Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: The Odyssey Preparatory Academy, Inc.
School Name: Odyssey Institute for Advanced and International Studies
Date Submitted: May 29, 2013
Required for: Expansion - Enrollment Cap, Adding Grade Level

Initial Evaluation Completed: June 3, 2013
Final Evaluation Completed: June 26, 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 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. **At the site visit, documentation was provided that demonstrated a curriculum that contributes to student growth in Math.** **Professional Development:** The narrative described an approach to professional development that does not involve follow-up monitoring strategies. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math. **At the site visit, documentation was provided that demonstrated a professional development plan that contributes to student growth in Math.** No data was included to demonstrate efforts to increase student growth in Math. **At the site visit, additional data was provided to demonstrate student growth in Math.**

Measure	Acceptable	Not Acceptable	Comments
1a. Student Median Growth Percentile (SGP) *Reading*	**S**	**I**	**Curriculum:** The narrative describes 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. **At the site visit, documentation was provided that demonstrated a curriculum that contributes to student growth in Reading.** **Professional Development:** The narrative described an approach to professional development that does not involve follow-up monitoring strategies. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading. **At the site visit, documentation was provided that demonstrated a professional development plan that contributes to student growth in Reading.** No data was included to demonstrate efforts to increase student growth in Reading. **At the site visit, additional data was provided to demonstrate student growth in Reading.**

Measure	Acceptable	Not Acceptable	Comments
1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*	**S**	**I**	**Curriculum:** The narrative describes 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 for students with growth percentiles in the lowest 25% in Math. **At the site visit, documentation was provided that demonstrated a curriculum that contributes to growth in Math for students with growth percentiles in the lowest 25%.** **Professional Development:** The narrative described an approach to professional development that does not involve follow-up monitoring strategies. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math for students with growth percentiles in the lowest 25% in Math. **At the site visit, the school provided documentation of professional development that contributes to growth in Math for students with growth percentiles in the lowest 25%.** No data was included to demonstrate efforts to increase student growth in Math for students with growth percentiles in the lowest 25% in Math. **At the site visit, additional data was provided to demonstrate 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:** The narrative describes 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 for students with growth percentiles in the lowest 25% in Reading. **At the site visit, documentation was provided that demonstrated a curriculum that contributes to growth in Reading for students with growth percentiles in the lowest 25%.** **Professional Development:** The narrative described an approach to professional development that does not involve follow-up monitoring strategies. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading for students with growth percentiles in the lowest 25% in Reading. **At the site visit, the school provided documentation of professional development that contributes to growth in Reading for students with growth percentiles in the lowest 25%.** No data was included to demonstrate efforts to increase student growth in Reading for students with growth percentiles in the lowest 25% in Reading. **At the site visit, additional data was provided to demonstrate growth in Reading for students with growth percentiles in the lowest 25%.**

Measure	Acceptable	Not Acceptable	Comments
2a. Percent Passing *Math*	**S**	**I**	**Curriculum:** The narrative describes 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. **At the site visit, documentation was provided that demonstrated a curriculum that contributes to student proficiency in Math.** **Professional Development:** The narrative described an approach to professional development that does not involve follow-up monitoring strategies. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student proficiency in Math. **At the site visit, documentation was provided that demonstrated a professional development plan that contributes to student proficiency in Math.** No data was included to demonstrate efforts to increase student proficiency in Math. **At the site visit, additional data was provided to demonstrate student proficiency in Math.**
2a. Percent Passing *Reading*	**S**	**I**	**Curriculum:** The narrative describes 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 Reading. **At the site visit, documentation was provided that demonstrated a curriculum that contributes to student proficiency in Reading.** **Professional Development:** The narrative described an approach to professional development that does not involve follow-up monitoring strategies. 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, documentation was provided that demonstrated a professional development plan that contributes to student proficiency in Reading.** No data was included to demonstrate efforts to increase student proficiency in Reading. **At the site visit, additional data was provided to demonstrate student proficiency in Reading.**

Measure	Acceptable	Not Acceptable	Comments
2b. Composite School Comparison (*Traditional and Small Schools only*) *Math*	**S**	**I**	**Curriculum:** The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Math to expected performance levels for ELL and FRL students compared to similar schools. **At the site visit, documentation was provided that demonstrated a curriculum that contributes to proficiency in Math for ELL students to expected performance levels as compared to similar schools.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices that contribute to increased student proficiency in Math to expected performance levels for ELL and FRL students compared to similar schools as compared to similar schools. **At the site visit, documentation was provided that demonstrated a plan for monitoring and evaluating standards and instructional practices that contributes to proficiency in Math for ELL students to expected performance levels as compared to similar schools.** **Assessment:** The narrative and data did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in Math to expected performance levels for ELL and FRL students compared to similar schools. **At the site visit, documentation was provided that demonstrated a plan for monitoring and documenting proficiency in Math to expected performance levels for ELL students to expected performance levels as compared to similar schools.** **Professional Development:** The narrative described an approach to professional development that does not involve follow-up monitoring strategies. 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 and FRL students compared to similar schools. **At the site visit, documentation was provided that demonstrated a professional development plan that contributes to proficiency in Math for ELL students to expected performance levels as compared to similar schools.** No data specific to ELL students, FRL students, and students with disabilities was provided to demonstrate efforts to increase student proficiency in Math compared to expected performance levels in similar schools. **At the site visit, additional data was provided to demonstrate proficiency in Math for ELL students. The charter holder stated that free and reduced lunch counts are not taken at OIAIS.**

Measure	Acceptable	Not Acceptable	Comments
2b. Composite School Comparison (*Traditional and Small Schools only*) *Reading*	**S**	**I**	**Curriculum:** The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increased student proficiency in Reading to expected performance levels for ELL and FRL students compared to similar schools. **At the site visit, documentation was provided that demonstrated a curriculum that contributes to proficiency in Reading for ELL students to expected performance levels as compared to similar schools.** **Instruction:** The narrative describes the beginning stages of monitoring and evaluating standards and instructional practices that contribute to increased student proficiency in Reading to expected performance levels for ELL and FRL students compared to similar schools as compared to similar schools. **At the site visit, documentation was provided that demonstrated a plan for monitoring and evaluating standards and instructional practices that contributes to proficiency in Reading for ELL students to expected performance levels as compared to similar schools.** **Assessment:** The narrative and data did not demonstrate that the school implemented a plan for monitoring and documenting increases in student proficiency in Reading to expected performance levels for ELL and FRL students compared to similar schools. **At the site visit, documentation was provided that demonstrated a plan for monitoring and documenting proficiency in Reading to expected performance levels for ELL students.** **Professional Development:** The narrative described an approach to professional development that does not involve follow-up monitoring strategies. 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 and FRL students compared to similar schools. **At the site visit, documentation was provided that demonstrated a professional development plan that contributes to proficiency in Reading for ELL students to expected performance levels as compared to similar schools.** No data specific to ELL students, FRL students, and students with disabilities was provided to demonstrate efforts to increase student proficiency in Reading compared to expected performance levels in similar schools. **At the site visit, additional data was provided to demonstrate proficiency in Reading for ELL students. The charter holder stated that free and reduced lunch counts are not taken at OIAIS.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*	**S**	**I**	**Curriculum:** The narrative did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Math for ELL students. **At the site visit, documentation was provided that demonstrated a curriculum that contributes to proficiency in Math for ELL students.** **Instruction:** The narrative did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards in Math into instruction for ELL students. **At the site visit, documentation was provided that demonstrated a plan for monitoring and evaluating standards and instructional practices that contributes to proficiency in Math for ELL students.** **Assessment:** The narrative did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Math for ELL students. **At the site visit, documentation was provided that demonstrated a plan for monitoring and documenting proficiency in Math for ELL students.** **Professional Development:** The narrative describes 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, documentation was provided that demonstrated a professional development plan that contributes to proficiency in Math for ELL students.** No data specific to ELL students was provided to demonstrate efforts to increase student proficiency in Math. **At the site visit, additional data was provided to demonstrate proficiency in Math for ELL students.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*	**S**	**I**	**Curriculum:** The narrative did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Reading for ELL students. **At the site visit, documentation was provided that demonstrated a curriculum that contributes to proficiency in Reading for ELL students.** **Instruction:** The narrative did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards in Reading into instruction for ELL students. **At the site visit, documentation was provided that demonstrated a plan for monitoring and evaluating standards and instructional practices that contributes to proficiency in Reading for ELL students.** **Assessment:** The narrative did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Reading for ELL students. **At the site visit, documentation was provided that demonstrated a plan for monitoring and documenting proficiency in Reading for ELL students.** **Professional Development:** The narrative describes 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, documentation was provided that demonstrated a professional development plan that contributes to proficiency in Reading for ELL students.** No data specific to ELL students was provided to demonstrate efforts to increase student proficiency in Reading. **At the site visit, additional data was provided to demonstrate proficiency in Reading for ELL students.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*	**S**	**I**	**Curriculum:** The narrative did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Math for FRL students. **At the site visit, documentation was provided that demonstrated a curriculum that contributes to proficiency in Math for FRL students.** **Instruction:** The narrative did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards in Math into instruction for FRL students. **At the site visit, documentation was provided that demonstrated a plan for monitoring and evaluating standards and instructional practices that contributes to proficiency in Math for FRL students.** **Assessment:** The narrative did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Math for FRL students. **At the site visit, documentation was provided that demonstrated a plan for monitoring and documenting proficiency in Math for FRL students.** **Professional Development:** The narrative describes 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, documentation was provided that demonstrated a professional development plan that contributes to proficiency in Math for ELL students.** No data specific to FRL students was provided to demonstrate efforts to increase student proficiency in Math. **At the site visit, the charter holder stated that free and reduced lunch counts are not taken at OIAIS.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*	**S**	**I**	**Curriculum:** The narrative did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Reading for FRL students. **At the site visit, documentation was provided that demonstrated a curriculum that contributes to proficiency in Reading for FRL students.** **Instruction:** The narrative did not demonstrate that the school implemented a plan for monitoring the integration of the AZ Academic Standards in Reading into instruction for FRL students. **At the site visit, documentation was provided that demonstrated a plan for monitoring and evaluating standards and instructional practices that contributes to proficiency in Reading for FRL students.** **Assessment:** The narrative did not demonstrate that the school implemented a plan for monitoring and documenting student proficiency in Reading for FRL students. **At the site visit, documentation was provided that demonstrated a plan for monitoring and documenting proficiency in Reading for FRL students.** **Professional Development:** The narrative describes 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, documentation was provided that demonstrated a professional development plan that contributes to proficiency in Reading for FRL students.** No data specific to FRL students was provided to demonstrate efforts to increase student proficiency in Reading. **At the site visit, the charter holder charter holder stated that free and reduced lunch counts are not taken at OIAIS.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*	**S**	**I**	**Curriculum:** The narrative describes 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 for students with disabilities in Math. **At the site visit, documentation was provided that demonstrated a curriculum that contributes to proficiency in Math for students with disabilities.** **Professional Development:** The narrative described an approach to professional development that does not involve follow-up monitoring strategies. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Math for students with disabilities in Math. **At the site visit, documentation was provided that demonstrated a professional development plan that contributes to proficiency in Math for students with disabilities.** No data was included to demonstrate efforts to increase student growth in Math for students with disabilities in Math. **At the site visit, additional data was provided to demonstrate proficiency in Math for students with disabilities.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*	**S**	**I**	**Curriculum:** The narrative describes 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 for students with disabilities in Reading. **At the site visit, documentation was provided that demonstrated a curriculum that contributes to proficiency in Reading for students with disabilities.** **Professional Development:** The narrative described an approach to professional development that does not involve follow-up monitoring strategies. The narrative and data provided did not demonstrate that the school implemented a professional development plan that contributed to increased student growth in Reading for students with disabilities in Reading. **At the site visit, documentation was provided that demonstrated a professional development plan that contributes to proficiency in Reading for students with disabilities.** No data was included to demonstrate efforts to increase student growth in Reading for students with disabilities in Reading. **At the site visit, additional data was provided to demonstrate proficiency in Reading for students with disabilities.**

Measure	Acceptable	Not Acceptable	Comments
3a. A-F Letter Grade State Accountability System	**S**	**I**	**Curriculum:** The narrative describes fragmented approach that the school uses to create, implement, evaluate, and revise school curriculum aligned with Arizona Academic Standards that contribute to meeting student growth and proficiency targets as described in the A-F Letter Grade Model. **At the site visit, documentation was provided that demonstrated a curriculum that contributes to meeting student growth and proficiency targets as described in the A-F Letter Grade Model.** **Professional Development:** The narrative described an approach to professional development that does not involve follow-up monitoring strategies that contribute to meeting student growth and proficiency targets as described in the A-F Letter Grade Model. **At the site visit, documentation was provided that demonstrated a professional development plan that contributes to meeting student growth and proficiency targets as described in the A-F Letter Grade Model.** No data was included to demonstrate efforts to increase student growth in Math and Reading. **At the site visit, documentation was provided that demonstrated sufficient progress in meeting student growth and proficiency targets as described in the A-F Letter Grade Model.**
4a. High School Graduation Rate ***(Traditional and Small Schools)***	**I/S**		

Demonstration of Sufficient Progress Evidence Reviewed at Site Visit

The Odyssey Preparatory Academy, Inc.

The table below reflects materials/items referenced in the Demonstration of Sufficient Progress that were confirmed on site for **Odyssey Institute for Advanced and International Studies**

Evidence Requested	Reviewed at Site Visit
UCSMP curriculum implementation documentation: curriculum maps, pacing guides, etc.	• MYP curriculum maps • Textbooks and curricular resources • Intervention material
AIMSWeb benchmark assessment results and analysis	• Benchmark analysis spreadsheets • PSSAT assessment results for HS
Novel study Reading curriculum maps and pacing guides	• Curriculum maps
Informal classroom observation, feedback documentation	• Informal teacher observation feedback emails
Formal teacher evaluation documentation	• Completed teacher evaluation forms
Lesson plan review documentation	• Teacher lesson plan calendars • Lesson plan feedback emails
Nationally normed/AIMS summative data review and analysis	• AIMS analysis spreadsheets • PSSAT assessment results for HS
Evidence of adjustment to instructional pacing based on data analysis	• Assessment calendar • Curricular test results and analysis spreadsheets • Lesson observation feedback emails
Professional development attendance rosters, materials	• PD sign-in sheets • PD materials
PLC documentation	• Teacher schedules • PLC emails
Math Lab/Reading Lab curriculum maps and pacing guides (Math Triumphs, A Plus, Reading Horizons, Buckle Down, etc.)	• Math Lab lesson plans • Reading Horizons lesson plans
Math Lab/Reading Lab assessment data and analysis	• Reading Horizons student summary sheet • A+ Online student results listing
Pivot prediction tables, color-coded risk labels, comparisons of specific grade gains, and local school comparisons	• AIMS analysis spreadsheets • Reading risk level analysis spreadsheet • AIMS comparisons to other schools, state averages
Analysis of prior years' data: AIMS blueprints, curriculum mapping, data walks, and identification of struggling scholars	• Emails regarding interventions • Writing assessment results • Reading risk level analysis spreadsheet

ESS mainstreaming, push-in support documentation	• AIMSWeb SPED/ELL tracking spreadsheet and analysis • RTI Tier 2/Tier 3 Intervention material by grade • Intervention/Push-In schedules
Biweekly IEP goals documentation	• IEP Goal tracking sheets

Staff requested further information regarding areas not addressed in the Demonstration of Sufficient Progress. The table below identifies whether or not those areas were determined to be sufficient.

Evidence Requested	Evidence Provided	Sufficient
A curriculum that contributes to increased student proficiency in Math and Reading to expected performance levels as compared to similar schools	• Math teacher guides • AIMS comparisons to other schools, state averages	✓
A curriculum that contributes to increasing student proficiency in Math and Reading for ELL students	• RTI Tier 2/Tier 3 Intervention material	✓
A curriculum that contributes to increasing student proficiency in Math and Reading for FRL students	• RTI Tier 2/Tier 3 Intervention material	✓
A curriculum that contributes to increasing student proficiency in Math and Reading for ESS students	• RTI Tier 2/Tier 3 Intervention material • IEP Goal sheets • Child Find documentation	✓
A plan for monitoring integration of Arizona Standards into instruction that contributes to increased growth for students with growth percentiles in the lowest 25% in Math and Reading	• AIMS analysis spreadsheets • RTI Tier 2/Tier 3 Intervention material	✓
A plan for monitoring integration of Arizona Standards into instruction that contributes to increased student proficiency in Math and Reading to expected performance levels as compared to similar schools	• AIMS comparisons to other schools, state averages • RTI Tier 2/Tier 3 Intervention material	✓
A plan for monitoring integration of Arizona Standards into instruction that contributes to increasing student proficiency in Math and Reading for ELL students	• Benchmark assessment results spreadsheet & analysis • RTI Tier 2/Tier 3 Intervention material	✓
A plan for monitoring integration of Arizona Standards into instruction that contributes to increasing student proficiency in Math and Reading for FRL students	• Teacher lesson plan calendars • Lesson plan feedback emails • Informal teacher observation feedback emails • Completed teacher evaluation forms • RTI Tier 2/Tier 3 Intervention material	✓
A plan for monitoring integration of Arizona Standards into instruction that contributes to increasing student proficiency in Math and Reading for ESS students	• Teacher lesson plan calendars • Lesson plan feedback emails • Informal teacher observation feedback emails • Completed teacher evaluation forms • IEP Goal tracking sheets	✓

A comprehensive assessment system that contributes to increased student proficiency in Math and Reading to expected performance levels as compared to similar schools	• AIMS comparisons to other schools, state averages	✓
A comprehensive assessment system that contributes to increasing student proficiency in Math and Reading for ELL students	• Benchmark analysis spreadsheets	✓
A comprehensive assessment system that contributes to increasing student proficiency in Math and Reading for FRL students	• Benchmark analysis spreadsheets	✓
A comprehensive assessment system that contributes to increasing student proficiency in Math and Reading for ESS students	• Benchmark analysis spreadsheets	✓
A PD plan that contributes to increased student proficiency in Math and Reading to expected performance levels as compared to similar schools	• PD sign-in sheets • PD materials	✓
A PD plan that contributes to increasing student proficiency in Math and Reading for ELL students	• PD sign-in sheets • PD materials	✓
A PD plan that contributes to increasing student proficiency in Math and Reading for FRL students	• PD sign-in sheets • PD materials	✓
A PD plan that contributes to increasing student proficiency in Math and Reading for ESS students	• PD sign-in sheets • PD materials	✓