Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Sonoran Desert
School Name: Sonoran Desert
Date Submitted: 3/29/13

Required for: Renewal

Evaluation Completed: 5/1/13; revised 5/22/13

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 the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit, an online demonstration of the systematic plan to monitor the integration of the AZ Academic Standards into instruction was provided. Additionally, documentation to support a comprehensive system was provided, including student pacing guides, individualized progress reports and data review documentation.** Very limited data was provided. **At the site visit, additional data was provided including scatterplot graphs of individual student growth and overall growth trends.**
1a. Student Median Growth Percentile (SGP) *Reading*	**S**	**I**	**Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit, an online demonstration of the systematic plan to monitor the integration of the AZ Academic Standards into instruction was provided. Additionally, documentation to support a comprehensive system was provided, including student pacing guides, individualized progress reports and data review documentation.** Very limited data was provided. **At the site visit, additional data was provided including scatterplot graphs of individual student growth and overall growth trends.**

Measure	Acceptable	Not Acceptable	Comments
1b. Improvement (*Alternative High Schools only*) *Math*	**S**	**I**	**Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit, an online demonstration of the systematic plan to monitor the integration of the AZ Academic Standards into instruction was provided. Additionally, documentation to support a comprehensive system was provided, including student pacing guides, individualized progress reports and data review documentation.** **Professional Development:** The narrative describes an approach to professional development that lacks a process for implementing new procedures and processes at the school. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student performance of non-proficient students in Math. **At the site visit, the charter holder provided an individualized professional development system for staff that was able to be cross-referenced to the professional development plan.** No data was provided. **At the site visit, data was provided that demonstrated student improvement from one achievement band to the next.**
1b. Improvement (*Alternative High Schools only*) *Reading*	**S**	**I**	**Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit, an online demonstration of the systematic plan to monitor the integration of the AZ Academic Standards into instruction was provided. Additionally, documentation to support a comprehensive system was provided, including student pacing guides, individualized progress reports and data review documentation.** **Professional Development:** The narrative describes an approach to professional development that lacks a process for implementing new procedures and processes at the school. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student performance of non-proficient students in Reading. **At the site visit, the charter holder provided an individualized professional development system for staff that was able to be cross-referenced to the professional development plan.** No data was provided. **At the site visit, data was provided that demonstrated student improvement from one achievement band to the next.**

Measure	Acceptable	Not Acceptable	Comments
2a. Percent Passing *Math*	**S**	**I**	**Curriculum:** The narrative describes a fragmented approach that the school uses to implement 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. **At the site visit, curriculum aligned to the AZ Academic Standards was provided.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit, an online demonstration of the systematic plan to monitor the integration of the AZ Academic Standards into instruction was provided. Additionally, documentation to support a comprehensive system was provided, including student pacing guides, individualized progress reports and data review documentation.** **Assessment:** The narrative describes an assessment approach that is not comprehensive in providing data to make instructional decisions. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Math. **At the site visit, evidence of a comprehensive assessment system was provided, including data to support the system.** **Professional Development:** The narrative describes an approach to professional development that lacks a process for implementing new procedures and processes at the school. 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. **At the site visit, the charter holder provided an individualized professional development system for staff that was able to be cross-referenced to the professional development plan that included documentation of professional development related to student proficiency.** Very limited data was provided. **At the site visit, additional proficiency data was provided.**

Measure	Acceptable	Not Acceptable	Comments
2a. Percent Passing *Reading*	**S**	**I**	**Curriculum:** The narrative describes a fragmented approach that the school uses to implement 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 Reading. **At the site visit, curriculum aligned to the AZ Academic Standards was provided.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit, an online demonstration of the systematic plan to monitor the integration of the AZ Academic Standards into instruction was provided. Additionally, documentation to support a comprehensive system was provided, including student pacing guides, individualized progress reports and data review documentation.** **Assessment:** The narrative describes an assessment approach that is not comprehensive in providing data to make instructional decisions. The narrative and data provided did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Reading. **At the site visit, evidence of a comprehensive assessment system was provided, including data to support the system.** **Professional Development:** The narrative describes an approach to professional development that lacks a process for implementing new procedures and processes at the school. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Reading. **At the site visit, the charter holder provided an individualized professional development system for staff that was able to be cross-referenced to the professional development plan that included documentation of professional development specific to student proficiency.** Very limited data was provided. **At the site visit, additional proficiency data was provided.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*	**S**	**I**	**Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit, an online demonstration of the systematic plan to monitor the integration of the AZ Academic Standards into instruction was provided. Additionally, documentation to support a comprehensive system was provided, including student pacing guides, individualized progress reports and data review documentation.** **Professional Development:** The narrative describes an approach to professional development that lacks a process for implementing new procedures and processes at the school. 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. **At the site visit, the charter holder provided an individualized professional development system for staff that was able to be cross-referenced to the professional development plan that included documentation of professional development specific to response to intervention.** No data was provided. **At the site visit, individualized student growth and proficiency data was provided for this subgroup.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*	**S**	**I**	**Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices. The narrative and data provided did not demonstrate the school implemented a plan for monitoring the integration of the AZ Academic Standards into instruction. **At the site visit, an online demonstration of the systematic plan to monitor the integration of the AZ Academic Standards into instruction was provided. Additionally, documentation to support a comprehensive system was provided, including student pacing guides, individualized progress reports and data review documentation.** **Professional Development:** The narrative describes an approach to professional development that lacks a process for implementing new procedures and processes at the school. 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. **At the site visit, the charter holder provided an individualized professional development system for staff that was able to be cross-referenced to the professional development plan that included documentation of professional development specific to response to intervention.** No data was provided. **At the site visit, individualized student growth and proficiency data was provided for this subgroup.**
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*	**S**	**I**	**Professional Development:** The narrative describes an approach to professional development that lacks a process for implementing new procedures and processes at the school. 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. **At the site visit, the charter holder provided an individualized professional development system for staff that was able to be cross-referenced to the professional development plan that included documentation of professional development specific to response to intervention.** Very limited data was provided. **At the site visit, individualized student growth and proficiency data was provided for this subgroup.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*	**S**	**I**	**Professional Development:** The narrative describes an approach to professional development that lacks a process for implementing new procedures and processes at the school. 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. **At the site visit, the charter holder provided an individualized professional development system for staff that was able to be cross-referenced to the professional development plan that included documentation of professional development specific to response to intervention.** Very limited data was provided. **At the site visit, individualized student growth and proficiency data was provided for this subgroup.**
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*	**S**	**I**	**Professional Development:** The narrative describes an approach to professional development that lacks a process for implementing new procedures and processes at the school. 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 charter holder provided an individualized professional development system for staff that was able to be cross-referenced to the professional development plan.** No data was provided. **At the site visit, individualized student growth and proficiency data was provided for this subgroup.**
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*	**S**	**I**	**Professional Development:** The narrative describes an approach to professional development that lacks a process for implementing new procedures and processes at the school. 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 charter holder provided an individualized professional development system for staff that was able to be cross-referenced to the professional development plan.** No data was provided. **At the site visit, individualized student growth and proficiency data was provided for this subgroup.**
3a. A-F Letter Grade State Accountability System	**I/S**		

Measure	Acceptable	Not Acceptable	Comments
4b. Academic Persistence *(Alternative only)*	**I/S**		