Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: The Odyssey Preparatory Academy, Inc.
School Name: The Odyssey Preparatory Academy (Buckeye)
Date Submitted: November 12, 2013

Required for: Expansion - Grade Level, Enrollment Cap
Initial Evaluation Completed: January 10, 2014
Final Evaluation Completed: January 28, 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*	**S**	**I**	**Curriculum:** Limited data and analysis is provided to demonstrate increased student growth in Math. **Instruction:** The narrative describes an approach to monitor the integration of Arizona's College and Career Ready Standards (AZCCRS) into instruction and evaluate the instructional practices of teachers which includes lesson plan reviews, data review teams, and standards-based assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of AZCCRS into instruction in Math, and limited data and analysis was provided. **At the site visit, documentation was provided that demonstrated a system to monitor the integration of AZCCRS into instruction and evaluate the instructional practices of teachers.** **Assessment:** Limited data and analysis is provided to demonstrate increases in student growth in Math. **Professional Development:** The narrative describes an approach to professional development. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math, and limited data and analysis was provided. **At the site visit, documentation was provided that demonstrated a comprehensive professional development plan.** **After further review of documentation at the site visit, data provided by the charter holder demonstrated increased student growth in Math.**

Measure	Acceptable	Not Acceptable	Comments
1a. Student Median Growth Percentile (SGP) *Reading*	**S**	**I**	**Curriculum:** No data or analysis is provided to demonstrate increased student growth in Reading. **Instruction:** The narrative describes an approach to monitor the integration of AZCCRS into instruction and evaluate the instructional practices of teachers which includes lesson plan reviews, data review teams, and standards-based assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of AZCCRS into instruction in Reading, and limited data and analysis was provided. **At the site visit, documentation was provided that demonstrated a system to monitor the integration of AZCCRS into instruction and evaluate the instructional practices of teachers.** **Assessment:** No data or analysis is provided to demonstrate increased student growth in Reading. **Professional Development:** The narrative describes an approach to professional development. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading, and limited data and analysis was provided. **At the site visit, documentation was provided that demonstrated a comprehensive professional development plan.** **After further review of documentation at the site visit, data provided by the charter holder demonstrated increased student growth in Reading.**

Measure	Acceptable	Not Acceptable	Comments
1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*	**S**	**I**	**Curriculum:** Limited data and analysis is provided to demonstrate 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 AZCCRS into instruction and evaluate the instructional practices of teachers which includes lesson plan reviews, data review teams, and standards-based assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of AZCCRS into instruction in Math, and limited data and analysis was provided. **At the site visit, documentation was provided that demonstrated a system to monitor the integration of AZCCRS into instruction and evaluate the instructional practices of teachers.** **Assessment:** Limited data and analysis is provided to demonstrate increased student growth for students with growth percentiles in the lowest 25% in Math. **Professional Development:** The narrative describes an approach to professional development. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased growth for students with growth percentiles in the lowest 25% in Math, and limited data and analysis was provided. **At the site visit, documentation was provided that demonstrated a comprehensive professional development plan.** **After further review of documentation at the site visit, data provided by the charter holder demonstrated increased student growth in Math for students with growth percentiles in the lowest 25%.**

Measure	Acceptable	Not Acceptable	Comments
1b. Student Median Growth Percentile (SGP) Bottom 25% *Reading*	**S**	**I**	**Curriculum:** Limited data and analysis is provided to demonstrate 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 AZCCRS into instruction and evaluate the instructional practices of teachers which includes lesson plan reviews, data review teams, and standards-based assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of AZCCRS into instruction in Reading, and limited data and analysis was provided. **At the site visit, documentation was provided that demonstrated a system to monitor the integration of AZCCRS into instruction and evaluate the instructional practices of teachers.** **Assessment:** Limited data and analysis is provided to demonstrate increased student growth for students with growth percentiles in the lowest 25%in Reading. **Professional Development:** The narrative describes an approach to professional development. The narrative 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, and limited data and analysis was provided. **At the site visit, documentation was provided that demonstrated a comprehensive professional development plan.** **After further review of documentation at the site visit, data provided by the charter holder demonstrated increased student growth in Reading for students with growth percentiles in the lowest 25%.**

Measure	Acceptable	Not Acceptable	Comments
2a. Percent Passing *Math*	**S**	**I**	**Curriculum:** Limited data and analysis is provided to demonstrate increased student proficiency in Math. **Instruction:** The narrative describes an approach to monitor the integration of AZCCRS into instruction and evaluate the instructional practices of teachers which includes lesson plan reviews, data review teams, and standards-based assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of AZCCRS into instruction in Math, and limited data and analysis was provided. **At the site visit, documentation was provided that demonstrated a system to monitor the integration of AZCCRS into instruction and evaluate the instructional practices of teachers.** **Assessment:** Limited data and analysis is provided to demonstrate increased student proficiency in Math. **Professional Development:** The narrative describes an approach to professional development. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math, and limited data and analysis was provided. **At the site visit, documentation was provided that demonstrated a comprehensive professional development plan.** **After further review of documentation at the site visit, data provided by the charter holder demonstrated increased student proficiency in Math.**

Measure	Acceptable	Not Acceptable	Comments
2b. Composite School Comparison (*Traditional and Small Schools only*) *Math*	**S**	**I**	**Curriculum:** Limited data and analysis is provided to demonstrate increased student proficiency in Math for ELL students, FRL students, and students with disabilities. **Instruction:** The narrative describes an approach to monitor the integration of AZCCRS into instruction and evaluate the instructional practices of teachers which includes lesson plan reviews, data review teams, and standards-based assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of AZCCRS into instruction in Math for ELL students, FRL students, and students with disabilities, and limited data and analysis was provided. **At the site visit, documentation was provided that demonstrated a system to monitor the integration of AZCCRS into instruction and evaluate the instructional practices of teachers.** **Assessment:** Limited data and analysis is provided to demonstrate increased student proficiency in Math for ELL students, FRL students, and students with disabilities. **Professional Development:** The narrative describes an approach to professional development. The narrative 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, and limited data and analysis was provided. **At the site visit, documentation was provided that demonstrated a comprehensive professional development plan.** **After further review of documentation at the site visit, data provided by the charter holder demonstrated increased student proficiency in Math for ELL students and students with disabilities. The narrative identified that the school does not track FRL students.**

Measure	Acceptable	Not Acceptable	Comments
2b. Composite School Comparison (*Traditional and Small Schools only*) *Reading*	**S**	**I**	**Curriculum:** Limited data and analysis is provided to demonstrate increased student proficiency in Reading for ELL students, FRL students, and students with disabilities. **Instruction:** The narrative describes an approach to monitor the integration of AZCCRS into instruction and evaluate the instructional practices of teachers which includes lesson plan reviews, data review teams, and standards-based assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of AZCCRS into instruction in Reading for ELL students, FRL students, and students with disabilities, and limited data and analysis was provided. **At the site visit, documentation was provided that demonstrated a system to monitor the integration of AZCCRS into instruction and evaluate the instructional practices of teachers.** **Assessment:** Limited data and analysis is provided to demonstrate increased student proficiency in Reading for ELL students, FRL students, and students with disabilities. **Professional Development:** The narrative describes an approach to professional development. The narrative 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, and limited data and analysis was provided. **At the site visit, documentation was provided that demonstrated a comprehensive professional development plan.** **After further review of documentation at the site visit, data provided by the charter holder demonstrated increased student proficiency in Reading for ELL students and students with disabilities. The narrative identified that the school currently serves no FRL students.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*	**S**	**I**	**Curriculum:** Limited data and analysis is provided to demonstrate increased student proficiency in Math for ELL students. **Instruction:** The narrative describes an approach to monitor the integration of AZCCRS into instruction and evaluate the instructional practices of teachers which includes lesson plan reviews, data review teams, and standards-based assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of AZCCRS into instruction in Math for ELL students, and limited data and analysis was provided. **At the site visit, documentation was provided that demonstrated a system to monitor the integration of AZCCRS into instruction and evaluate the instructional practices of teachers.** **Assessment:** Limited data and analysis is provided to demonstrate increased student proficiency in Math for ELL students. **Professional Development:** The narrative describes an approach to professional development. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for ELL students, and limited data and analysis was provided. **At the site visit, documentation was provided that demonstrated a comprehensive professional development plan.** **After further review of documentation at the site visit, data provided by the charter holder demonstrated increased student proficiency in Math for ELL students.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*	**S**	**I**	**Curriculum:** Limited data and analysis is provided to demonstrate increased student proficiency in Reading for ELL students. **Instruction:** The narrative describes an approach to monitor the integration of AZCCRS into instruction and evaluate the instructional practices of teachers which includes lesson plan reviews, data review teams, and standards-based assessments. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of AZCCRS into instruction in Reading for ELL students, and limited data and analysis was provided. **At the site visit, documentation was provided that demonstrated a system to monitor the integration of AZCCRS into instruction and evaluate the instructional practices of teachers.** **Assessment:** Limited data and analysis is provided to demonstrate increased student proficiency in Reading for ELL students. **Professional Development:** The narrative describes an approach to professional development. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for ELL students, and limited data and analysis was provided. **At the site visit, documentation was provided that demonstrated a comprehensive professional development plan.** **After further review of documentation at the site visit, data provided by the charter holder demonstrated increased student proficiency in Reading for ELL students.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*	**S**	**I**	**Instruction:** The narrative describes an approach to monitor the integration of AZCCRS into instruction and evaluate the instructional practices of teachers which includes lesson plan reviews, data review teams, and standards-based assessments. The narrative did not demonstrate that the school implemented a plan for monitoring the integration of AZCCRS into instruction in Math for FRL students. **At the site visit, documentation was provided that demonstrated a system to monitor the integration of AZCCRS into instruction and evaluate the instructional practices of teachers.** **Professional Development:** The narrative describes an approach to professional development. The narrative did not demonstrate that the school implemented a professional development plan that would contribute increased student proficiency in Math for FRL students. **At the site visit, documentation was provided that demonstrated a comprehensive professional development plan.** The narrative identified that the school currently serves no FRL students.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*	**S**	**I**	**Instruction:** The narrative describes an approach to monitor the integration of AZCCRS into instruction and evaluate the instructional practices of teachers which includes lesson plan reviews, data review teams, and standards-based assessments. The narrative did not demonstrate that the school implemented a plan for monitoring the integration of AZCCRS into instruction in Reading for FRL students. **At the site visit, documentation was provided that demonstrated a system to monitor the integration of AZCCRS into instruction and evaluate the instructional practices of teachers.** **Professional Development:** The narrative describes an approach to professional development. The narrative did not demonstrate that the school implemented a professional development plan that would contribute increased student proficiency in Reading for FRL students. **At the site visit, documentation was provided that demonstrated a comprehensive professional development plan.** The narrative identified that the school currently serves no FRL students.

Measure	Acceptable	Not Acceptable	Comments
3a. A-F Letter Grade State Accountability System	**S**	**I**	The narrative, data and analysis 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. **After further review of documentation at the site visit, data provided by the charter holder demonstrated increased student growth and proficiency in Math and Reading.**