Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Kaizen Educational Foundation dba Havasu Preparatory Academy
School Name: Havasu Preparatory Academy Public Charter Elementary School

Date Submitted: April 12, 2013
Required for: Expansion - Grade Level

Initial Evaluation Completed: May 29, 2013
Final Evaluation Completed: June 25, 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**	**Instruction:** The narrative describes an approach to monitoring the integration of Arizona Standards into instruction and evaluating instructional practices for student growth in Math. There is no evidence of lesson plan reviews, formal teacher evaluations, or informal classroom observations. The data and analysis included provide limited support for the narrative. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth for student growth in Math. **Based on the review of documentation at the site visit, a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.**
1a. Student Median Growth Percentile (SGP) *Reading*	**S**	**I**	**Instruction:** The narrative describes an approach to monitoring the integration of Arizona Standards into instruction and evaluating instructional practices for student growth in Reading. There is no evidence of lesson plan reviews, formal teacher evaluations, or informal classroom observations. The data and analysis included provide limited support for the narrative. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth for student growth in Reading. **Based on the review of documentation at the site visit, a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.**

Measure	Acceptable	Not Acceptable	Comments
1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*	**S**	**I**	**Curriculum:** The narrative describes a fragmented approach to revising curriculum that contributes to increased student growth in Math for students with growth percentiles in the lowest 25%. The data and analysis included provide limited support for the narrative. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Reading for students with growth percentiles in the lowest 25%. **After further review at the site visit a curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25% in Math was demonstrated.** **Instruction:** The narrative describes an approach to monitoring the integration of Arizona Standards into instruction and evaluating instructional practices in Math for students with growth percentiles in the lowest 25%. There is no evidence of lesson plan reviews, formal teacher evaluations, or informal classroom observations. The data and analysis included provide limited support for the narrative. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Math for students with growth percentiles in the lowest 25%. **Based on the review of documentation at the site visit, a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** In regards to the NR, no data specific to students with growth percentiles in the lowest 25% was provided to demonstrate efforts to increase student growth in Math. **After further review of documentation, data provided by the charter holder demonstrated student growth in Math for students with growth percentiles in the lowest 25%.**
1b. Student Median Growth Percentile (SGP) Bottom 25% *Reading*	**S**	**I**	**Instruction:** The narrative describes an approach to monitoring the integration of Arizona Standards into instruction and evaluating instructional practices for students with growth percentiles in the lowest 25%. There is no evidence of lesson plan reviews, formal teacher evaluations, or informal classroom observations. The data and analysis included provide limited support for the narrative. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth in Reading for students with growth percentiles in the lowest 25%. **Based on the review of documentation at the site visit, a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** In regards to the NR, no data specific to students with growth percentiles in the lowest 25% was provided to demonstrate efforts to increase student growth in Reading. **After further review of documentation, data provided by the charter holder demonstrated student growth in Reading for students with growth percentiles in the lowest 25%.**

Measure	Acceptable	Not Acceptable	Comments
2a. Percent Passing *Math*	**S**	**I**	**Instruction:** The narrative describes an approach to monitoring the integration of Arizona Standards into instruction and evaluating instructional practices for student proficiency in Math. There is no evidence of lesson plan reviews, formal teacher evaluations, or informal classroom observations. The data and analysis included provide limited support for the narrative. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth for student proficiency in Math. **Based on the review of documentation at the site visit, a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.**
2b. Composite School Comparison (*Traditional and Small Schools only*) *Math*	**S**	**I**	No data specific to ELL students, FRL students, and students with disabilities was provided to demonstrate efforts to increase student proficiency in comparison to expected performance levels in Math. **After further review of documentation, data provided by the charter holder demonstrated increased student proficiency in Math for students in the RTI program that include 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 does not describe a plan for implementing a curriculum that contributes to increasing student proficiency for ELL students in Math. **After further review at the site visit a curriculum that contributes to increased student proficiency for ELL students in Math was demonstrated.** **Instruction:** The narrative does not describe a plan for monitoring the integration of the AZ Academic Standards into instruction in Math with regards to ELL students. **Based on the review of documentation at the site visit, a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative does not describe a plan for monitoring and documenting student proficiency in Math for ELL students. **At the site visit, an assessment system for monitoring and documenting increases in student proficiency in Math was demonstrated.** **Professional Development:** The narrative does not describe implementation of a professional development plan that contributes to increased student proficiency in Math for ELL students. **At the site visit, the school provided documentation of professional development that contributes to increased student proficiency in Math for ELL students.** In regards to the NR, the narrative does not address the ELL population of the school. No data specific to ELL students was provided to demonstrate efforts to increase student proficiency in Math. **After further review of documentation, data provided by the charter holder demonstrated increased student proficiency in Math for students in the RTI program that include ELL students.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*	**S**	**I**	**Curriculum:** The narrative does not describe a plan for implementing a curriculum that contributes to increasing student proficiency for ELL students in Reading. **After further review at the site visit a curriculum that contributes to increased student proficiency for ELL students in Reading was demonstrated.** **Instruction:** The narrative does not describe a plan for monitoring the integration of the AZ Academic Standards into instruction in Reading with regards to ELL students. **Based on the review of documentation at the site visit, a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative does not describe a plan for monitoring and documenting student proficiency in Reading for ELL students. **At the site visit, an assessment system for monitoring and documenting increases in student proficiency in Reading was demonstrated.** **Professional Development:** The narrative does not describe implementation of a professional development plan that contributes to increased student proficiency in Reading for ELL students. **At the site visit, the school provided documentation of professional development that contributes to increased student proficiency in Reading for ELL students.** In regards to the NR, the narrative does not address the ELL population of the school. No data specific to ELL students was provided to demonstrate efforts to increase student proficiency in Reading. **After further review of documentation, data provided by the charter holder demonstrated increased student proficiency in Reading for students in the RTI program that include ELL students.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*	**S**	**I**	**Curriculum:** The narrative does not describe a plan for implementing a curriculum that contributes to increasing student proficiency for FRL students in Math. **After further review at the site visit a curriculum that contributes to increased student proficiency for FRL students in Math was demonstrated.** **Instruction:** The narrative does not describe a plan for monitoring the integration of the AZ Academic Standards into instruction in Math with regards to FRL students. **Based on the review of documentation at the site visit, a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative does not describe a plan for monitoring and documenting student proficiency in Math for FRL students. **At the site visit, an assessment system for monitoring and documenting increases in student proficiency in Math was demonstrated.** **Professional Development:** The narrative does not describe implementation of a professional development plan that contributes to increased student proficiency in Math for FRL students. **At the site visit, the school provided documentation of professional development that contributes to increased student proficiency in Math for FRL students.** The narrative does not address the FRL population of the school. No data specific to FRL students was provided to demonstrate efforts to increase student proficiency in Math. **After further review of documentation, data provided by the charter holder demonstrated increased student proficiency in Math for students in the RTI program that include FRL students.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*	**S**	**I**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise curriculum aligned with Arizona Academic Standards that contributes to increased student proficiency in Math for students with disabilities. The data and analysis included provide limited support for the narrative. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math for students with disabilities. **After further review at the site visit a curriculum that contributes to increased student proficiency for students with disabilities in Math was demonstrated.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices for students with disabilities. There is no evidence of lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, and standards-based assessments. Little data is provided to demonstrate efforts to improve student proficiency in Math for students with disabilities. **Based on the review of documentation at the site visit, a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative describes an assessment approach that is not comprehensive nor aligned with curricular and instructional practices for students with disabilities. The narrative did not describe data collection from formative or summative assessments for students with disabilities. The narrative and data provided limited support that the school implemented a plan for monitoring and documenting increases in student proficiency in Math for students with disabilities. **At the site visit, an assessment system for monitoring and documenting increases in student proficiency in Math was demonstrated.** **Professional Development:** The school has not developed or is in the beginning stage of developing a professional development plan based on identified teacher learning needs for students with disabilities. 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 students with disabilities. **At the site visit, the school provided documentation of professional development that contributes to increased student proficiency in Math for students with disabilities.** No data specific to students with disabilities was provided to demonstrate efforts to increase student proficiency in Math. **After further review of documentation, data provided by the charter holder demonstrated increased student proficiency in Math for students in the RTI program that include students with disabilities.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*	**S**	**I**	**Curriculum:** The narrative describes a fragmented approach that the school uses to create, implement, evaluate, and revise curriculum aligned with Arizona Academic Standards that contributes to increased student proficiency in Reading for students with disabilities. The data and analysis included provide limited support for the narrative. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Reading for students with disabilities. **After further review at the site visit a curriculum that contributes to increased student proficiency for students with disabilities in Reading was demonstrated.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices for students with disabilities. There is no evidence of lesson plan reviews, formal teacher evaluations, informal classroom observations, standards checklists, and standards-based assessments. Little data is provided to demonstrate efforts to improve student proficiency in Reading for students with disabilities. **Based on the review of documentation at the site visit, a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.** **Assessment:** The narrative describes an assessment approach that is not comprehensive nor aligned with curricular and instructional practices for students with disabilities. The narrative did not describe data collection from formative or summative assessments for students with disabilities. The narrative and data provided limited support that the school implemented a plan for monitoring and documenting increases in student proficiency in Reading for students with disabilities. **At the site visit, an assessment system for monitoring and documenting increases in student proficiency in Reading was demonstrated.** **Professional Development:** The school has not developed or is in the beginning stage of developing a professional development plan based on identified teacher learning needs for students with disabilities. 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 students with disabilities. **At the site visit, the school provided documentation of professional development that contributes to increased student proficiency in Reading for students with disabilities.** No data specific to students with disabilities was provided to demonstrate efforts to increase student proficiency in Reading. **After further review of documentation, data provided by the charter holder demonstrated increased student proficiency in Reading for students in the RTI program that include students with disabilities.**

Measure	Acceptable	Not Acceptable	Comments
3a. A-F Letter Grade State Accountability System	**S**	**I**	**Instruction**: The narrative describes an approach to monitoring the integration of Arizona Standards into instruction and evaluating instructional practices for student growth and proficiency. There is no evidence of lesson plan reviews, formal teacher evaluations, or informal classroom observations. The data and analysis included provide limited support for the narrative. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student growth for student growth and proficiency in Math and Reading. **Based on the review of documentation at the site visit, a plan for monitoring the integration of the AZ Academic Standards into instruction was evident.**