Demonstration of Sufficient Progress Evidence Reviewed at Site Visit

Sage Academy, Inc.

The table below reflects materials/items referenced in the Demonstration of Sufficient Progress that were confirmed on site for **Sage Academy**

Evidence Requested	Reviewed at Site Visit
Curriculum maps	• **No reading maps for grades 1, 2, 3, 4, 7, and 8** • **No math maps for grades 3, 4, 5, 6, 7 and 8** • Writing and Math maps for grades 1, 2 • Writing maps for grades 3, 4 • Reading and Writing maps for grades 5, 6
Curriculum binders for each subject	• **No Math binders for grades 1, 2, 3, 4, 7 and 8** • **No English Language Arts binder for grade 2** • **English Language Arts binder for grades 7, 8 not addressing current standards** • Math binder for grades 5, 6; two units • Writing and Reading Comprehension teacher resource binder for grades 3, 4 • Teacher resources for ELA in grade 1
Attendance sheets and related documents for after-school tutoring	• **Charter holder did not keep records of tutoring attendance** • Class reports for Easy CBM- Math had the names of the students that would receive intervention written on the report
Areas of concern identified for students in after-school tutoring	• **No evidence presented**
Documentation for encouraging students to attend	• **No evidence presented**
Walk-through observations	• **No completed Walk-through observations provided** • Table of dates when teachers had an observation • Two sample notes to a teacher that was kept in the teacher's lesson plan book
Lesson plans, including those incorporating differentiated instruction	• **Full set of lesson plans for all grade levels in all subjects were not provided** • 1st grade lesson plans with activity for the day in all subjects: differentiation is not documented in lesson • 2nd grade, March 11, geometry lesson plan with some differentiation.
Documentation for monitoring curriculum alignment	• **No evidence presented**.
Documentation for inspecting lesson plans	• **No evidence presented**
Student data from Curriculum Based Measures	• Reports for easyCBM for math, use class list report, class progress graph for grades K-8 • DIBELS-Overall class list report for beginning, middle and end for grades K-4
Benchmark assessment data from textbook series for grades 5-8	• **No assessment data provided for grades 7-8** • Grade 6 completed test for one student • Teacher Dwight reading/math benchmarks pre and post assessments

Intervention plans	• **No evidence presented**
Teacher administered assessments	• Pre and-post assessment data for 7 teachers.
Student data from teacher administered assessments	• Student data from pre and post assessments for grades K-6 • 5-6th grade benchmark data, pre and post., • 1st grade, Kinder provided narrative of results, • 3rd and 4th and include writing prompts and 2nd grade
Student data tracking for RTI program	• **No evidence presented**
PD sign in sheets, agenda, and materials	• **No materials for PD provided** • Agenda and sign-in sheets for Math curriculum alignment 8/24/12 and Reading curriculum alignment 3/1/13.
Teacher documentation of evidence of student growth (student work samples, formative and summative assessments, and presentations)	• 2nd grade student portfolio • K portfolio has student report card that addresses archived standards
DIBELS student data for grades K-4	• Binder with class list reports for K-4 for beginning and end
Roster of students identified as "at-risk"	• Students identified on each class list report for the DIBELS and Easy CBM assessments
Student data for K-8 writing benchmark	• **Student data for all students was not provided** • Rubric for 6th grade, includes scores and for all four quarters.
Student portfolio to include writing benchmarks and progress monitoring	• Graph of results for grades 3-4. Leader described teachers using inconsistent rubrics throughout the year. Other teachers did not provide evidence of monitoring progress. • Reviewed student portfolios, with and without rubrics attached to writing assignments.
Standards Based report card	• **Student report cards do not reflect current state academic standards**

Staff requested further information regarding areas not addressed in the Demonstration of Sufficient Progress. The table below identifies whether or not those areas were determined to be sufficient.

Evidence Requested	Evidence Provided	Sufficient
Documentation of a plan for monitoring integration of Arizona Standards into instruction that contributes to increased growth for students with growth percentiles in the lowest 25% in Math and Reading	• Results of AIMS 2012 with lowest 25% identified. • K-4 DIBELS benchmark assessment results. • Leader stated that no baseline RTI levels were taken. • Leader stated that teachers developed learning goals for RTI students, but no system for monitoring goals was in place.	No
Documentation of a plan for monitoring integration of Arizona Standards into instruction that contributes to increased student proficiency in Math and Reading to expected performance levels as compared to similar schools	• None provided	
Documentation of a plan for monitoring integration of Arizona Standards into instruction that contributes to increasing student proficiency in Math and Reading for ELL students	• Leader stated that there were 3 FEP ELL students, but provided no documentation of monitoring.	No
Documentation of a plan for monitoring integration of Arizona Standards into instruction that contributes to increasing student proficiency in Math and Reading	• Leader stated that data of FRL students was not reviewed separately, and that FRL students made up 58% of the enrollment.	No

for FRL students		
Documentation of a plan for monitoring integration of Arizona Standards into instruction that contributes to increasing student proficiency in Math and Reading for ESS students	• Leader stated that most ESS students were in upper grades, so they did not have DIBELS assessments. ESS students in lower grades were tracked for growth using benchmark assessments.	No
Documentation of a comprehensive assessment system that contributes to increased student proficiency in Math and Reading to expected performance levels as compared to similar schools	• None provided	
Documentation of a comprehensive assessment system that contributes to increasing student proficiency in Math and Reading for ELL students	• Leader stated that there were 3 FEP ELL students, but provided no documentation of monitoring.	No
Documentation of a comprehensive assessment system that contributes to increasing student proficiency in Math and Reading for FRL students	• Leader stated that data of FRL students was not reviewed separately, and that FRL students made up 58% of the enrollment.	No
Documentation of a comprehensive assessment system that contributes to increasing student proficiency in Math and Reading for ESS students	• Leader stated that most ESS students were in upper grades, so they did not have DIBELS assessments. ESS students in lower grades were tracked for growth using benchmark assessments.	No