Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Sage Academy, Inc.
School Name: Sage Academy
Date Submitted: June 20, 2013
Required for: Expansion - New School Site

Initial Evaluation Completed: July 10, 2013
Final Evaluation Completed: August 5, 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) *Math*		**I/S**	**Curriculum: After further review of documentation, the school demonstrated a fragmented approach that lacks alignment with other school improvement efforts in instruction and assessment.** **Instruction:** The narrative describes an approach to monitor the integration of Arizona Standards into instruction. 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. **Based on review of documentation a plan for monitoring the integration of the AZ Academic Standards into instruction is in the beginning stages of monitoring and evaluating standards and instructional practices.** **Assessment:** The narrative describes an assessment approach that is not comprehensive. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth in Math. **After further review of documentation, the school is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures. The data included provided limited support for the narrative. Limited analysis was included to demonstrate efforts to improve student achievement.** **Professional Development: After further review of documentation, the professional development plan presented in the narrative did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math.**

Measure	Acceptable	Not Acceptable	Comments
1a. Student Median Growth Percentile (SGP) *Reading*		**I/S**	**Curriculum: After further review of documentation, the school demonstrated a fragmented approach that lacks alignment with other school improvement efforts in instruction and assessment.** **Instruction:** The narrative describes an approach to monitor the integration of Arizona Standards into instruction. 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. **Based on review of documentation a plan for monitoring the integration of the AZ Academic Standards into instruction is in the beginning stages of monitoring and evaluating standards and instructional practices.** **Assessment:** The narrative describes an assessment approach that is not comprehensive. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting increases in student growth in Reading. **After further review of documentation, the school is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures. The data included provided limited support for the narrative. Limited analysis was included to demonstrate efforts to improve student achievement.** **Professional Development: After further review of documentation, the professional development plan presented in the narrative did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading.**

Measure	Acceptable	Not Acceptable	Comments
1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*		**I/S**	**Curriculum: After further review of documentation, the school demonstrated a fragmented approach that lacks alignment with other school improvement efforts in instruction and assessment.** **Instruction:** The narrative describes an approach to monitor the integration of Arizona Standards into instruction. 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. **Based on review of documentation a plan for monitoring the integration of the AZ Academic Standards into instruction is in the beginning stages of monitoring and evaluating standards and instructional practices.** **Assessment:** The narrative describes an assessment approach that is not comprehensive. 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. **After further review of documentation, the school is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures. The data included provided limited support for the narrative. Limited analysis was included to demonstrate efforts to improve student achievement.** **Professional Development: After further review of documentation, the professional development plan presented in the narrative 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.**

Measure	Acceptable	Not Acceptable	Comments
1b. Student Median Growth Percentile (SGP) Bottom 25% *Reading*		**I/S**	**Curriculum: After further review of documentation, the school demonstrated a fragmented approach that lacks alignment with other school improvement efforts in instruction and assessment.** **Instruction:** The narrative describes an approach to monitor the integration of Arizona Standards into instruction. 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. **Based on review of documentation a plan for monitoring the integration of the AZ Academic Standards into instruction is in the beginning stages of monitoring and evaluating standards and instructional practices.** **Assessment:** The narrative describes an assessment approach that is not comprehensive. 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. **After further review of documentation, the school is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures. The data included provided limited support for the narrative. Limited analysis was included to demonstrate efforts to improve student achievement.** **Professional Development: After further review of documentation, the professional development plan presented in the narrative 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.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*		**I/S**	**Curriculum: After further review of documentation, the school demonstrated a fragmented approach that lacks alignment with other school improvement efforts in instruction and assessment.** **Instruction:** The narrative describes an approach to monitor the integration of Arizona Standards into instruction. 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. **Based on review of documentation a plan for monitoring the integration of the AZ Academic Standards into instruction is in the beginning stages of monitoring and evaluating standards and instructional practices.** **Assessment:** The narrative describes an assessment approach that is not comprehensive. 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. **After further review of documentation, the school is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures. The data included provided limited support for the narrative. Limited analysis was included to demonstrate efforts to improve student achievement.** **Professional Development: After further review of documentation, the professional development plan presented in the narrative did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency for ELL students in Math.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*		**I/S**	**Curriculum: After further review of documentation, the school demonstrated a fragmented approach that lacks alignment with other school improvement efforts in instruction and assessment.** **Instruction:** The narrative describes an approach to monitor the integration of Arizona Standards into instruction. 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. **Based on review of documentation a plan for monitoring the integration of the AZ Academic Standards into instruction is in the beginning stages of monitoring and evaluating standards and instructional practices.** **Assessment:** The narrative describes an assessment approach that is not comprehensive. 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. **After further review of documentation, the school is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures. The data included provided limited support for the narrative. Limited analysis was included to demonstrate efforts to improve student achievement.** **Professional Development: After further review of documentation, the professional development plan presented in the narrative did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency for ELL students in Reading.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*		**I/S**	**Curriculum: After further review of documentation, the school demonstrated a fragmented approach that lacks alignment with other school improvement efforts in instruction and assessment.** **Instruction:** The narrative describes an approach to monitor the integration of Arizona Standards into instruction. 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. **Based on review of documentation a plan for monitoring the integration of the AZ Academic Standards into instruction is in the beginning stages of monitoring and evaluating standards and instructional practices.** **Assessment:** The narrative describes an assessment approach that is not comprehensive. 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. **After further review of documentation, the school is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures. The data included provided limited support for the narrative. Limited analysis was included to demonstrate efforts to improve student achievement.** **Professional Development: After further review of documentation, the professional development plan presented in the narrative did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency for students with disabilities in Reading.**

Measure	Acceptable	Not Acceptable	Comments
3a. A-F Letter Grade State Accountability System		**I/S**	**Curriculum: After further review of documentation, the school demonstrated a fragmented approach that lacks alignment with other school improvement efforts in instruction and assessment.** **Instruction:** The narrative describes an approach to monitor the integration of Arizona Standards into instruction. The narrative did not describe a process for formal evaluations of teachers. **Based on review of documentation a plan for monitoring the integration of the AZ Academic Standards into instruction is in the beginning stages of monitoring and evaluating standards and instructional practices.** The narrative and data provided did not demonstrate that the school is increasing student growth and proficiency or meeting targets in Math as described in the A-F Letter Grade Model. **After further review of documentation, the school is at the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures. The data included provided limited support for the narrative. Limited analysis was included to demonstrate efforts to improve student achievement.** **Professional Development: After further review of documentation, the professional development plan presented in the narrative did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency or increased student growth for students in Math and Reading.**