Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Skyline Gila River Schools, LLC
School Name: Skyline D5
Date Submitted: 5/7/13

Required for: Review - Annual Report

Evaluation Completed: 9/9/13; 10/2/13

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*	**I/S**		
1a. Student Median Growth Percentile (SGP) *Reading*	**S**	**I**	**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. **At the site visit a system to create, implement, evaluate, and revise curriculum including supplemental curriculum aligned with the Arizona Academic Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, data review teams and clearly defined and measurable implementation across the school was demonstrated.**
1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*	**I/S**		
2a. Percent Passing *Math*	**I/S**		

Measure	Acceptable	Not Acceptable	Comments
2a. Percent Passing *Reading*	**S**	**I**	**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. **At the site visit a system to create, implement, evaluate, and revise curriculum including supplemental curriculum aligned with the Arizona Academic Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, data review teams and clearly defined and measurable implementation across the school was demonstrated.**
2b. Composite School Comparison (*Traditional and Small Schools only*) *Math*	**I/S**		
2b. Composite School Comparison (*Traditional and Small Schools only*) *Reading*	**S**	**I**	**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. **At the site visit a system to create, implement, evaluate, and revise curriculum including supplemental curriculum aligned with the Arizona Academic Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instruction material adoptions, data review teams and clearly defined and measurable implementation across the school was demonstrated.**
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*	**I/S**		
2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*	**S**	**I**	**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. **At the site visit a system to create, implement, evaluate, and revise curriculum including supplemental curriculum aligned with the Arizona Academic Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, data review teams and clearly defined and measurable implementation across the school was demonstrated.**

Measure	Acceptable	Not Acceptable	Comments
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Math*	**I/S**		
2c. Subgroup Comparison *(2b. for Alternative)* FRL *Reading*	**S**	**I**	**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 students with disabilities. **At the site visit a system to create, implement, evaluate, and revise curriculum including supplemental curriculum aligned with the Arizona Academic Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, data review teams and clearly defined and measurable implementation across the school was demonstrated.**
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*	**I/S**		
2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*	**S**	**I**	**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. **At the site visit a system to create, implement, evaluate, and revise curriculum including supplemental curriculum aligned with the Arizona Academic Standards, evidenced by curriculum alignment, curriculum maps, pacing guides, instructional material adoptions, data review teams and clearly defined and measurable implementation across the school was demonstrated.**
3a. A-F Letter Grade State Accountability System	**I/S**		