Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: StarShine Academy
School Name: StarShine Academy
Date Submitted: November 27, 2013

Required for: Expansion - Enrollment Cap

Initial Evaluation Completed: January 10, 2014
Final Evaluation Completed: February 5, 2014

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*		**I/S**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum aligned with Arizona's College and Career Ready Standards. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Math, and no data or analysis was provided. **At the site visit, documentation was not provided to demonstrate a system for creating, implementing, evaluating and revising a curriculum that increased student growth in math.** **Instruction:** The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction, and no data or analysis was provided. **At the site visit, documentation was not provided to demonstrate a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of teachers.** **Assessment:** The narrative describes the school in the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and little data is included to demonstrate efforts to improve student achievement. The narrative provided did not demonstrate that the school implemented a system for monitoring and documenting increases in student growth in Math, and no data or analysis was provided. **After further review of documentation, the school did not provide evidence of a comprehensive assessment system based on clearly defined performance measures aligned with curriculum and instructional methodology**

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			Professional Development: The narrative describes an approach to professional development that is not comprehensive. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math, and no data or analysis was provided **At the site visit, documentation was not provided to demonstrate a comprehensive professional development plan.** **The school provided math benchmark data results from pre-test to benchmark 1 for this academic year but did not provide any analysis of the data**.
1a. Student Median Growth Percentile (SGP) *Reading*		**I/S**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum aligned with Arizona's College and Career Ready Standards. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Reading, and no data or analysis was provided. **At the site visit, documentation was not provided to demonstrate a system for creating, implementing, evaluating and revising a curriculum that increased student growth in reading.** **Instruction:** The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction, and no data or analysis was provided. **At the site visit, documentation was not provided to demonstrate a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of teachers.** **Assessment:** The narrative describes the school in the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and little data is included to demonstrate efforts to improve student achievement. The narrative provided did not demonstrate that the school implemented a system for monitoring and documenting increases in student growth in Reading, and no data or analysis was provided. **After further review of documentation, the school did not provide evidence of a comprehensive assessment system based on clearly defined performance measures**

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1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*		**I/S**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum aligned with Arizona's College and Career Ready Standards. The narrative 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, and no data or analysis was provided. **At the site visit, documentation was not provided to demonstrate a system for creating, implementing, evaluating and revising a curriculum that increased student growth for students with growth percentiles in the lowest 25% in math.** **Instruction:** The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College Career Ready Standards into instruction, and no data or analysis was provided. **At the site visit, documentation was not provided to demonstrate a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of teachers.** **Assessment:** The narrative describes the school in the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and little data is included to demonstrate efforts to improve student achievement. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth for students with growth

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1b. Student Median Growth Percentile (SGP) Bottom 25% *Reading*		**I/S**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum aligned with Arizona's College and Career Ready Standards. The narrative 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, and no data or analysis was provided. **At the site visit, documentation was not provided to demonstrate a system for creating, implementing, evaluating and revising a curriculum that increased student growth for students with growth percentiles in the lowest 25% in reading.** **Instruction:** The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College Career Ready Standards into instruction, and no data or analysis was provided. **At the site visit, documentation was not provided to demonstrate a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of teachers.** **Assessment:** The narrative describes the school in the beginning stages of developing

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1b. Improvement (*Alternative High Schools only*) *Math*		**I/S**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum aligned with Arizona's College and Career Ready Standards. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student performance of non-proficient students in Math, and no data or analysis was provided. **At the site visit, documentation was not provided to demonstrate a system for creating, implementing, evaluating and revising a curriculum that increased student performance of non-proficient students in math.** **Instruction:** The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction, and no data or analysis was provided. **At the site visit, documentation was not provided to demonstrate a system to**

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			monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of teachers. **Assessment:** The narrative describes the school in the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and little data is included to demonstrate efforts to improve student achievement. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student performance in Math for non-proficient students, and no data or analysis was provided. **After further review of documentation, the school did not provide evidence of a comprehensive assessment system based on clearly defined performance measures aligned with curriculum and instructional methodology.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student performance of non-proficient students in Math, and no data or analysis was provided. **At the site visit, documentation was not provided to demonstrate a comprehensive professional development plan.** **The school provided math benchmark data results from pre-test to benchmark 1 for this academic year but did not provide any analysis of the data**
1b. Improvement (*Alternative High Schools only*) *Reading*		**I/S**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum aligned with Arizona's College and Career Ready Standards. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student performance of non-proficient students in Reading, and no data or analysis was provided. **At the site visit, documentation was not provided to demonstrate a system for creating, implementing, evaluating and revising a curriculum that increased student performance on non-proficient students in reading.** **Instruction:** The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The narrative provided did not demonstrate

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2a. Percent Passing *Math*		**I/S**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum aligned with Arizona's College and Career Ready Standards. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math, and limited data and analysis was provided. **At the site visit, documentation was not provided to demonstrate a system for creating, implementing, evaluating and revising a curriculum that increased student proficiency in math.**

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2a. Percent Passing *Reading*		**I/S**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum aligned with Arizona's College and Career Ready Standards. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Reading, and limited data and analysis was provided. **At the site visit, documentation was not provided to demonstrate a system for creating, implementing, evaluating and revising a curriculum that increased student proficiency in reading.**

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2b. Subgroup Comparison FRL *Math*		**I/S**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum aligned with Arizona's College and Career Ready Standards. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Math for FRL students and limited data and analysis was provided. **At the site visit, documentation was not provided to demonstrate a system for creating, implementing, evaluating and revising a curriculum that increased student**

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			proficiency in math for FRL students. **Instruction:** The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Standards into instruction, and limited data and analysis was provided. **At the site visit, documentation was not provided to demonstrate a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of teachers.** **Assessment:** The narrative describes an assessment approach that is not comprehensive nor aligned with curriculum and instructional practices. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Math for FRL students, and limited data and analysis was provided. **After further review of documentation, the school did not provide evidence of a comprehensive assessment system based on clearly defined performance measures aligned with curriculum and instructional methodology.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for FRL students, and limited data and analysis was provided. **At the site visit, documentation was not provided to demonstrate a comprehensive professional development plan.** **The school provided math benchmark data results from pre-test to benchmark 1 for this academic year but did not provide any analysis of the data**
2b. Subgroup Comparison FRL *Reading*		**I/S**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum aligned with Arizona's College and Career Ready Standards. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Reading for FRL students and limited data and analysis was provided.

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			At the site visit, documentation was not provided to demonstrate a system for creating, implementing, evaluating and revising a curriculum that increased student proficiency in reading for FRL students. **Instruction:** The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the Arizona's College and Career Standards into instruction, and limited data and analysis was provided. **At the site visit, documentation was not provided to demonstrate a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of teachers.** **Assessment:** The narrative describes an assessment approach that is not comprehensive nor aligned with curriculum and instructional practices. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Reading for FRL students, and limited data and analysis was provided. **After further review of documentation, the school did not provide evidence of a comprehensive assessment system based on clearly defined performance measures aligned with curriculum and instructional methodology.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for FRL students, and limited data and analysis was provided. **At the site visit, documentation was not provided to demonstrate a comprehensive professional development plan.** **The school provided reading benchmark data results from pre-test to benchmark 1 for this academic year but did not provide any analysis of the data**

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2b. Subgroup Comparison Students with disabilities *Math*		**I/S**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum aligned with Arizona's College and Career Ready Standards. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Math for students with disabilities, and limited data and analysis was provided. **At the site visit, documentation was not provided to demonstrate a system for creating, implementing, evaluating and revising a curriculum that increased student proficiency in math for students with disabilities.** **Instruction:** The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction, and limited data and analysis was provided. **At the site visit, documentation was not provided to demonstrate a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of teachers.** **Assessment:** The narrative describes an assessment approach that is not comprehensive nor aligned with curriculum and instructional practices. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Math for students with disabilities, and limited data and analysis was provided. **After further review of documentation, the school did not provide evidence of a comprehensive assessment system based on clearly defined performance measures aligned with curriculum and instructional methodology.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for students with disabilities, and limited data and analysis was provided. **At the site visit, documentation was not provided to demonstrate a comprehensive professional development plan.**

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			The school provided math benchmark data results for the pretest for this academic year but did not provide any analysis of the data.
2b. Subgroup Comparison Students with disabilities *Reading*		**I/S**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum aligned with Arizona's College and Career Ready Standards. The narrative provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Reading for students with disabilities, and limited data and analysis was provided. **At the site visit, documentation was not provided to demonstrate a system for creating, implementing, evaluating and revising a curriculum that increased student proficiency in reading for students with disabilities.** **Instruction:** The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction, and limited data and analysis was provided. **At the site visit, documentation was not provided to demonstrate a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of teachers.** **Assessment:** The narrative describes an assessment approach that is not comprehensive nor aligned with curriculum and instructional practices. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Reading for students with disabilities, and limited data and analysis was provided. **After further review of documentation, the school did not provide evidence of a comprehensive assessment system based on clearly defined performance measures aligned with curriculum and instructional methodology.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to

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3a. A-F Letter Grade State Accountability System		**I/S**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum aligned with Arizona's College and Career Ready Standards. **At the site visit, documentation was not provided to demonstrate a system for creating, implementing, evaluating and revising a curriculum that increased student proficiency in reading and math.** **Instruction:** The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of the teachers. **At the site visit, documentation was not provided to demonstrate a system to monitor the integration of Arizona's College and Career Ready Standards into instruction and evaluate the instructional practices of teachers.** **Assessment:** The narrative describes an assessment approach that is not comprehensive nor aligned with curriculum and instructional practices. **After further review of documentation, the school did not provide evidence of a comprehensive assessment system based on clearly defined performance measures aligned with curriculum and instructional methodology.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive. The narrative provided did not demonstrate that the school is increasing student growth and proficiency or meeting targets as described in the A-F Letter Grade Model, and limited data and analysis was provided. **At the site visit, documentation was not provided to demonstrate a comprehensive professional development plan.** **The school provided reading and math benchmark data results from pre-test to benchmark 1 for this academic year but did not provide any analysis of the data.**