meeting the needs of students in subgroups. The system provides for some analysis and feedback to further develop the system. **Assessment:** This area was scored as Meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the Charter Holder provided evidence of an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The professional development described lacks a process for implementing new procedures and processes at the school. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math. Data must demonstrate improvement as compared to prior years.
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*	**I**	**S**		**Curriculum:** This area was scored as Meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with ACCR Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of an effective improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of ACCR Standards into instruction and evaluate the instructional practices of the teachers, but did not provide evidence of a system to evaluate the instructional practices of the teachers in relation to meeting the needs of students in subgroups. The system provides for some

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3a. A-F Letter Grade State Accountability System	**I**	**S**		**Curriculum:** This area was scored as Meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with ACCR Standards with clearly defined and measurable implementation across the school. **Instruction:** This area was scored as Approaches. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of an effective improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of ACCR Standards into instruction and evaluate the instructional practices of the teachers, but did not provide evidence of a system to evaluate the instructional practices of the teachers in relation to meeting the needs of students in subgroups. The system provides for some analysis and feedback to further develop the system. **Assessment:** This area was scored as Meets. Through the Demonstration of Sufficient Progress process the charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. **Professional Development:** This area was scored as Approaches. Through the Demonstration of

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