Demonstration of Sufficient Progress Site Visit

Charter/School Name: Developing Innovations in Navajo Education, Inc. / Dine Southwest High School
Charter Representative: Leah Claw
Date: May 20, 2013
Other leadership members present: Richard Stoner
Staff: Lisa Weisberg, Steve Sarmento, Martha Morgan

The table below reflects the materials/items referenced in the Demonstration of Sufficient Progress and whether the evidence was confirmed:

Evidence Requested	Confirmed at Site Visit
Informal observation documentation	Observation findings based on one-on-one assistance or in implementing supplemental programs; no documentation was provided
Completed checklist of findings	Provided list of topics to address during Friday meetings of principal and teacher; topics are from findings Formal evaluation form
Action plans based on observation findings	Annual professional growth action plan provided for 2012-2013 school year; no documentation provided to demonstrate implementation of the action plan
Formal observation documentation	3 times (September, January, May) per year; form required to be completed by teacher reflecting on professional practice; no documentation provided for formal evaluations
iSTEEP benchmark assessment results	Only used last year – were not seeing alignment to Common Core; no longer using; no benchmark data was provided
Tutoring documentation	Fall tutoring; had difficulty finding a math tutor after fall tutor left; school provided documentation of fall 2012 tutoring schedule, record of which students participated in fall tutoring program, and results on fall AIMS test in math (school reported)
Math curriculum aligned to Arizona Academic Standards	Has McDougall-Littell math text with online support but not really using; the DSP stated that the school did not have a highly-qualified math instructor; no documentation related to the new math program was provided

Staff requested further information regarding areas not sufficiently addressed in the Demonstration of Sufficient Progress:

Evidence Requested	Evidence Provided
Documentation that the school implemented a curriculum that contributes to increased student growth in Reading	
Documentation that the school implemented a curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25% in Reading and for students with growth percentiles in the lowest 25% in Math	Tutoring documentation for math
Documentation that the school implemented a curriculum that contributes to increased student proficiency in Math and Reading	
Documentation that the school implemented a curriculum that contributes to increased student proficiency in Math and Reading for ELL students, FRL students, and students with disabilities.	

Evidence Requested	Evidence Provided
Documentation that the school implemented a plan for monitoring and documenting increases in student growth in Math and Reading.	
Documentation that the school implemented a plan for monitoring and documenting student growth for students with growth percentiles in the lowest 25% in Reading and for students with growth percentiles in the lowest 25% in Math	School uses teacher created assessments to determine grade level
Documentation that the school implemented a plan for monitoring student proficiency in Math and Reading	
Documentation that the school implemented a plan for monitoring and documenting student proficiency in Math and Reading for ELL students, FRL students, and students with disabilities	

Evidence Requested	Evidence Provided
Documentation that the school implemented a professional development plan that contributed to increased student growth in Reading.	
Documentation 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 and for students with growth percentiles in the lowest 25% in Math	
Documentation that the school implemented a professional development plan that contributed to increased student proficiency in Math and Reading	List of meeting dates for Math professional development
Documentation that the school implemented a professional development plan that contributed to increased student proficiency for ELL students, FRL students, and students with disabilities	