# Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: PACE Preparatory Academy
School Name: PACE Preparatory Academy (79108)
Date Submitted: 5/6/2013

Required for: Review - Annual Report

Evaluation Completed: 8/1/13; 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)**<br>*Math* | **S** | **I** | **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit documentation was reviewed, including standards checklists, data review team meeting minutes, and formal teacher evaluations that demonstrated implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction.**<br><br>**Professional Development:** The narrative describes an approach that lacks follow-up and monitoring strategies or a process for implementing new procedures and processes or 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. **At the site visit limited documentation of professional development was provided.**<br><br>Limited data provided. **At the site visit additional data, including Galileo and A+ reports, were reviewed that demonstrated increased student growth in Math.** |

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| **1a. Student Median Growth Percentile (SGP)**<br>*Reading* | **S** | **I** | **Instruction** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit documentation was reviewed, including standards checklists, data review team meeting minutes, and formal teacher evaluations that demonstrated implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction.**<br><br>**Professional Development:** The narrative describes an approach that lacks follow-up and monitoring strategies or a process for implementing new procedures and processes or 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. **At the site visit limited documentation of professional development was provided.**<br><br>Limited data provided. **At the site visit additional data, including Galileo and A+ reports, were reviewed that demonstrated increased student growth in Reading** |
| **1b. Student Median Growth Percentile (SGP) Bottom 25%**<br>*Math* | **S** | **I** | **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit documentation was reviewed, including standards checklists, data review team meeting minutes, and formal teacher evaluations that demonstrated implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction.**<br><br>**Professional Development:** The narrative describes an approach that lacks follow-up and monitoring strategies or a process for implementing new procedures and processes or 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. **At the site visit limited documentation of professional development was provided.**<br><br>Limited data provided. **At the site visit additional data, including Galileo and A+ reports, were reviewed that demonstrated student growth in Math for students with growth percentiles in the lowest 25% in Math.** |

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| **1b. Student Median Growth Percentile (SGP) Bottom 25%**<br>*Reading* | **S** | **I** | **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit documentation was reviewed, including standards checklists, data review team meeting minutes, and formal teacher evaluations that demonstrated implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction.**<br><br>**Professional Development:** The narrative describes an approach that lacks follow-up and monitoring strategies or a process for implementing new procedures and processes or 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. **At the site visit limited documentation of professional development was provided.**<br><br>Limited data provided. **At the site visit additional data, including Galileo and A+ reports, were reviewed that demonstrated improved student growth for students with growth percentiles in the lowest 25% in Reading.** |
| **2a. Percent Passing**<br>*Math* | **S** | **I** | **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit documentation was reviewed, including standards checklists, data review team meeting minutes, and formal teacher evaluations that demonstrated implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction.**<br><br>**Professional Development:** The narrative describes an approach that lacks follow-up and monitoring strategies or a process for implementing new procedures and processes or 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. **At the site visit limited documentation of professional development was provided.**<br><br>Limited data provided. **At the site visit additional data, including Galileo and A+ reports, were reviewed that demonstrated improved student proficiency in Math.** |

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| **2b. Composite School Comparison**<br>(*Traditional and Small Schools only*)<br>*Math* | **S** | **I** | **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit documentation was reviewed, including standards checklists, data review team meeting minutes, and formal teacher evaluations that demonstrated implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction.**<br><br>**Professional Development:** The narrative describes an approach that lacks follow-up and monitoring strategies or a process for implementing new procedures and processes or 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. **At the site visit limited documentation of professional development was provided.**<br><br>Limited data provided. **At the site visit additional data, including Galileo and A+ reports, were reviewed that demonstrated improved student proficiency in Math for ELL students, FRL students, and students with disabilities.** |

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| **2b. Composite School Comparison**<br>(*Traditional and Small Schools only*)<br>*Reading* | **S** | **I** | **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit documentation was reviewed, including standards checklists, data review team meeting minutes, and formal teacher evaluations that demonstrated implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction.**<br><br>**Professional Development:** The narrative describes an approach that lacks follow-up and monitoring strategies or a process for implementing new procedures and processes or 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. **At the site visit limited documentation of professional development was provided.**<br><br>Limited data provided. **At the site visit additional data, including Galileo and A+ reports, were reviewed that demonstrated improved student proficiency in Reading for ELL students, FRL students, and students with disabilities.** |
| **2c. Subgroup Comparison**<br>*(2b. for Alternative)*<br>ELL<br>*Math* | **I/S** | | |
| **2c. Subgroup Comparison**<br>*(2b. for Alternative)*<br>ELL<br>*Reading* | **I/S** | | |

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| **2c. Subgroup Comparison**<br>*(2b. for Alternative)*<br>FRL<br>*Math* | **S** | **I** | **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit documentation was reviewed, including standards checklists, data review team meeting minutes, and formal teacher evaluations that demonstrated implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction.**<br><br>**Professional Development:** The narrative describes an approach that lacks follow-up and monitoring strategies or a process for implementing new procedures and processes or 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. **At the site visit limited documentation of professional development was provided.**<br><br>Limited data provided. **At the site visit additional data, including Galileo and A+ reports, were reviewed that demonstrated improved student proficiency in Math for FRL students.** |
| **2c. Subgroup Comparison**<br>*(2b. for Alternative)*<br>FRL<br>*Reading* | **S** | **I** | **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit documentation was reviewed, including standards checklists, data review team meeting minutes, and formal teacher evaluations that demonstrated implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction.**<br><br>**Professional Development:** The narrative describes an approach that lacks follow-up and monitoring strategies or a process for implementing new procedures and processes or 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. **At the site visit limited documentation of professional development was provided.**<br><br>Limited data provided. **At the site visit additional data, including Galileo and A+ reports, were reviewed that demonstrated improved student proficiency in Reading for FRL students.** |

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| **2c. Subgroup Comparison**<br>*(2b. for Alternative)*<br>Students with disabilities<br>*Math* | **S** | **I** | **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit documentation was reviewed, including standards checklists, data review team meeting minutes, and formal teacher evaluations that demonstrated implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction.**<br><br>**Professional Development:** The narrative describes an approach that lacks follow-up and monitoring strategies or a process for implementing new procedures and processes or 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. **At the site visit limited documentation of professional development was provided.**<br><br>Limited data provided. **At the site visit additional data, including Galileo and A+ reports, were reviewed that demonstrated improved student proficiency in Math for students with disabilities.** |
| **2c. Subgroup Comparison**<br>*(2b. for Alternative)*<br>Students with disabilities<br>*Reading* | **S** | **I** | **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit documentation was reviewed, including standards checklists, data review team meeting minutes, and formal teacher evaluations that demonstrated implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction.**<br><br>**Professional Development:** The narrative describes an approach that lacks follow-up and monitoring strategies or a process for implementing new procedures and processes or 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 students with disabilities. **At the site visit limited documentation of professional development was provided.**<br><br>Limited data provided. **At the site visit additional data, including Galileo and A+ reports, were reviewed that demonstrated improved student proficiency in Reading for students with disabilities.** |

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| **3a. A-F Letter Grade State Accountability System** | **I/S** | | |
| **4a. High School Graduation Rate** ***(Traditional and Small Schools)*** | **I/S** | | |

# Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: PACE Preparatory Academy
School Name: PACE Preparatory Academy (80437)
Date Submitted: 5/6/2013

Required for: Review - Annual Report

Evaluation Completed: 8/1/2013; 8/15/13

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

| Measure | Acceptable | Not Acceptable | Comments |
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| **1a. Student Median Growth Percentile (SGP)**<br>*Math* | **S** | **I** | **Instruction:** The narrative does not describe a system for monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit documentation was reviewed, including standards checklists, data review team meeting minutes, and formal teacher evaluations that demonstrated implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction.**<br><br>**Professional Development:** The narrative describes an approach that lacks follow-up and monitoring strategies or a process for implementing new procedures and processes or 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. **At the site visit limited documentation of professional development was provided.**<br><br>Limited data provided. **At the site visit additional data, including Galileo and A+ reports, were reviewed that demonstrated increased student growth in Math.** |

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| **1b. Student Median Growth Percentile (SGP) Bottom 25%**<br>*Math* | **S** | **I** | **Instruction:** The narrative does not describe a system for monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit documentation was reviewed, including standards checklists, data review team meeting minutes, and formal teacher evaluations that demonstrated implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction.**<br><br>**Professional Development:** The narrative describes an approach that lacks follow-up and monitoring strategies or a process for implementing new procedures and processes or 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. **At the site visit limited documentation of professional development was provided.**<br><br>Limited data provided. **At the site visit additional data, including Galileo and A+ reports, were reviewed that demonstrated student growth in Math for students with growth percentiles in the lowest 25% in Math.** |

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| **2c. Subgroup Comparison**<br>*(2b. for Alternative)*<br>ELL<br>*Math* | **I/S** | | |
| **2c. Subgroup Comparison**<br>*(2b. for Alternative)*<br>ELL<br>*Reading* | **I/S** | | |

| Measure | Acceptable | Not Acceptable | Comments |
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| **2c. Subgroup Comparison**<br>*(2b. for Alternative)*<br>Students with disabilities<br>*Math* | **S** | **I** | **Instruction:** The narrative does not describe a system for monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit documentation was reviewed, including standards checklists, data review team meeting minutes, and formal teacher evaluations that demonstrated implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction.**<br><br>**Professional Development:** The narrative describes an approach that lacks follow-up and monitoring strategies or a process for implementing new procedures and processes or 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. **At the site visit limited documentation of professional development was provided.**<br><br>Limited data provided. **At the site visit additional data, including Galileo and A+ reports, were reviewed that demonstrated improved student proficiency in Math for students with disabilities.** |
| **2c. Subgroup Comparison**<br>*(2b. for Alternative)*<br>Students with disabilities<br>*Reading* | **S** | **I** | **Instruction:** The narrative does not describe a system for monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit documentation was reviewed, including standards checklists, data review team meeting minutes, and formal teacher evaluations that demonstrated implementation of a plan for monitoring the integration of the AZ Academic Standards into instruction.**<br><br>**Professional Development:** The narrative describes an approach that lacks follow-up and monitoring strategies or a process for implementing new procedures and processes or 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 students with disabilities. **At the site visit limited documentation of professional development was provided.**<br><br>Limited data provided. **At the site visit additional data, including Galileo and A+ reports, were reviewed that demonstrated improved student proficiency in Reading for students with disabilities.** |

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| **3a. A-F Letter Grade State Accountability System** | **I/S** | | |
| **4a. High School Graduation Rate** ***(Traditional and Small Schools)*** | **I/S** | | |