Demonstration of Sufficient Progress Site Visit

Charter/School Name: Skyline D5
Date: 9/24/13

Charter Representative: Ronda Owens
Other leadership members present: Janis Holian, Rodney James, Kathy Scott, Vaughn Flannigan, Kellyn Wines, KJ Weining, Walter Bishop, Jen Huges

Board Staff: Lisa Weisberg and 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
PLC Documentation for curriculum and academic meetings based on student outcomes and school goals	PLC Agendas and notes
Tracking document for the use of "dialogues"	"Dialog" monitoring document and sample dialogues
Lesson plans	Sample math lesson plan from Taskstream with common core standards; Taskstream tracks lesson plans, standards, and is formatted to the curriculum map
Sample principal report	Multiple principal report samples for SY12-13 and SY13-14
Informal observations and walk-through documentation	Informal observations provided – glow/grow completed by school quality; Informal observations completed by Principal Flannigan; Peer observation form and completed sample; Walkthrough documentation completed by Principal Flannigan
Teacher evaluations	Teacher Evaluations completed by Former Principal Grace
Professional development documentation	SY13-14 Agenda; Principal Training agenda; Samples of professional development agendas and materials; Pre-service agenda; SY12-13 professional development agendas and Charter Association trainings; professional development completion certificates
Sample student progress reports	Sample report cards with College and Career Ready Standards policies and alignment, mid-semester progress reports and summative assessment report

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

Evidence Requested	Evidence Provided	Sufficient
Curriculum: The narrative describes a 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.	Language of Literature revised alignment; Triumphs piloted for 6th grade; Journeys piloted for 5th grade; pacing guide for ELA; quarterly curriculum audits; growth data	

Curriculum: The narrative describes a 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.	Individualized prescriptive instruction from SuccessMaker; proficiency data	
Curriculum: The narrative describes a 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 increasing student proficiency in Reading for ELL students, FRL students, and students with disabilities.	No ELL students but system in place for ILLPs , Journey's curriculum includes ELL standards, Successmaker is individualized, tutoring provided school wide; FRL students are provided Successmaker which is individualized and Journey's; SPED students have IEP's but also participate in the individualized prescriptive Successmaker	
Curriculum: The narrative describes a 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 increasing student proficiency in Reading for ELL students.	No ELL students but system in place for ILLPs , Journey's curriculum includes ELL standards, Successmaker is individualized, tutoring provided school wide	
Curriculum: The narrative describes a 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 increasing student proficiency in Reading for FRL students.	FRL students are provided Successmaker which is individualized and Journey's	
Curriculum: The narrative does not describe efforts to develop or address school curriculum aligned with Arizona Academic Standards. There is no evidence of creating, implementing, evaluating, and revising curriculum. The narrative and data provided did not demonstrate that the school implemented a curriculum that contributes to increasing student proficiency in Reading for students with disabilities.	SPED students have IEP's but also participate in the individualized prescriptive Successmaker	

Comments: Enrichment is also provided by way of the individualized instruction