Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: StarShine Academy
School Name: StarShine Academy
Site Visit Date: June 12, 2014

Required for: Expansion - Enrollment Cap
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
[C.1] Documentation of the process used to adopt MobyMax, Study Island	**Charter holder indicated the intended purpose of the document was to demonstrate: leadership team meetings, criteria, selection process for curricular materials adopted for the 2013-2014 school year.** **ASBCS staff initial review: Was not provided at site visit.** **A copy of this document** was not **taken because: not available.**
[C.2] A+ Curriculum Planning Manual, Language Arts Grades 1-12, Math 1-12, Science 1-12, Social Sciences 1-12 (A+nyWhere Learning Systems Scope & Sequence) – high school grades indicated by Roman numerals	**Charter holder indicated the intended purpose of the document was to demonstrate: information provided to teachers related to the creation of pacing guides for high school classes; also used for students at lower proficiency levels.** **ASBCS staff initial review: shows what topic and activity is covered in each lesson of A+, a component of an approach used to implement curriculum.** **A copy of two sections (English Skills IX Grade 9, Geometry A, B) of this document** was **taken but the full document was not taken because: volume of the materials (approx. 750 pages)**
[C.3] A+ Lessons Pacing Guide – English 9B	**Charter holder indicated the intended purpose of the document was to demonstrate: how the teachers use the Curriculum Planning Guide to create pacing guides for Spring 2014. Also provided to students to help them pace themselves through A+.** **ASBCS staff initial review: Demonstrated pacing, and able to identify alignment between pacing guide and Curriculum Planning Guide, leadership team indicated this is only a suggested timeframe because all the students are working through the course lessons at their own pace.** **A copy of this document** was **taken**
[C.4] A+ Lessons Pacing Guide – English 10B, 11B, 12B	**Charter holder indicated the intended purpose of the document was to demonstrate: how the teachers use the Curriculum Planning Guide to create pacing guides for Spring 2014. Also provided to students to help them pace themselves through A+.** **ASBCS staff initial review: Demonstrated pacing, and able to identify alignment between pacing guide and Curriculum Planning Guide, leadership team indicated this is only a suggested timeframe because all the students are working through the course lessons at their own pace.** **A copy of this document** was not **taken because: served same purpose as 9B.**

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[C.5] Ninth-Tenth Grade, Eleventh-Twelfth Grade ELA Common Core Standards (Checklists)	Charter holder indicated the intended purpose of the document was to demonstrate: that teachers were asked at the end of the year to document when they taught each standard, completed within last two weeks, based on lesson plans. ASBCS staff initial review: List high school ELA standards and show date range when instructed, or left blank if not instructed (35 not instructed for 9-10) , but leadership team indicated that due to the self-paced nature of the A+ curriculum, it is not possible to determine which students in a course received instruction on that standard on the day listed. A copy of this document was taken
[C.6] Mrs. Meyer's Lesson Plans: August 26-30 through April 21-25	Charter holder indicated the intended purpose of the document was to demonstrate the implementation of curriculum. ASBCS staff initial review: Lesson plans show class activities and objectives, but do not indicate standards alignment. A copy of this document was taken for specific weeks of 8/26,10/28, 2/10, 4/21
[C.7] A+ Lesson Pacing Guide – Geometry A, B	Charter holder indicated the intended purpose of the document was to demonstrate: the implementation of the curriculum, created based on experience of teachers with A+. Also provided to students to help them pace themselves through A+. ASBCS staff initial review: Demonstrated pacing, and was only able to identify alignment in some cases: Many lessons in Curriculum Planning Guide not found in planning guide, and vice versa. A copy of this document was taken
[C.8] A+ Lesson Pacing Guide – Pre-Algebra A, B; Algebra A, B, Advanced Algebra A, B	Charter holder indicated the intended purpose of the document was to demonstrate: the implementation of the curriculum, created based on experience of teachers with A+. Also provided to students to help them pace themselves through A+. ASBCS staff initial review: Demonstrated pacing, and was only able to identify alignment in some cases: Many lessons in Curriculum Planning Guide not found in planning guide, and vice versa. Leadership team indicated this is only a suggested timeframe because all the students are working through the course lessons at their own pace. A copy of this document was not taken because: served the same purpose as Geometry A, B
[C.9a] ACCR Standards – Mathematics – High School: Algebra Overview (used as Standards Checklist)	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of a curriculum aligned to ACCR Standards – teacher used to document when standards taught. ASBCS staff initial review: Teacher notations in document indicate standards from this conceptual category were taught on specific day, but leadership team indicated that due to the self-paced nature of the A+ curriculum, it is not possible to determine which students in a course received instruction on that standard on the day listed. A copy of this document was taken

Charter Holder Initials _____

[C.9c] ACCR Standards – Mathematics – High School: Statistics and Probability Overview (used as Standards Checklist)	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of a curriculum aligned to ACCR Standards – teacher used to document when standards taught. ASBCS staff initial review: No teacher notations in document to indicate standards from this conceptual category were taught. A copy of this document was taken
[C.9d] ACCR Standards – Mathematics – High School: Statistics and Probability Overview (used as Standards Checklist)	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of a curriculum aligned to ACCR Standards – teacher used to document when standards taught. ASBCS staff initial review: Teacher notations in document indicate standards from this conceptual category were taught on specific day, but leadership team indicated that due to the self-paced nature of the A+ curriculum, it is not possible to determine which students in a course received instruction on that standard on the day listed. A copy of this document was taken
[C.9e] ACCR Standards – Mathematics – High School: Mathematical Practices – Explanations and Examples (used as Standards Checklist)	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of a curriculum aligned to ACCR Standards – teacher used to document when standards taught. ASBCS staff initial review: Teacher notations in document indicate standards from this conceptual category were taught on specific day, but leadership team indicated that due to the self-paced nature of the A+ curriculum, it is not possible to determine which students in a course received instruction on that standard on the day listed. A copy of this document was taken
[C.10] Weekly Lesson Plan for Tania Link (HS Math) from August 26-30 through November 12-15	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum. ASBCS staff initial review: addressed 8th grade standards when standards indicated. Does not differentiate by grade level. Lesson plans from prior to implementation of A+ A copy of this document was taken for
[C.11] A+ Lesson Pacing Guide – Biology B, Earth and Space Science B, Chemistry A	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Provides pacing guides using same format as for ELA and Math classes. Leadership team indicated this is only a suggested timeframe because all the students are working through the course lessons at their own pace A copy of this document was not taken because: serves same purpose of the ELA and Math pacing guides.

Charter Holder Initials

[C.12] High School Science Standards Tally Sheet – Todd Peapenburg - 2013-2014	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Shows performance objectives of Arizona Science Standard, and dates taught, or left blank if not taught, but leadership team indicated that due to the self-paced nature of the A+ curriculum, it is not possible to determine which students in a course received instruction on that standard on the day listed. A copy of this document was not taken because: serves same function as ELA/Math standards checklists
[C.13] Weekly Lesson Plans – Todd Peapenburg – Science – Weeks of August 26 – September 30	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Shows unit and performance objectives, but does not differentiate by grade/course. A copy of this document was not taken because: serves same function as ELA/Math lesson plans
[C.14] Weekly Lesson Plans – Todd Peapenburg – Earth & Space Science, Biology A-2, Biology A-3, Physical Science A-4, Forensics - 2 – Weeks of October 7 – December 16	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Shows unit and performance objectives by course. A copy of this document was not taken because: serves same function as ELA/Math lesson plans
[C.14] Weekly Lesson Plans – Todd Peapenburg – Earth & Space Science B, Biology B, Chemistry A, Forensics – 2, Middle School – Weeks of January 6 – June 2	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Shows unit and performance objectives by course. After Feb. 24, most lessons indicate "A+ Coursework+" without listing POs. A copy of this document was not taken because: serves same function as ELA/Math lesson plans
[C.15] A+ Lesson Pacing Guide – Economics, US-AZ History II, Government, World History and Geography B	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Provides pacing guides using same format as for ELA and Math classes. Leadership team indicated this is only a suggested timeframe because all the students are working through the course lessons at their own pace A copy of this document was not taken because: serves same purpose of the ELA and Math pacing guides.
[C.16] Agendas, U.S. History, World History	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Daily PowerPoint slide showing objectives, activities, but does not list standards/POs A copy of this document was not taken because: not relevant to DSP

Charter Holder Initials

[C.17] Weekly Lesson Plans – Mr. Kozimor – Social Studies – Weeks of January 27 – April 21	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Does not indicate alignment to Standards/POs A copy of this document was not taken because: not relevant to DSP
[C.18] Weekly Lesson Plans – Mr. Kozimor – AP US Government – Weeks of August 20 – March 28	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Indicates alignment to Standards/POs A copy of this document was not taken because: not relevant to DSP
[C.19] A+ Standards Manager	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of a curriculum aligned to ACCRS. ASBCS staff initial review: Indicates that A+ system includes alignment of ACCR standards with lessons A copy of this document was not taken because: demonstrated online
[C.20] A+ Connector – Advanced Algebra – New Students	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum aligned to standard and how teachers monitor student progress. The charter holder stated that students were allowed to choose whether to work on one course exclusively or to work on all courses on their schedule. ASBCS staff initial review: Shows list of students in course, progress and expected progress on lessons, grades. Also shows by student activities/assignments by students aligned to the pacing guide for Advanced Algebra A copy of this document was not taken because: demonstrated online.
[C.21] May 30 Curriculum & Instruction, Environment, Assessment, PD, Technology, Reflection and Feedback from Teachers	Charter holder indicated the intended purpose of the document was to demonstrate: trating the process of evaluating and revising curriculum showing teacher feedback on strengths and challenges. ASBCS staff initial review: Indicates that teachers have provided feedback related to curriculum on one occasion, the beginning stages of the revision process. A copy of this document was taken
[C.21a] PD December 6 Core Knowledge Reflection and Feedback from Teachers, agenda, Core Knowledge Curriculum Resource, email re: preparation.	Charter holder indicated the intended purpose of the document was to demonstrate: trating the process of evaluating and revising curriculum showing teacher feedback on strengths and challenges. ASBCS staff initial review: Indicates that teachers have provided feedback related to curriculum on one occasion, the beginning stages of the revision process. A copy of this document was taken

Charter Holder Initials

[C.22] A+ Progress Tracking Report for English 09, Algebra A, Geometry A, English 10	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Provides student performance by class, including current progress, expected progress, grade, and recent activity. A copy of this document was taken
[C.23] A+ Student Progress Reports for 7 individual students	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Indicates for each student courses enrolled, progress towards completion, grade, latest activity log. Each shows enrollment in courses from all four core subjects. A copy of this document was taken
[C.24] Study Island Class Gradebook Report AIMS High School Prep	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum used for high school AIMS prep for Math only to support students in subgroups. ASBCS staff initial review: Indicates student names assigned to Study Island, items completed, scores. Indicates could take for all subjects, but only took for Math. A copy of this document was not taken because it was demonstrated online.
[C.25] Curriculum Binder - Mackey grades 1-2, Reading & Math ACCR standards used as checklist	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Indicates that this teacher addressed standards from both grades 1 and 2, but not all standards from each grade A copy of examples from this document was taken
[C.25] Curriculum Binder - Mackey grades 1-2, Reading & Math lesson plan spreadsheet for August 26 through June 6	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Indicates that this teacher addressed standards from both grades 1 and 2, but not all standards from each grade A copy of examples from this document was taken (also as I.2)
[C.26] Curriculum Binder – Bobigan grades 1-2, ACCRS Grade 1 Math, ELA grades 1,2 (used as checklist)	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum for elementary grades ASBCS staff initial review: ASBCS staff initial review: Teacher notations in document indicate Math and ELA standards from these grade levels were taught on specific day, but not all standards addressed, and no standards checklist included for Grade 2 Math. A copy of examples from this document was taken

Charter Holder Initials

[C.27] Curriculum Binder – Bobigan grades 1-2, Lesson Plans, August 26 through January 31	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Leadership team indicated that before previous ASBCS site visit, teachers used agenda-style lesson plans indicating activities but not standards, as observed. A copy of examples from this document was taken
[C.28] Curriculum Binder – Bobigan grades 1-2, Lesson Plans, February 3 through March 3, April 28 through May 26	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Shows one week's activities in ELA, Math, Writing and Science, with ACCRS/POs listed, including objectives, assessment but not indicating daily activities. Only identify standards at 1st grade level. Leadership team stated that teachers were given the option of teaching to the level their students needed. A copy of examples from this document was taken
[C.29] Curriculum Binder – Bobigan grades 1-2, Lesson Plans, March 3 to April 24	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Separate daily lesson plans for ELA and Math shows standard, whole group instruction, small group instruction, independent practice, and MobyMax time, with listing of student groups starting March 31. Leadership team stated that the teacher struggled with the small group format, and switched back to the prior format at the end of April. A copy of samples from this document was taken
[C.30] Curriculum Binder, grades 3-4 Lesson Plan Things – Montague - Language Arts February and March 2014 (2/12, 20, 26, 3/5)	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: According to leadership team, this teacher started in February. Indicates objectives, standards, and activities taught on four days over a one month period, but does not align standards taught to activities or assessments. Leadership team said that teacher could choose how to organize instructional presentation, and this teacher chose to have one day a week for each core area. A copy of examples from this document was taken
[C.31] Curriculum Binder, grades 3-4 Lesson Plan– Montague - Language Arts lesson plans for dates in March 3, March 10-18, Mrch 19-21, April 1-4, May 12-16, and June 2	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: downloaded lesson plans from readwritethink and Teaching Tolerance which do not indicate standards alignment. Leadership team said that teacher could choose how to organize instructional presentation, and this teacher chose to have one day a week for each core area. A copy of examples from this document was taken

Charter Holder Initials

[C.32] Curriculum Binder, grades 3-4 Lesson Plan – Montague – Math lesson plan grade 3 and 4 February and March (2.18, 24, 3/3, 10)	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: According to leadership team, this teacher started in February. Indicates objectives, standards, and activities taught on four days over a one month period, but does not align standards taught to activities or assessments. Leadership team said that teacher could choose how to organize instructional presentation, and this teacher chose to have one day a week for each core area. A copy of examples from this document was taken
[C.33] Curriculum Binder, grade K Lesson Plans – Barton January 27 through February 28	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Indicates agenda for each week, and alignment to standard after February 3. Leadership team indicated that this teacher had been the 3-4 grade teacher before January 27, and took over Kinder when the previous teacher left. The previous teacher did not leave lesson plans. A copy of examples from this document was taken because:
[C.34] Curriculum Binder, grade K Lesson Plans – Barton March 3	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Indicates agenda for each Monday and Tuesday, but not for other days that week. Does not indicate standards. Leadership team indicated that this teacher had been the 3-4 grade teacher before January 27, and took over Kinder when the previous teacher left. The previous teacher did not leave lesson plans. A copy of this document was taken because:
[C.35] Curriculum Binder, grade K Lesson Plans – Barton Kindergarten Centers Week of 3/10/14	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Indicates center activities for Math, Reading/Phonics. Does not indicate standards. Leadership team indicated that this teacher had been the 3-4 grade teacher before January 27, and took over Kinder when the previous teacher left. The previous teacher did not leave lesson plans. A copy of this document was taken because:
[C.36] Curriculum Binder, grade K Lesson Plans – Barton March 31 through June 2	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Separate daily lesson plans for ELA and Math shows standard, whole group instruction, small group instruction, independent practice, and MobyMax time. Individual students not listed in group activities. A copy of examples from this document was taken because:

Charter Holder Initials

[C.37] ACCRS grades 3-4 ELA, Math - Montague	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: ASBCS staff initial review: Teacher notations in document indicate Math and ELA standards from these grade levels were taught on specific day, but not all standards addressed. A copy of this document was taken for Math
[C.38] Curriculum Binder, grades 4-5 Lesson Plans – Leidigh standards checklist for Math 4, ELA 4, Math 5, ELA 5	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Teacher notations in document indicate Math and ELA standards from these grade levels were taught on specific day, but not all standards addressed. A copy of this document was taken for Math for both grades.
[C.39] Curriculum Binder, grades 4-5 Lesson Plans – Leidigh August 26 through January 21	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Indicates agenda for each week, but does not indicate standard alignment. A copy of examples from this document was taken because:
[C.40] Curriculum Binder, grades 4-5 Lesson Plans – Leidigh January 27 through Februry 21	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Shows objective, alignment to standard, assessment, activities, separate for Math and ELA. Math lesson plans only indicate alignment to 4th grade standards. A copy of examples from this document was taken
[C.41] Curriculum Binder, grades 4-5 Lesson Plans – Leidigh March 2 through June 5	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Separate daily lesson plans for ELA and Math shows standard, whole group instruction, small group instruction, independent practice, and MobyMax time. Individual students listed in group activities. A copy of examples from this document was taken
[C.42] Curriculum Binder, grades 5-6 Alexander Lesson Plans – August 26 through February 9	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Agenda for classes by week, listing core subject activities, without alignment to standards. Missing 10/21 through 11/18, 11/18 through 2/2, 2/9 through 3/31 A copy of examples from this document was taken

Charter Holder Initials

[C.43] Curriculum Binder, grades 5-6 Alexander Lesson Plans – March 31 through April 3	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Separate daily lesson plans for ELA and Math shows standard, whole group instruction, small group instruction, independent practice, and MobyMax time. Individual students listed in group activities. Only one 5th grade ELA standard listed, no 5th grade Math standards listed. A copy of examples from this document was taken
[C.44] Curriculum Binder, grades 5-6 Alexander Lesson Plans – April 14, May 11	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Email lesson plans for week of 4/14 include agenda for Math, ELA, and AIMS testing without standards alignment. Email lesson plan of May 11 lists ELA with standards alignment, but no Math. A copy of examples from this document was taken because:
[C.45] Curriculum Binder, grades 7-8 Meyer standards checklist for ELA 7-8	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Leadership team indicated that this teacher started in January as self contained 7-8 class, and switched to only ELA after spring break. Teacher notations in document indicate ELA standards from these grade levels were taught on specific day, but not all standards addressed. A copy of examples from this document was taken
[C.46] Curriculum Binder, grades 7-8 Meyer Lesson Plans January 6 through February 21	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Leadership team indicated that this teacher started in January as self contained 7-8 class, and switched to only ELA after spring break. Some lessons starting February 10 include alignment to 7th grade standards, some do not. No 8th grade standards found. A copy of examples from this document was taken
[C.47] Curriculum Binder, grades 7-8 Meyer Lesson Plans February 24 through March 28	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Leadership team indicated that this teacher started in January as self contained 7-8 class, and switched to only ELA after spring break. Only 7th grade standards addressed. A copy of examples from this document was taken
[C.48] Curriculum Binder, grades 7-8 Meyer Lesson Plans March 31 through June 5	Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum ASBCS staff initial review: Separate daily lesson plans for ELA and Math shows standard, whole group instruction, small group instruction, independent practice, and MobyMax time. Individual students listed in group activities from April 7. Only lists 8th grade standards until April 28, the, starts listing all grades 4-12. A copy of examples from this document was taken because:

Charter Holder Initials

[C.49] Curriculum Binder, grades 7-8 Russell Lesson Plans January 6 through June 6	**Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum** **ASBCS staff initial review: agendas, some include objectives but none include standards** **A copy of examples from this document was taken**
[C.50] Curriculum Binder, grades 7-8 Russell Lesson Plans March 25 through June 5	**Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum** **ASBCS staff initial review: Separate daily lesson plans for Math shows standardstarting 3/31, whole group instruction, small group instruction, independent practice, and MobyMax time. Individual students listed in group activities from April 7. Alternates listing standards from grades 7 and 8.** **A copy of examples from this document was taken**
[C.51] Data-Drive Lesson Planning Worksheet – Mr. Meyer Rading (7-8) for 3/31-4/4 and 4/28-5/1	**Charter holder indicated the intended purpose of the document was to demonstrate: implementation of curriculum** **ASBCS staff initial review: Data does not show any change over one month's period. Leadership team said that there was not a new Galileo benchmark between these dates.** **A copy of examples from this document was taken**

I, Hugh Thompson, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on May 5, 2014. _____

I, Tammy Gee, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on May 5, 2014. _____

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Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: StarShine Academy
School Name: StarShine Academy
Site Visit Date: June 12, 2014

Required for: Expansion - Enrollment Cap
Evaluation Criteria Area: Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
[I.1] Classroom Observation Data Collection Sheet	**Charter holder indicated the intended purpose of the document was to demonstrate: monitoring of instruction** **ASBCS staff: Leadership team stated that the form is aligned to Danielson framework, and was implemented in April. Only blank template provided.** **A copy of this document** was not **taken because: it was not evidence of an implemented system**
[I.2] Data Collaboration Meeting February 12 DIBELS Results, lesson plan spreadsheet, Mackey (also C.25)	**Charter holder indicated the intended purpose of the document was to demonstrate: alignment between monitoring of instruction through assessment and implementation of curriculum** **ASBCS staff: Shows topics covered, sign-in sheet. Does not provide results of data collaboration meeting. No alignment with lesson plan can be discerned. No dates covered in lesson plans between 2/21 and 4/14** **A copy of this document** was **taken**

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Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: StarShine Academy
School Name: StarShine Academy
Site Visit Date: June 12, 2014

Required for: Expansion - Enrollment Cap
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
[C.21] May 30 Curriculum & Instruction, Environment, Assessment, PD, Technology, Reflection and Feedback from Teachers	Charter holder indicated the intended purpose of the document was to demonstrate: the process of evaluating and revising curriculum, instruction, PD and Assessment showing teacher feedback on strengths and challenges. ASBCS staff initial review: Indicates that teachers have provided feedback related to curriculum, instruction, PD and Assessment on one occasion, the beginning stages of the revision process. A copy of this document was taken
[A.2] AIMS data 2013-2014 Binder	Charter holder indicated the intended purpose of the document was to demonstrate: assessment of student performance ASBCS staff: Presents data by student, but does not include any analysis by the charter holder. A copy of this document was not taken because: it contains student identifiable information.
[A.3] Galileo Growth and Proficiency 2013-2014 Binder -	Charter holder indicated the intended purpose of the document was to demonstrate: assessment of student performance ASBCS staff: indications of growth and proficiency on graph – requested graphs which best indicate current student performance. A copy of this document was taken
[A.4] DIBELS 2013-2014Binder	Charter holder indicated the intended purpose of the document was to demonstrate: assessment of student performance ASBCS staff: indicates that language development was assessed from grades K-6 with progress monitoring A copy of this document was not taken because: it contains student identifiable information.

Charter Holder Initials _____

[A.5] Lesson Plans – Meyer 3/31 through 6/5 (also C.48)	Charter holder indicated the intended purpose of the document was to demonstrate: how data is used to inform and adapt instruction ASBCS staff: Separate daily lesson plans for ELA and Math shows standard, whole group instruction, small group instruction, independent practice, and MobyMax time. Individual students listed in group activities from April 7. Only lists 8th grade standards until April 28, the, starts listing all grades 4-12. Nothing was provided to indicate how data was used to inform instruction A copy of this document was taken as C.48
[A.6] 11th Grade A+ Lessons Run Chart for March, April, May	Charter holder indicated the intended purpose of the document was to demonstrate: how students and teachers track data about student performance. ASBCS staff: Leadership described how this uses the L to J model to track the number of A+ lessons completed by students in one grade by day, and that teachers analyzed the data in team meetings. A copy of this document was taken
[A.7] MobyMax Progress Report	Charter holder indicated the intended purpose of the document was to demonstrate: assessment to meet the needs of subgroups ASBCS staff: indicates grade level equivalent, time spent, change over time. The leadership team was not able to explain the "grade level increase by month" graph, and said that the teachers and interventionists focused on the Grade Level Progress numbers, problems completed, and subjects students are working in. A copy of this document was not taken because: it was demonstrated on line

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Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: StarShine Academy
School Name: StarShine Academy
Site Visit Date: June 12, 2014

Required for: Expansion - Enrollment Cap
Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
[P.1] Professional Development Plan 2013-2014	**Charter holder indicated the intended purpose of the document was to demonstrate: implementation of a professional development plan.** **ASBCS staff: Includes school goals, PD goal areas. Lists dates in summer (8/1-20) and weekly 9/6 through 5/30, with summer 2014 dates included. Includes topics.** **A copy of this document was taken**
[P.2] FERPA and Child Find training agenda and presentation, Sepetember 6	**Charter holder indicated the intended purpose of the document was to demonstrate: professional development addressing the needs of subgroups** **ASBCS staff:. Sign-in sheet, agenda, and presentation printout demonstrating training on compliance with SPED statutes.** **A copy of this document was taken**
[P.3] PD – Differentiation training 11/22 Sign-in sheet, agenda, Entrance and Exit Tickets completed by teachers, article	**Charter holder indicated the intended purpose of the document was to demonstrate: professional development addressing the needs of subgroups** **ASBCS staff: Indicates that teachers received training on differentiation.** **A copy of this document was taken**
[P.4] PD Feb. 28 on Data-Driven Lesson Planning agenda, expectations of structure of eson plan, lesson plan template, data worksheet template, model lesson plans for reading and math, peer review schedules	**Charter holder indicated the intended purpose of the document was to demonstrate: professional development regarding data-driven lesson planning** **ASBCS staff: Indicated that teachers were informed of the expectations for implementing the new format of lesson plans.** **A copy of this document was taken**
[C.21] May 30 Curriculum & Instruction, Environment, Assessment, PD, Technology, Reflection and Feedback from Teachers	**Charter holder indicated the intended purpose of the document was to demonstrate: the process of evaluating and revising curriculum, instruction, PD and Assessment showing teacher feedback on strengths and challenges.** **ASBCS staff initial review: Indicates that teachers have provided feedback related to curriculum on one occasion, the beginning stages of the revision process.** **A copy of this document was taken**

Charter Holder Initials _____

I, Hyla Thompson, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on May 5, 2014. _____

I, Tammy Gee, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on May 5, 2014. _____

Charter Holder Initials PD

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: StarShine Academy
School Name: StarShine Academy
Site Visit Date: June 12, 2014

Required for: Expansion - Enrollment Cap
Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome
[D.1] Student descriptive cards with teacher perceptual data	**Charter holder indicated the intended purpose of the document was to demonstrate: collection of information about student performance** **ASBCS staff: Leadership stated that the school gathers information about students to help teachers support students for the next year. The cards provide assessments of student strengths and weaknesses of reading, math, writing, and social skills.** **A copy of this document** was not **taken because: contains student identifiable information.**

I, Hugh Thompson, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on May 5, 2014. _____

I, Tammy Gee, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on May 5, 2014. _____

Charter Holder Initials _____