Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Edkey, Inc.
School Name: Sequoia Pathway Academy
Date Submitted: May 17, 2013

Required for: Transfer school site to a charter
Evaluation Completed: 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) *Math*	**S**	**I**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Math. **Instruction:** The narrative does not describe the 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 in Math. **Professional Development:** The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math.
1a. Student Median Growth Percentile (SGP) *Reading*	**S**	**I**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Reading. **Instruction:** The narrative does not describe the 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 into Reading. **Professional Development:** The narrative and data provided 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% *Reading*	**S**	**I**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona Academic 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. **Instruction:** The narrative does not describe the 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 into Reading. **Professional Development:** 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.
2a. Percent Passing *Math*	**S**	**I**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum, aligned with Arizona Academic Standards. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math. **Instruction:** The narrative does not describe the 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 into Math. **Professional Development:** 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.

Measure	Acceptable	Not Acceptable	Comments
2b. Composite School Comparison (*Traditional and Small Schools only*) *Math*	**S**	**I**	**Curriculum:** The narrative describes disjointed efforts to develop or address school curriculum aligned with Arizona Academic 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. **Instruction:** The narrative does not describe the 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 into Math. **Professional Development:** 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.
2b. Composite School Comparison (*Traditional and Small Schools only*) *Reading*	**S**	**I**	**Curriculum:** The narrative describes disjointed efforts to develop or address school curriculum aligned with Arizona Academic 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, FRL students, and students with disabilities. **Instruction:** The narrative does not describe the 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 into Reading. **Professional Development:** 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, FRL students, and students with disabilities.

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*	**S**	**I**	**Curriculum:** The narrative describes disjointed efforts to develop or address school curriculum aligned with Arizona Academic 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. **Instruction:** The narrative does not describe the 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 into Math. **Professional Development:** 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.
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*	**S**	**I**	**Curriculum:** The narrative describes disjointed efforts to develop or address school curriculum aligned with Arizona Academic 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. **Instruction:** The narrative does not describe the 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 into Reading. **Professional Development:** 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.

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*	**S**	**I**	**Curriculum:** The narrative describes disjointed efforts to develop or address school curriculum aligned with Arizona Academic 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. **Instruction:** The narrative does not describe the 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 into Math. **Professional Development:** 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.
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*	**S**	**I**	**Curriculum:** The narrative describes disjointed efforts to develop or address school curriculum aligned with Arizona Academic 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. **Instruction:** The narrative does not describe the 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 into Reading. **Professional Development:** 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.
4a. High School Graduation Rate ***(Traditional and Small Schools)***	**S**	**I**	The narrative fails to document any effort in place to ensure students in grades 9-12 graduate on time. The school has not identified strategies for addressing increasing graduation rate.