Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Painted Desert Demonstration Projects, Inc. Required for: Review - Annual Report
School Name: STAR Charter School
Date Submitted: March 26, 2013 Evaluation Completed: May 13, 2013; May 23, 2013

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) *Reading*	**S**	**I**	**Curriculum:** The narrative does not describe a school curriculum aligned with the Arizona State Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Reading. **At the site visit, evidence of a curriculum aligned with the Arizona State Standards that contributes to increased student growth in Reading was demonstrated.** **Assessment:** The narrative describes an assessment approach that is not comprehensive nor aligned with the curriculum. The narrative and data provided did not demonstrate that the school implemented a system for monitoring and documenting increases in student growth in Reading. **At the site visit, an assessment system aligned with AZ Academic Standards was demonstrated that included documentation on data and data analysis for monitoring and documenting increases in student growth in Reading.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. 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, a professional development plan that contributed to increased student growth in Reading was demonstrated, that included professional development based on teacher evaluations, teacher reflections, and teacher effectiveness.**

Measure	Acceptable	Not Acceptable	Comments
1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*	**S**	**I**	**Curriculum:** The narrative does not describe a school curriculum aligned with the Arizona State Standards. The narrative and data 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. **At the site visit, evidence of a curriculum aligned with the Arizona State Standards that contributes to increased student growth in Math for the bottom 25% was demonstrated.** **Assessment:** The narrative describes an assessment approach that is not comprehensive nor aligned with the curriculum. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth for students with growth percentiles in the lowest 25% in Math. **At the site visit, an assessment system, including intervention practices, aligned with AZ Academic Standards was demonstrated that included documentation on data and data analysis for monitoring and documenting increases in student growth for the bottom 25% in Math.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. 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, a professional development plan that contributed to increased student growth in Math for the bottom 25% was demonstrated, that included professional development based on teacher evaluations, teacher reflections, and teacher effectiveness.**

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1b. Student Median Growth Percentile (SGP) Bottom 25% *Reading*	**S**	**I**	**Curriculum:** The narrative does not describe a school curriculum aligned with the Arizona State Standards. The narrative and data 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. **At the site visit, evidence of a curriculum aligned with the Arizona State Standards that contributes to increased student growth in Reading for the bottom 25% was demonstrated.** **Assessment:** The narrative describes an assessment approach that is not comprehensive nor aligned with the curriculum. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth for students with growth percentiles in the lowest 25% in Reading. **At the site visit, an assessment system, including intervention practices, aligned with AZ Academic Standards was demonstrated that included documentation on data and data analysis for monitoring and documenting increases in student growth for the bottom 25% in Reading.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. 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, a professional development plan that contributed to increased student growth in Reading for the bottom 25% was demonstrated, that included professional development based on teacher evaluations, teacher reflections, and teacher effectiveness.**

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2a. Percent Passing *Math*	**S**	**I**	**Curriculum:** The narrative does not describe a school curriculum aligned with the Arizona State Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math. **At the site visit, evidence of a curriculum aligned with the Arizona State Standards that contributes to increased student proficiency in Math was demonstrated.** **Assessment:** The narrative describes an assessment approach that is not comprehensive nor aligned with the curriculum. 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, an assessment system aligned with AZ Academic Standards was demonstrated that included documentation on data and data analysis for monitoring and documenting increases in student proficiency in Math.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. 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, a professional development plan that contributed to increased student proficiency in Math was demonstrated, that included professional development based on teacher evaluations, teacher reflections, and teacher effectiveness.**

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2a. Percent Passing *Reading*	**S**	**I**	**Curriculum:** The narrative does not describe a school curriculum aligned with the Arizona State Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Reading. **At the site visit, evidence of a curriculum aligned with the Arizona State Standards that contributes to increased student proficiency in Reading was demonstrated.** **Assessment:** The narrative describes an assessment approach that is not comprehensive nor aligned with the curriculum. 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, an assessment system aligned with AZ Academic Standards was demonstrated that included documentation on data and data analysis for monitoring and documenting increases in student proficiency in Reading.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading. **At the site visit, a professional development plan that contributed to increased student proficiency in Reading was demonstrated, that included professional development based on teacher evaluations, teacher reflections, and teacher effectiveness.**

Measure	Acceptable	Not Acceptable	Comments
2b. Composite School Comparison (*Traditional and Small Schools only*) *Math*	**S**	**I**	**Curriculum:** The narrative does not describe a school curriculum aligned with the Arizona State Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Math for ELL students, FRL students, and students with disabilities. **At the site visit, evidence of a curriculum aligned with the Arizona State Standards that contributes to increased student proficiency in Math for ELL students, FRL students, and students with disabilities was demonstrated.** **Instruction:** The narrative describes an approach to monitor the integration of Arizona Standards into instruction and evaluate the instructional practices of the teachers. 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. **Documentation provided on the site visit, as well as the additional documentation provided within the 48 hour grace period demonstrated a plan for monitoring the integration of the AZ Academic Standards into instruction for grades K-3. However, documentation provided on the site visit did not demonstrate a comprehensive system for monitoring the integration of the AZ Academic Standards for grades 4-8.** **Assessment:** The narrative describes an assessment approach that is not comprehensive nor aligned with the curriculum. 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, an assessment system, including intervention practices, aligned with AZ Academic Standards was demonstrated that included documentation on data and data analysis for monitoring and documenting increases in student proficiency in Math for ELL students, FRL students, and students with disabilities.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. 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, a professional development plan that contributed to increased student proficiency in Math for ELL students, FRL students, and students with disabilities was demonstrated, that included professional development based on teacher evaluations, teacher reflections, and teacher effectiveness.**

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2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*	**S**	**I**	**Curriculum:** The narrative does not describe a school curriculum aligned with the Arizona State Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Math for ELL students. **At the site visit, evidence of a curriculum aligned with the Arizona State Standards that contributes to increased student proficiency in Math for ELL students was demonstrated.** **Assessment:** The narrative describes an assessment approach that is not comprehensive nor aligned with the curriculum. 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. **At the site visit, an assessment system, including intervention practices, aligned with AZ Academic Standards was demonstrated that included documentation on data and data analysis for monitoring and documenting increases in student proficiency in Math for ELL students.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. 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. **At the site visit, a professional development plan that contributed to increased student proficiency in Math for ELL students that included professional development based on teacher evaluations, teacher reflections, and teacher effectiveness.**

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2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*	**S**	**I**	**Curriculum:** The narrative does not describe a school curriculum aligned with the Arizona State Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Reading for ELL students. **At the site visit, evidence of a curriculum aligned with the Arizona State Standards that contributes to increased student proficiency in Math for ELL students was demonstrated.** **Assessment:** The narrative describes an assessment approach that is not comprehensive nor aligned with the curriculum. 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. **At the site visit, an assessment system, including intervention practices, aligned with AZ Academic Standards was demonstrated that included documentation on data and data analysis for monitoring and documenting increases in student proficiency in Reading for ELL students.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. 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. **At the site visit, a professional development plan that contributed to increased student proficiency in Reading for ELL students was demonstrated, that included professional development based on teacher evaluations, teacher reflections, and teacher effectiveness.**

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2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*	**S**	**I**	**Curriculum:** The narrative does not describe a school curriculum aligned with the Arizona State Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Math for FRL students. **At the site visit, evidence of a curriculum aligned with the Arizona State Standards that contributes to increased student proficiency in Math for FRL students was demonstrated.** **Assessment:** The narrative describes an assessment approach that is not comprehensive nor aligned with the curriculum. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Math for FRL students. **At the site visit, an assessment system, including intervention practices, aligned with AZ Academic Standards was demonstrated that included documentation on data and data analysis for monitoring and documenting increases in student proficiency in Math for FRL students.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. 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, a professional development plan that contributed to increased student proficiency in Math for FRL students was demonstrated, that included professional development based on teacher evaluations, teacher reflections, and teacher effectiveness.**

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2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*	**S**	**I**	**Curriculum:** The narrative does not describe a school curriculum aligned with the Arizona State Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Reading for students with disabilities. **At the site visit, evidence of a curriculum aligned with the Arizona State Standards that contributes to increased student proficiency in Reading for FRL students was demonstrated.** **Assessment:** The narrative describes an assessment approach that is not comprehensive nor aligned with the curriculum. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Reading for FRL students. **At the site visit, an assessment system, including intervention practices, aligned with AZ Academic Standards was demonstrated that included documentation on data and data analysis for monitoring and documenting increases in student proficiency in Reading for FRL students.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. 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, a professional development plan that contributed to increased student proficiency in Reading for FRL students was demonstrated, that included professional development based on teacher evaluations, teacher reflections, and teacher effectiveness.**

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2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*	S	I	**Curriculum:** The narrative does not describe a school curriculum aligned with the Arizona State Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Math for students with disabilities. **At the site visit, evidence of a curriculum aligned with the Arizona State Standards that contributes to increased student proficiency in Math for students with disabilities was demonstrated.** **Instruction:** The narrative describes an approach to monitor the integration of Arizona Standards into instruction and evaluate the instructional practices of the teachers. 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. **Documentation provided on the site visit, as well as the additional documentation provided within the 48 hour grace period demonstrated a plan for monitoring the integration of the AZ Academic Standards into instruction for grades K-3. However, documentation provided on the site visit did not demonstrate a comprehensive system for monitoring the integration of the AZ Academic Standards for grades 4-8.** **Assessment:** The narrative describes an assessment approach that is not comprehensive nor aligned with the curriculum. The narrative and data 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, an assessment system, including intervention practices, aligned with AZ Academic Standards was demonstrated that included documentation on data and data analysis for monitoring and documenting increases in student proficiency in Math for students with disabilities.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. 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, a professional development plan that contributed to increased student proficiency in Math for students with disabilities was demonstrated, that included professional development based on teacher evaluations, teacher reflections, and teacher effectiveness.**

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2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*	S	I	**Curriculum:** The narrative does not describe a school curriculum aligned with the Arizona State Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Reading for students with disabilities. **At the site visit, evidence of a curriculum aligned with the Arizona State Standards that contributes to increased student proficiency in Reading for students with disabilities was demonstrated.** **Instruction:** The narrative describes an approach to monitor the integration of Arizona Standards into instruction and evaluate the instructional practices of the teachers. 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. **Documentation provided on the site visit, as well as the additional documentation provided within the 48 hour grace period demonstrated a plan for monitoring the integration of the AZ Academic Standards into instruction for grades K-3. However, documentation provided on the site visit did not demonstrate a comprehensive system for monitoring the integration of the AZ Academic Standards for grades 4-8.** **Assessment:** The narrative describes an assessment approach that is not comprehensive nor aligned with the curriculum. The narrative and data 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, an assessment system, including intervention practices, aligned with AZ Academic Standards was demonstrated that included documentation on data and data analysis for monitoring and documenting increases in student proficiency in Reading for students with disabilities.** **Professional Development:** The narrative describes an approach to professional development that is not comprehensive nor aligned with the curriculum and instructional practices. 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, a professional development plan that contributed to increased student proficiency in Reading for students with disabilities was demonstrated, that included professional development based on teacher evaluations, teacher reflections, and teacher effectiveness.**

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3a. A-F Letter Grade State Accountability System	**I/S**		