Skyline Gila River Schools, LLC- Entity ID 90329

School: Skyline D5

Renewal Executive Summary

Performance Summary

During the five-year interval review of the charter, Skyline Gila River Schools, LLC was required to submit a Performance Management Plan (PMP) as an intervention because the school operated by the charter holder at that time did not meet the academic expectations set forth by the Board. At the time Skyline Gila River Schools, LLC became eligible to apply for renewal, the charter holder again did not meet the academic performance expectations of the Board as set forth in the Performance Framework and was required to submit a Demonstration of Sufficient Progress (DSP) as part of the renewal application package. The charter holder was able to demonstrate the school is making sufficient progress toward the Board's expectations through the submission of the required information or evidence reviewed during an on-site visit. In the most recent fiscal year for which there is State assessment data available, Skyline D5 received an overall rating of "Meets" the Board's academic standards.

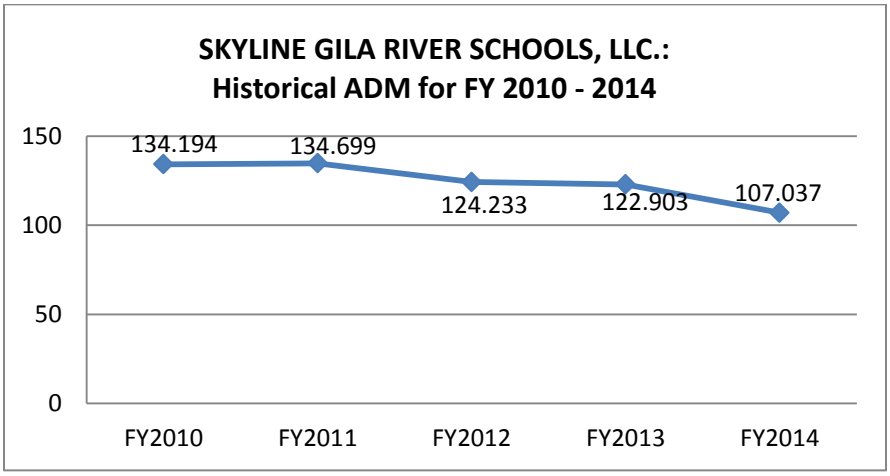
The charter holder did not meet the financial performance expectations of the Board as set forth in the Performance Framework and was required to submit a financial performance response. Staff's evaluation of the response resulted in zero "Acceptable" and three "Not Acceptable" determinations.

The charter holder's organizational membership on file with the Board was consistent with the information on file with the Arizona Corporation Commission.

The charter holder did have compliance matters.

Profile

Skyline Gila River Schools, LLC operates one school serving grades 5-8. Skyline D5 is designated as an alternative school. The graph below shows the charter holder's actual 100th day average daily membership (ADM) for fiscal years 2010-2014.



A dashboard representation of Skyline D5's academic outcomes, based upon the indicators and measures adopted by the Board, is provided below.

Skyline D5

		2012 Traditional Elementary School (5-8)			2013 Alternative Elementary School (5 to 8)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	32	25	12.5	69	100	15
	Reading	43	50	12.5	53	75	15
1b. SGP Bottom 25%	Math	45.5	50	12.5	41	50	10
	Reading	62	75	12.5	55	75	10
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	26 / 60.9	50	7.5	34.1 / 25.8	75	7.5
	Reading	34 / 78.4	50	7.5	56 / 53.1	75	7.5
2b. Composite School Comparison	Math	-30.7	25	7.5	NR	0	0
	Reading	-41.8	25	7.5	NR	0	0
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	25 / 50.9	50	3.75	34.4 / 25.5	75	2.5
	Reading	35 / 71.2	50	3.75	56.7 / 52.5	75	2.5
2c. Subgroup SPED	Math	0 / 21	50	3.75	0 / 7.8	25	2.5
	Reading	0 / 37.4	25	3.75	8.3 / 21.2	50	2.5
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		D	25	5	B-ALT	75	10
4. Graduation		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
4b. Academic Persistence		NR	0	0	86	75	15
Overall Rating		Overall Rating			Overall Rating		
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		44.06		100	74.38		100

I. Success of the Academic Program

The FY2013 overall rating for the school on the Board's academic performance measures was 74.38 including points received for the FY2013 letter grade of B-ALT as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was 44.06 including points received for the FY2012 letter grade of D as reported by the Arizona Department of Education.

The following is a timeline of activities that have occurred related to the academic performance of Skyline Gila River Schools, LLC.

July, 2011: Skyline Gila River Schools, LLC was notified that the charter holder was required to submit a Performance Management Plan (PMP) on or before September 1, 2011 for the five-year interval review because Skyline D5, a school operated by the charter holder, did not meet the academic expectations set forth by the Board.

August, 2011: Skyline Gila River Schools, LLC timely submitted a PMP (portfolio: i. Performance Management Plan).

January, 2013: The Board released FY2012 Academic Dashboards; Skyline D5 received an overall rating of "Does Not Meet" the Board's academic standards and Skyline Gila River Schools, LLC did not meet the Board's academic performance expectations. The charter holder was assigned a Demonstration of Sufficient Progress (DSP) for Skyline D5 as part of an annual reporting requirement (portfolio: h. FY12 DSP Submission).

September, 2013: The Board released FY2013 Academic Dashboards; Skyline D5 received an overall rating of "Meets" the Board's academic standards. Therefore, Skyline Gila River Schools, LLC did not meet the Board's academic performance expectations. In accordance with the Board's academic framework intervention schedule at that time, the charter holder was not assigned a DSP.

September, 2013: Following a preliminary evaluation of the FY2012 DSP, Board staff conducted a site visit on September 24, 2013 to meet with the school's leadership. The charter holder was able to submit additional evidence for 48 hours after the site visit (portfolio: g. FY12 DSP Site Visit Evidence List).

October, 2013: Board staff completed a final evaluation (portfolio: f. FY2012 DSP Evaluation Instrument) of the charter holder's FY2012 DSP and made the evaluation available to the charter holder. In that final evaluation of the FY2012 DSP, Board staff determined that the charter holder's DSP was sufficient in all areas. The findings contained in the final evaluation of the FY2012 DSP were grounded in a limited evaluation of the school's evidence as compared to the evaluation used in completing final evaluation of the FY2013 DSP submitted as part of the renewal application package.

December, 2013: Board staff provided the charter holder, through its authorized representative, Ms. Ronda Owens, with Renewal Notification Information, which included notification of the renewal process, the date on which the charter holder would become eligible to apply for renewal (December 30, 2013), the deadline date on which the renewal application package would be due to the Board (March 30, 2013), information on the availability of the charter holder's renewal application as well as instruction on how to access the renewal application, and notification of the requirement to submit a Renewal DSP as a component of its renewal application package because the charter holder did not meet the academic performance expectations set forth by the Board.

March, 2014: A renewal application package and FY2013 DSP for Skyline D5 was timely submitted by the charter representative (portfolio: e. Renewal DSP Submission).

Renewal Application Package DSP

Following a preliminary evaluation of the DSP, staff conducted a site visit on May 2, 2014 to meet with the school's leadership, as selected by the school, to confirm evidence of the processes described in the DSP and review additional evidence to be considered in the final evaluation (presented in the charter holder's renewal portfolio: c. Renewal DSP Evaluation Instrument and d. Renewal DSP Site Visit Inventory) of the charter holder's DSP submission. The following representatives of Skyline Gila River Schools, LLC were present at the site visit:

Name	Role
Kathy Scott	Director of Curriculum
Rodney James	Vice President of Education
Vaughn Flannigan	Campus Principal
Ronda Owens	Charter Representative

The DSP submitted by Skyline Gila River Schools, LLC for Skyline D5 was required to address the areas (curriculum, monitoring instruction, assessment, and professional development) for the measures for which the charter holder was required to provide a response. The charter holder was provided a copy of the initial evaluation prior to the site visit and informed that areas initially evaluated as not acceptable could be addressed with additional evidence at the time of the visit. The charter holder also had 48 hours following the site visit to submit relevant evidence.

After considering information in the DSP, evidence provided at the time of the site visit, and additional evidence submitted following the site visit, the charter holder demonstrated evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency, implementation of a plan for monitoring the integration of the Arizona's College and Career Ready ACCR Standards into instruction, implementation of a plan for monitoring and documenting increases in student growth and proficiency, implementation of a professional development plan that contributed to increased student growth and proficiency.

Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in Math and Reading in the whole school population as well as for students within the ELL, FRL, and SPED subgroups; and improved growth for students in the bottom 25%.

The charter holder stated that the school currently serves no ELL students.

Based on the findings summarized above and described below, staff determined that the charter holder demonstrated sufficient progress towards meeting the Board's academic performance expectations.

A description of the findings for each required area as evaluated is provided below:

Curriculum:

In the area of curriculum, Skyline Gila River Schools, LLC's DSP was evaluated as Meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Specifically, the charter holder provided evidence of a system to create, implement, evaluate and revise curriculum aligned with ACCR Standards with clearly defined and measurable implementation across the school. The charter holder's DSP in the area of curriculum is acceptable.

- The charter holder must provide evidence of implementation of a systematic process the school uses to create/adopt curriculum. Sufficient evidence will demonstrate how and when the school evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process.
    - The charter holder provided "Instructional Materials Adoption Policy", "D-5 Core Resource Adoption Five Year Plan", "D-5 Core Instructional Materials List 2013-14", and "Core Resource Evaluation Form". These documents identify the steps in the policy and process for adopting

curriculum, including a plan for adopting curriculum and documents for evaluating resources. These documents demonstrate a system to create/adopt curriculum.

- The charter holder must provide evidence that the school has in place a system for implementing the curriculum consistently across the school. Sufficient evidence will demonstrate the school utilizes tools that identify what must be taught, the expected pacing, strategies, methods, and activities, and communicated expectations for the consistent use of these tools.
    - The charter holder provided "Core Resource:Saxon Math/Other – Ratio and Proportional Relationships (Curriculum Map)", "envision Pacing Guide Grade 5", "Digits Standards Correlation grades 6-8", "Curriculum Map, Grade 5 ELA", "Reading Curriculum Map, Grade 8", "Journeys Scope and Sequence Grade 6", and "Curriculum Map, Grade 7 ELA, Quarter 3". These documents identify the sequence and expected pacing of instruction. These documents provide evidence of a system for implementing the curriculum consistently across the school.
    - The charter holder provided "Lesson Plan, Grade 6 Math, November 5, 2013", "Lesson Plan, Grade 6 ELA, March 2, 2014", "Lesson Plan, Grad 7 Math, February 1, 2014", "Lesson Plan, Grade 5 ELA, March 3, 2014", "Lesson Plan Grade 8 ELA, October 13, 2013", "Lesson Plan, Grade 5 Math, January 27, 2014", and "Lesson Plan Grade 8 Math, January 13, 2014". These documents identify alignment of lesson plans with standards identified in the curriculum maps, correlation guides, and scope and sequence documents. A review of lesson plans selected across the school year demonstrates consistent implementation in accordance with the maps and pacing documents. These documents provide evidence of a system for implementing the curriculum consistently across the school.
- The charter holder must provide evidence of implementation of a systematic process for evaluating and revising curriculum. Sufficient evidence will demonstrate how the school evaluates how effectively the curriculum enables students to master the standards, identifies gaps in the curriculum, and demonstrates how the school is addressing curricular gaps.
    - The charter holder provided "Core Resource Evaluation Form", "Curriculum Teams 1/30/2013", and "Curriculum Team Agenda and sign-in sheet". These documents identify the instrument used for evaluating curriculum, outline the expectations for the curriculum team, and document the team meeting. These documents provide evidence of a system for evaluating and revising curriculum.
- The charter holder must demonstrate implementation of a curriculum aligned to the ACCR Standards.
    - The charter holder provided "Core Resource: Saxon Math/Other – Ratio and Proportional Relationships (Curriculum Map)", "envision Pacing Guide Grade 5", "Digits Standards Correlation grades 6-8", "Curriculum Map, Grade 5 ELA", "Reading Curriculum Map, Grade 8", "Journeys Scope and Sequence Grade 6", and "Curriculum Map, Grade 7 ELA, Quarter 3". These documents identify alignment of curriculum resources to the ACCR Standards for reading and math for grades 5-8. These documents provide evidence of a system for implementing curriculum aligned to the ACCR Standards.
- The charter holder must demonstrate implementation of a curriculum adapted to meet the needs of subgroup populations. Sufficient evidence will demonstrate there is curriculum intended to provide differentiated materials, activities, and/or strategies for struggling students within the subgroups.
    - The charter holder provided "Students with Classroom Accommodations – Details", "Weekly Data", and "Service Log". These documents identify a system for communication between the

classroom teacher and the special education teacher. The first document identifies modifications and accommodations made to curriculum to meet the needs of students with disabilities, while the second and third provide evidence of implementation. These documents provide evidence of a system to adapt curriculum to meet the needs of students with disabilities.

- The charter holder provided "Tier 2 Intervention Plan" and "Tier 3 Intervention Plan – Block 3". These documents identify a two-week monitoring cycle for students. Individual student plans include goals and assessment results. The described process includes steps for reviewing student progress at regular intervals and evaluation of student status. The "Tier 3 Intervention Plan – Block 3" also identifies supplemental materials that will be used to meet the needs of struggling students. These documents provide evidence of a system to provide curriculum to meet the needs of students in the bottom 25%.

Monitoring Instruction:

In the area of monitoring instruction, Skyline Gila River Schools, LLC's DSP was evaluated as Meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Specifically, the charter holder provided evidence of a system to monitor the integration of ACCR Standards into instruction and evaluate the instructional practices of the teachers. The system provides for some analysis and feedback to further develop the system. The charter holder's DSP in the area of monitoring instruction is acceptable.

- The charter holder must provide evidence of implementation of a system to monitor the integration of ACCR Standards into instruction. Sufficient evidence will demonstrate that the school ensures all grade level standards are taught within the school year in all classrooms and that teachers implement an ACCR Standards-aligned curriculum with fidelity.
    - The charter holder provided "Teacher Expectations 2013-14", "Taskstream general comment area, 6th ELA January 2014", and "8th Math, September and December 2013". These documents identify the established expectation that teachers submit lesson plans, the acceptable format for lesson plans, and the required inclusion of ACCR Standards in lesson plans. Sample lesson plans were provided that document review and feedback to teachers from the Principal, Director of Curriculum and Vice-President of Education. The lessons plans include response to provide feedback from the classroom teachers. These documents demonstrate a system to monitor the integration of ACCR Standards into instruction.
    - The charter holder provided "D5 Weekly Principals Report". The document provides a log of the weekly monitoring of lesson plan reviews and posted daily objectives. The log includes comments and follow-up. Reviewed documents demonstrate examples of monitoring resulting in communication with teachers regarding lack of objectives posted. Follow-up indicates that monitoring confirmed teacher was posting objectives. These documents demonstrate evidence of a system to monitor the integration of ACCR Standards into instruction.
    - The charter holder provided "Classroom Observation Form – Open Ended (Form A), DP, peer observer JH, 8/29/13", "Classroom observation feedback, BS, 9/12/13, by Principal", and "Classroom Observation Form, JR, 12/3/13, peer observer JH". These documents demonstrate that the integration of standards is monitored as part of the classroom observation process. Observation forms indicate that standards are observed in lesson plans and stated as part of classroom instruction. These documents demonstrate evidence of a system to monitor the integration of ACCR Standards into instruction.

- The charter holder must provide evidence of implementation of a system to evaluate the instructional practices of teachers. Sufficient evidence will demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers.
    - The charter holder provided "Teacher EOY Evaluation (Form A), JH, January 2014, used as a midyear summative." This document includes multiple forms as part of the teacher evaluation. Information included as part of the evaluation includes, classroom level data from Galileo and Successmaker, pre-observation conference, observation and collection of evidence to support scoring, and observation summary. Teachers are evaluated in four performance domains. The evaluation includes areas of strength, areas of improvement, and professional development recommendations. This document demonstrates a system to evaluate the instructional practices of teachers.
- The charter holder must provide evidence that school leaders conduct some analysis and provide some feedback to further develop the system. Sufficient evidence will demonstrate that teachers receive the feedback, have access to the resources necessary to address identified weaknesses and learning needs, and/or the school ensures teacher development is ongoing.
    - The charter holder provided "Teacher EOY Evaluation (Form A), JH, January 2014, used as a midyear summative." This document includes multiple forms as part of the teacher evaluation. Information included as part of the evaluation includes, classroom level data from Galileo and Successmaker, pre-observation conference, observation and collection of evidence to support scoring, and observation summary. Teachers are evaluated in four performance domains. The evaluation includes areas of strength, areas of improvement, and professional development recommendations. The observation summary is reviewed with the teacher and signed by both the teacher and principal. The document demonstrates a system for evaluating the instructional practices of teachers that includes analysis and feedback to further develop the system.
- The charter holder must provide evidence of implementation of a system to evaluate the instructional practices of teachers that addresses the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate that the school evaluates the quality of instruction and identifies the strengths, weaknesses, and learning needs of teachers in relation to meeting the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities.
    - The charter holder provided "Teacher EOY Evaluation (Form A), JH, January 2014, used as a midyear summative." This document includes multiple forms as part of the teacher evaluation. Information included as part of the evaluation includes, classroom level data disaggregated to include separate results for ELL and students with disabilities students. The pre-observation conference includes the teacher's description of the students in the class, including those with special needs. The pre-observation conference also includes discussion of how the teacher will differentiate instruction for students. Teachers are evaluated in four performance domains. Domain 2 and Domain 3 include areas for evaluating teacher interaction with students and lesson delivery. Within these domains the teacher is evaluated on their strategies for differentiating to meet the needs of students. The document demonstrates a system for evaluating the instructional practices of teachers that that addresses the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities.

Assessment:

In the area of assessment, Skyline Gila River Schools, LLC's DSP was evaluated as Meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Specifically, the charter holder provided evidence of comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology that includes data collection from multiple assessments, and data review teams. The charter holder's DSP in the area of assessment is acceptable.

- The charter holder must provide evidence of the implementation of a comprehensive assessment system. Sufficient evidence will demonstrate the school regularly and timely assesses students in a manner that is aligned with the curriculum in order to monitor student progress.
    - The charter holder provided "Assessment Policy" and "Assessment Timeline, 2013-14". The Assessment Policy describes each of the assessments used and described how the results are used to guide instruction. The assessments include progress monitoring, diagnostic, summative, and intervention assessments. The Assessment Timeline identifies when each of the four benchmark assessments will be administered. These documents demonstrate evidence of a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum.
    - The charter holder provided "Student Achievement Plan". The document provides collection of student assessment data from multiple assessment tools. Specific student goals, strengths, and struggles are also recorded. Student progress monitoring results for Tier 2 and Tier 3 students are also recorded. This document demonstrates a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum.
- The charter holder must provide evidence that data from these assessments is analyzed and utilized. Sufficient evidence will demonstrate how and when the school analyzes assessment data, what findings the school makes from assessment data, who is involved in the analysis of assessment data, and how that analysis is used to inform and adapt instruction.
    - The charter holder provided "Assessment Policy". The document describes each of the assessments and how the results of each assessment are analyzed and used. Results of data analysis are used to identify Tier 2 and Tier 3 students, develop Student Achievement Plans, and identify lessons to be retaught. This document demonstrates a system for analyzing assessment data from multiple assessments.
    - The charter holder provided "Tier 2 Intervention Plan SOP", "Tier 3 Intervention Plan SOP", and "RTI Model/Skyline Model". The documents describe the process for assessing and monitoring progress for students in the bottom 25%. The documents describe the process for using assessment results for identifying students for Tier 2 or Tier 3 instruction. The narrative describes the process for analyzing assessment results for progress monitoring students in Tier 2 and Tier 3. These documents demonstrate a system for analyzing assessment data from multiple assessments.
- The charter holder must provide evidence of implementation of an assessment system that meets the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate how the assessment system assesses students within the subgroups according to their needs.

- The charter holder provided "Assessment Policy" and "Assessment Timeline, 2013-14". The Assessment Policy describes each of the assessments used and described how the results are used to guide instruction. The document includes ELL intervention plans and special education intervention plan (goals) as part of the policy and describes how student progress is monitored. The Assessment Timeline identifies when each of the four benchmark assessments will be administered. These documents demonstrate a comprehensive assessment system that meets the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities.
- The charter holder provided "Student Achievement Plan". The document demonstrates collection of student assessment data from multiple assessment tools. Specific student goals, strengths, and struggles are also recorded. Student progress monitoring results for Tier 2 and Tier 3 students are also recorded. This document provides evidence of a comprehensive assessment system that meets the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities.
- The charter holder provided "Tier 2 Intervention Plan SOP", "Tier 3 Intervention Plan SOP", and "RTI Model/Skyline Model". The documents describe the process for assessing and monitoring progress for students in the bottom 25%. The documents also describe the process for using assessment results for identifying students for Tier 2 or Tier 3 instruction. The RTI Model/Skyline Model document matches each component of the Skyline model to a corresponding component of the RTI Model. The narrative describes the process for analyzing assessment results for progress monitoring students in Tier 2 and Tier 3. These documents demonstrate a comprehensive assessment system that meets the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities.

Professional Development:

In the area of professional development, Skyline Gila River Schools, LLC's DSP was evaluated as Meets. The charter holder provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Specifically, the charter holder provided evidence of comprehensive professional development plan that is aligned with teacher learning needs. The plan includes follow-up and monitoring strategies. The plan focuses on areas of high importance and supports high quality implementation. The charter holder's DSP in the area of professional development is acceptable.

- The charter holder must provide evidence of implementation of a comprehensive professional development plan. Sufficient evidence will demonstrate that the plan was developed to address teacher learning needs and areas of high importance.
    - The charter holder provided "2013-2014 Professional Development Calendar", "Domain 1 Planning and Preparation; January 3 PD PowerPoint", "PARCC and Common Core Reading; October 18 PD PowerPoint", "D5 Weekly Principals Report, January 20-27, 2014", "March 21, 2014 PD Sign-in Sheet: Understanding Learning Disabilities; Presentation Materials" and "Pearson Teacher Training, August 13, 2013, including SuccessMaker". These documents identify the professional development provided addressed areas of high need, newly adopted curriculum, areas of high importance, PARCC and Common Core Reading. These documents demonstrate a comprehensive professional development plan that is aligned with teacher learning needs and focuses on areas of high importance.

- The charter holder must provide evidence of implementation of a system that supports high quality implementation of the information and strategies learned through the professional development plan. Sufficient evidence will demonstrate how the charter holder provides access to resources necessary to implement the information and strategies, and/or otherwise supports teachers in planning to and implementing the information and strategies.
    - The charter holder provided "Domain 1 Planning and Preparation; January 3 PD PowerPoint", "PARCC and Common Core Reading; October 18 PD PowerPoint", "March 21, 2014 PD Sign-in Sheet: Understanding Learning Disabilities; Presentation Materials" and "Pearson Teacher Training, August 13, 2013, including SuccessMaker". These documents clearly identify presentation materials that were provided teachers as part of professional development. A review of the presentation materials reveals that they support teacher implementation of the strategies. These documents demonstrate a comprehensive professional development plan that support high quality implementation.
- The charter holder must provide evidence of implementation of a system to follow-up on and monitor the implementation of the strategies and information learned through the professional development plan. Sufficient evidence will demonstrate how implementation is observed and evaluated and how the school ensures teacher development is ongoing in relation to the information and strategies learned through the professional development plan.
    - The charter holder provided "Domain 1 Planning and Preparation; January 3 PD PowerPoint". Domain 1 Planning and Preparation professional development was provided as a follow-up to prior training. Based on the results of lesson plan reviews, this professional development was provided to teachers. A review of lesson plans prior to and after this training demonstrates changes to teacher lesson plans consistent with the training. This document demonstrates evidence of a comprehensive professional development plan that includes follow-up and monitoring strategies.
    - The charter holder provided "D5 Weekly Principals Report, January 20-27, 2014". The weekly principals report identifies professional development to support implementation of Galileo was provided during the week. A prior Galileo training session was provided in August. This session was provided as follow-up to the August session based on identified teacher need and monitoring of implementation of Galileo. This document demonstrates a comprehensive professional development plan that includes follow-up and monitoring strategies.
- The charter holder must provide evidence of implementation of comprehensive professional development plan that meets the needs of students with proficiency in the bottom 25%, ELL students, FRL students, and students with disabilities. Sufficient evidence will demonstrate how the professional development plan addresses teacher weaknesses and learning needs and areas of high importance in relation to students within the subgroups according to their needs.
    - The charter holder provided "Pearson Teacher Training, August 13, 2013, including SuccessMaker". This document clearly identifies training to support the implementation of SuccessMaker as a resource for Tier 2 and Tier 3 students. This document demonstrates a comprehensive professional development plan to support the needs of students within subgroups.
    - The charter holder provided "March 21, 2014 PD Sign-in Sheet: Understanding Learning Disabilities; Presentation Materials". This document clearly identifies training for teachers to support strategies for students with disabilities. This document demonstrates a

comprehensive professional development plan to support the needs of students within subgroups.

Data:

Data and analysis provided demonstrates improved academic performance based on data generated from valid and reliable assessment sources. The data and analysis demonstrates improved growth and proficiency in math and reading in the whole school population as well as for students within the ELL, FRL, and SPED subgroups; and improved growth for students in the bottom 25%.

- The charter holder must provide evidence of the effectiveness of their systems in each of the areas discussed above through the presentation of valid and reliable data and data analysis that demonstrates improved student growth and proficiency. Sufficient evidence will demonstrate the school's performance on the AIMS assessment, as reflected in the dashboard, is and will continue to improve as compared to prior years.
    - The charter holder provided "Tabel-1" and "Tabel-2". These documents clearly identified three years of data were provided. "Tabel-1" and "Tabel-2" contain AIMS and Galileo results. Tabel-1 demonstrates that AIMS 2013 results were higher than the Galileo proficiency levels. Tabel-2 demonstrates that 2014 Galileo proficiency percentage for math and reading are greater than the proficiency percentages for 2013. Since AIMS proficiency results for 2013 were higher than Galileo proficiency rates, the charter holder is anticipating higher AIMS proficiency for 2014. These documents demonstrate improved proficiency results for math and reading.
    - The charter holder provided "Tabel-3". This document clearly identified student growth results. The charter holder analysis of the results stated that growth of .1 is equivalent to 1 month of growth. The data provided demonstrates that students are achieving growth at a rate that will result in more than one year of growth in math and reading over the course of the academic year. This document demonstrates improved growth for math and reading.
    - The charter holder provided "Growth Data – Math – Bottom 25%"and "Proficiency Data – Special Education". Data tables were submitted with the DSP. Additional information was provided at the site visit that clarified that the tables labeled 2012 and 2013 were for the 2012-2013 and 2013-2014 school years. The data provided demonstrates improved growth and proficiency for students in reading and math for students in the bottom 25% and improved growth for students with disabilities.

II. Viability of the Organization

The charter holder did not meet the Board's financial performance expectations based on the fiscal year 2012 audit. The following table includes the charter holder's financial data and financial performance for the last three audited fiscal years. Based on the fiscal year 2013 audit, the charter holder does not meet the Board's financial performance expectations. For fiscal year 2011, "occupancy" expenses were used for "lease expense" as lease only expenses were not available.

Skyline Gila River Schools, LLC

Financial Data				
	2013	2012	2011	
Statement of Financial Position				2010
Cash	$328,938	$366,012	$572,173	$81,481
Unrestricted Cash	$236,118	$297,641	$531,486	
Other Liquidity	-			
Total Assets	$495,018	$587,702	$595,835	
Total Liabilities	$80,124	$91,727	$37,000	
Current Portion of Long-Term Debt & Capital Leases	-	-	-	
Net Assets	$414,894	$495,975	$558,835	
Statement of Activities				
Revenue	$1,682,859	$1,768,895	$1,919,680	
Expenses	$1,763,940	$1,831,755	$1,401,728	
Net Income	($81,081)	($62,860)	$517,952	
Change in Net Assets	($81,081)	($62,860)	$517,952	
Financial Statements or Notes				
Depreciation & Amortization Expense	$32,313	$3,385	-	
Interest Expense	-	-	-	
Lease Expense	$112,221	$102,097	$217,491	

Financial Performance				
	2013	2012	2011	3-yr Cumulative
Near-Term Indicators				
Going Concern	No	No	No	N/A
Unrestricted Days Liquidity*	48.86	59.31	138.40	N/A
Default	No	No	No	N/A
Sustainability Indicators				
Net Income	($81,081)	($62,860)	$517,952	N/A
Cash Flow	($37,074)	($206,161)	$490,692	$247,457
Fixed Charge Coverage Ratio	0.57	0.42	3.38	N/A

* For fiscal years 2011 and 2012, the field reflects the charter holder's performance under the financial framework's previous "Unrestricted Days Cash" measure.

The charter holder was required to submit a financial performance response based on the fiscal year 2012 audit (portfolio: k. Financial Response). Staff's evaluation of the financial performance response resulted in zero "Acceptable" and three "Not Acceptable" determinations (portfolio: j. Financial Response Evaluation).

While the charter holder did not meet the Board's financial performance expectations in fiscal years 2012 and 2013, the Demonstration of Sufficient Progress includes no indication that additional resources would be committed by the charter holder to developing systems that would result in improved academic performance.

III. Adherence to the Terms of the Charter

A. Compliance Matters Requiring Board or Other Agency Action

Over the past five years, there were no items to report.

B. Other Compliance Matters

In January 2012, ADE Exceptional Student Services notified the charter holder of partial compliance in some areas with regard to specific regulations for Part B, Individuals with Disabilities Education Act (IDEA), and the Arizona Revised Statutes. The compliance issues were reported by ADE as resolved in December 2012.

The fiscal year 2011 audit identified an issue that required a corrective action plan (CAP). Specifically, the audit indicates the charter holder did not retain daily attendance rosters/roll call records used to input data into the electronic attendance system. The charter holder submitted a satisfactory CAP.

C. Charter Holder's Organizational Membership

Because the organizational membership on file with the Board was consistent with the information on file with the Arizona Corporation Commission, the charter holder was not required to submit the charter holder's Organizational Membership portion of the Detailed Business Plan Section.

Board Options

Option 1: The Board may approve the renewal. Staff recommends the following language provided for consideration: Renewal is based on consideration of academic, fiscal and contractual compliance of the charter holder. In this case, the charter holder did not meet the academic performance expectations set forth in the Board's performance framework but was able to demonstrate sufficient progress toward the Board's expectations as is reflected in the Renewal Executive Summary. Additionally, the Board has adopted an academic performance framework that allows for additional consideration of the charter holder throughout the next contract period. There is a record of past contractual noncompliance which has been reviewed. With that taken into consideration, as well as having considered the statements of the representatives of the charter holder today and the contents of the renewal portfolio which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the charter holder provided to the Board for consideration of this request for charter renewal, I move to approve the request for charter renewal and grant a renewal contract to Skyline Gila River Schools, LLC.

Option 2: Notwithstanding staff's recommendation to approve the renewal, the Board may determine that there is a basis to deny the renewal. The following language is provided for consideration: Having considered the statements of the representatives of the charter holder today and the contents of the renewal portfolio which includes the academic performance, the fiscal compliance, and legal and contractual compliance of the charter holder provided to the Board for consideration of this request for charter renewal, I move to deny the request for charter renewal and to not grant a renewal contract for Skyline Gila River Schools, LLC on the basis that charter holder failed to: **1)** meet or make sufficient progress toward the academic performance expectations set forth in the performance framework when: [*provide specific findings related to curriculum, monitoring of instruction, assessment, professional development, and/or data*]; **AND/OR 2)** complete the obligations of the contract when: [*provide specific material findings related to obligations of the contract*]; **AND/OR 3)** comply with Arizona charter school statutes or any provision of law from which the charter school is not exempt when: [*provide specific violations related to provisions of law*].