Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Vechij Himdag Alternative School, Inc.
School Name: Vechij Himdag MashchamakuD
Date Submitted: 5/8/2013

Required for: Review - Annual Report

Evaluation Completed: 8/8/2013; 2/25/2014

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*		**I/S**	**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. **This area of the measure is scored Meets because, at the site visit, the charter holder did provide evidence of a system to monitor the integration of the standards into instruction and evaluate the instructional practices of the teachers including informal classroom observations with notes and feedback and formal teacher evaluations.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and has provided limited data to demonstrate student growth. The narrative and data provided did not demonstrate that the school implemented a system for monitoring and documenting increases in student growth in Math. **This area of the measure is scored Approaches because, at the site visit, although the charter holder did provide evidence of an assessment system based on clearly defined performance measures aligned with the curriculum, little evidence of data collection from multiple assessments and analysis of the data was provided.** **Professional Development:** The narrative describes the school is at the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math. **This area of the measure scored Meets because, at the site visit, the charter holder provided evidence of professional development for teachers, administrators and board members aligned with teacher learning needs which included training on implementing Arizona's College and Career Ready Standards, classroom coaching, and participation in the Aspiring Leaders program.**

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			Limited data for this measure was provided. **With the exception of a Math pre-test, no additional data was provided at the site visit and no data analysis was provided with the narrative or at the site visit to demonstrate improved student growth in Math.**
1a. Student Median Growth Percentile (SGP) *Reading*		**I/S**	**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. **This area of the measure is scored Meets because, at the site visit, the charter holder did provide evidence of a system to monitor the integration of the standards into instruction and evaluate the instructional practices of the teachers including informal classroom observations with notes and feedback and formal teacher evaluations.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and has provided limited data to demonstrate student growth. The narrative and data provided did not demonstrate that the school implemented a system for monitoring and documenting increases in student growth in Reading. **This area of the measure is scored Approaches because, at the site visit, although the charter holder did provide evidence of an assessment system based on clearly defined performance measures aligned with the curriculum, little evidence of data collection from multiple assessments and analysis of the data was provided.** **Professional Development:** The narrative describes the school is at the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading. **This area of the measure scored Meets because, at the site visit, the charter holder provided evidence of professional development for teachers, administrators and board members aligned with teacher learning needs which included training on implementing Arizona's College and Career Ready Standards, classroom coaching, and participation in the Aspiring Leaders program.** Limited data for this measure was provided. **With the exception of a Reading pre-test, no additional data was provided at the site visit and no data analysis was provided with the narrative or at the site visit to demonstrate improved student growth in Reading.**

Measure	Acceptable	Not Acceptable	Comments
1b. Improvement (*Alternative High Schools only*) *Math*		**I/S**	**Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **This area of the measure is scored Meets because, at the site visit, the charter holder did provide evidence of a system to monitor the integration of the standards into instruction and evaluate the instructional practices of the teachers including informal classroom observations with notes and feedback and formal teacher evaluations.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures and has not provided data that demonstrates increased student performance of non-proficient students in Math. The narrative provided did not demonstrate that the school implemented a system for monitoring and documenting increased student performance of non-proficient students in Math. **This area of the measure is scored Approaches because, at the site visit, although the charter holder did provide evidence of an assessment system based on clearly defined performance measures aligned with the curriculum, little evidence of data collection from multiple assessments and analysis of the data was provided.** **Professional Development:** The narrative describes the school is at the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student performance of non-proficient students in Math. **This area of the measure scored Meets because, at the site visit, the charter holder provided evidence of professional development for teachers, administrators and board members aligned with teacher learning needs which included training on implementing Arizona's College and Career Ready Standards, classroom coaching, and participation in the Aspiring Leaders program.** No data for this measure was provided. **With the exception of a Math pre-test, no additional data was provided at the site visit and no data analysis was provided with the narrative or at the site visit to demonstrate improvement of non-proficient student in Math.**

Measure	Acceptable	Not Acceptable	Comments
2a. Percent Passing *Math*		**I/S**	**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. **This area of the measure is scored Meets because, at the site visit, the charter holder did provide evidence of a system to monitor the integration of the standards into instruction and evaluate the instructional practices of the teachers including informal classroom observations with notes and feedback and formal teacher evaluations.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Math. **This area of the measure is scored Approaches because, at the site visit, although the charter holder did provide evidence of an assessment system based on clearly defined performance measures aligned with the curriculum, little evidence of data collection from multiple assessments and analysis of the data was provided.** **Professional Development:** The narrative describes the school is at the beginning stages of developing a professional development plan based on identified teacher learning needs. 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. **This area of the measure scored Meets because, at the site visit, the charter holder provided evidence of professional development for teachers, administrators and board members aligned with teacher learning needs which included training on implementing Arizona's College and Career Ready Standards, classroom coaching, and participation in the Aspiring Leaders program.** Limited data for this measure was provided. **With the exception of a Math pre-test, no additional data was provided at the site visit and no data analysis was provided with the narrative or at the site visit to demonstrate improved student proficiency in Math.**
2a. Percent Passing *Reading*		**I/S**	**Instruction:** The narrative describes the beginning stages 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. **This area of the measure is scored Meets because, at the site visit, the charter holder did provide evidence of a system to monitor the integration of the standards into instruction and evaluate the**

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			instructional practices of the teachers including informal classroom observations with notes and feedback and formal teacher evaluations. **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Reading. **This area of the measure is scored Approaches because, at the site visit, although the charter holder did provide evidence of an assessment system based on clearly defined performance measures aligned with the curriculum, little evidence of data collection from multiple assessments and analysis of the data was provided.** **Professional Development:** The narrative describes the school is at the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading. **This area of the measure scored Meets because, at the site visit, the charter holder provided evidence of professional development for teachers, administrators and board members aligned with teacher learning needs which included training on implementing Arizona's College and Career Ready Standards, classroom coaching, and participation in the Aspiring Leaders program.** **With the exception of a Reading pre-test, no additional data was provided at the site visit and no data analysis was provided with the narrative or at the site visit to demonstrate improved student proficiency in Reading.**
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*	**I**		
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*	**I**		

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*		**I/S**	**Instruction:** The narrative describes the beginning stages 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. **This area of the measure is scored Meets because, at the site visit, the charter holder did provide evidence of a system to monitor the integration of the standards into instruction and evaluate the instructional practices of the teachers including informal classroom observations with notes and feedback and formal teacher evaluations.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures. 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. **This area of the measure is scored Approaches because, at the site visit, although the charter holder did provide evidence of an assessment system based on clearly defined performance measures aligned with the curriculum, little evidence of data collection from multiple assessments and analysis of the data was provided.** **Professional Development:** The narrative describes the school is at the beginning stages of developing a professional development plan based on identified teacher learning needs. 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. **This area of the measure scored Meets because, at the site visit, the charter holder provided evidence of professional development for teachers, administrators and board members aligned with teacher learning needs which included training on implementing Arizona's College and Career Ready Standards, classroom coaching, and participation in the Aspiring Leaders program.** Limited data provided. **With the exception of a Math pre-test, no additional data was provided at the site visit and no data analysis was provided with the narrative or at the site visit to demonstrate improved student proficiency for FRL students in Math.**

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2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*		I	**Instruction:** The narrative describes the beginning stages 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. **This area of the measure is scored Meets because, at the site visit, the charter holder did provide evidence of a system to monitor the integration of the standards into instruction and evaluate the instructional practices of the teachers including informal classroom observations with notes and feedback and formal teacher evaluations.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures. 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. **This area of the measure is scored Approaches because, at the site visit, although the charter holder did provide evidence of an assessment system based on clearly defined performance measures aligned with the curriculum, little evidence of data collection from multiple assessments and analysis of the data was provided.** **Professional Development:** The narrative describes the school is at the beginning stages of developing a professional development plan based on identified teacher learning needs. 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. **This area of the measure scored Meets because, at the site visit, the charter holder provided evidence of professional development for teachers, administrators and board members aligned with teacher learning needs which included training on implementing Arizona's College and Career Ready Standards, classroom coaching, and participation in the Aspiring Leaders program.** Limited data provided. **With the exception of a Reading pre-test, no additional data was provided at the site visit and no data analysis was provided with the narrative or at the site visit to demonstrate proficiency for FRL students in Reading.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*		**I/S**	**Instruction:** The narrative describes the beginning stages monitoring and evaluating standards and instructional practices. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **This area of the measure is scored Meets because, at the site visit, the charter holder did provide evidence of a system to monitor the integration of the standards into instruction and evaluate the instructional practices of the teachers including informal classroom observations with notes and feedback and formal teacher evaluations.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Math for students with disabilities. **This area of the measure is scored Approaches because, at the site visit, although the charter holder did provide evidence of an assessment system based on clearly defined performance measures aligned with the curriculum, little evidence of data collection from multiple assessments and analysis of the data was provided.** **Professional Development:** The narrative describes the school is at the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math for students with disabilities. **This area of the measure scored Meets because, at the site visit, the charter holder provided evidence of professional development for teachers, administrators and board members aligned with teacher learning needs which included training on implementing Arizona's College and Career Ready Standards, classroom coaching, and participation in the Aspiring Leaders program.** No data for this measure was provided. **With the exception of a Math pre-test, no additional data was provided at the site visit and no data analysis was provided with the narrative or at the site visit to demonstrate improved proficiency in Math for students with disabilities.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*		**I/S**	**Instruction:** The narrative describes the beginning stages monitoring and evaluating standards and instructional practices. The narrative provided did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **This area of the measure is scored Meets because, at the site visit, the charter holder did provide evidence of a system to monitor the integration of the standards into instruction and evaluate the instructional practices of the teachers including informal classroom observations with notes and feedback and formal teacher evaluations.** **Assessment:** The narrative describes the beginning stages of developing a comprehensive assessment system based on clearly defined performance measures. The narrative provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Reading for students with disabilities. **This area of the measure is scored Approaches because, at the site visit, although the charter holder did provide evidence of an assessment system based on clearly defined performance measures aligned with the curriculum, little evidence of data collection from multiple assessments and analysis of the data was provided.** **Professional Development:** The narrative describes the school is at the beginning stages of developing a professional development plan based on identified teacher learning needs. The narrative provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading for students with disabilities. **This area of the measure scored Meets because, at the site visit, the charter holder provided evidence of professional development for teachers, administrators and board members aligned with teacher learning needs which included training on implementing Arizona's College and Career Ready Standards, classroom coaching, and participation in the Aspiring Leaders program.** No data for this measure was provided. **With the exception of a Reading pre-test, no additional data was provided at the site visit and no data analysis was provided with the narrative or at the site visit to demonstrate improved student proficiency in Reading for students with disabilities.**
3a. A-F Letter Grade State Accountability System	**I**		