Demonstration of Sufficient Progress Evaluation Instrument

Charter Holder Name: Hillcrest Academy, Inc.
School Name: Hillcrest Academy
Date Submitted: August 13, 2014
Academic Dashboard: FY 2013

Required for: Expansion Request – New Site
Initial Evaluation Completed: August 15, 2014
Final Evaluation Completed: September 3, 2014

I = Result after initial evaluation
S = Result after evaluation of information collected from the site visit

			Initial Evaluation	Final Evaluation
Measure	**Acceptable**	**Not Acceptable**	**Comments**	**Comments**
1a. Student Median Growth Percentile (SGP) *Reading*		**I/S**	**Curriculum:** This area is initially scored as Approaches. The narrative describes processes to evaluate and revise curriculum, including supplemental curriculum, evidenced by pacing guides and data review teams. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student growth in Reading on Arizona's College and Career Ready Standards (ACCR Standards) because the narrative does not describe a system that includes processes to create and implement curriculum which would have provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth. Rather, the Charter Holder provided evidence of a fragmented approach that the school uses to create and implement school curriculum, aligned with ACCR Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area is initially scored as Falls Far Below. The narrative describes processes to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, and data review teams. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction and provide some analysis and feedback to further develop the system which would have provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the Charter Holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area is initially scored as Approaches. The narrative describes an	**Curriculum:** This area is scored as Falls Far Below. Through the DSP process the Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the Charter Holder provided evidence of disjointed efforts to develop or address school curriculum aligned with ACCR Standards. **Instruction:** This area is scored as Falls Far Below. Through the DSP process the Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Rather, the Charter Holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area is scored as Approaches. Through the DSP process the Charter Holder provided evidence of an assessment approach including data collection from multiple assessments, such as formative and benchmark assessments, but did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the Charter Holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area is scored as Falls Far Below. Through the DSP process the Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the Charter Holder's evidence demonstrated that the Charter Holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school

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1b. Student Median Growth Percentile (SGP) Bottom 25% *Math*		**I/S**	**Curriculum:** This area is initially scored as Approaches. The narrative describes processes to evaluate and revise curriculum, including supplemental curriculum, evidenced by pacing guides and data review teams, and that the curriculum is adapted to meet the needs of students in the bottom 25%. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student growth in Math for students in the bottom 25% on Arizona's College and Career Ready Standards (ACCR Standards) because the narrative does not describe a system that includes processes to create and implement curriculum which would have provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth for students in the bottom 25%. Rather, the Charter Holder provided evidence of a fragmented approach that the school uses to create and	**Curriculum:** This area is scored as Falls Far Below. Through the DSP process the Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the Charter Holder provided evidence of disjointed efforts to develop or address school curriculum aligned with ACCR Standards. **Instruction:** This area is scored as Falls Far Below. Through the DSP process the Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Rather, the Charter Holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area is scored as Approaches. Through the DSP process the Charter

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2b. Composite School Comparison (*Traditional and Small Schools only*) *Reading*		**I/S**	**Curriculum:** This area is initially scored as Approaches. The narrative describes processes to evaluate and revise curriculum, including supplemental curriculum, evidenced by pacing guides and data review teams, and that the curriculum is adapted to meet the needs of ELL students, FRL students, and students with disabilities . The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Reading for ELL students, FRL students, and students with disabilities on Arizona's College and Career Ready Standards (ACCR Standards) because the narrative does not describe a system that includes processes to create and implement curriculum which would have provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student proficiency for ELL students, FRL students, and students with disabilities. Rather, the Charter Holder provided evidence of a fragmented approach that the school uses to create and implement school curriculum, aligned with ACCR Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area is initially scored as Falls Far Below. The narrative describes processes to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, and data review teams. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for ELL students, FRL students, and students with disabilities because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction and provide some analysis and feedback to further develop the system, and that the processes are adapted to meet the needs of ELL students, FRL students, and students with disabilities, which would have provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the Charter Holder provided evidence of the beginning stages of monitoring and	**Curriculum:** This area is scored as Falls Far Below. Through the DSP process the Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the Charter Holder provided evidence of disjointed efforts to develop or address school curriculum aligned with ACCR Standards. **Instruction:** This area is scored as Falls Far Below. Through the DSP process the Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Rather, the Charter Holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area is scored as Approaches. Through the DSP process the Charter Holder provided evidence of an assessment approach including data collection from multiple assessments, such as formative and benchmark assessments, but did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the Charter Holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area is scored as Falls Far Below. Through the DSP process the Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the Charter Holder's evidence demonstrated that the Charter Holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading as compared to prior years for ELL students and students with

			evaluating standards and instructional practices. **Assessment:** This area is initially scored as Approaches. The narrative describes an assessment approach which includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes an approach that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for ELL students, FRL students, and students with disabilities because the narrative does not describe a system based on clearly defined performance measures aligned with the curriculum and instructional methodology, and that is adapted to meet the needs of ELL students, FRL students, and students with disabilities, which would have provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the Charter Holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area is initially scored as Falls Far Below. The narrative describes a professional development approach that focuses on areas of high importance. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Reading for ELL students, FRL students, and students with disabilities because the narrative does not describe a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and supports high quality implementation, and that that is adapted to meet the needs of ELL students, FRL students, and students with disabilities, which would have provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student proficiency for ELL students, FRL students, and students with disabilities. Rather, the Charter Holder's evidence demonstrated that the Charter Holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading for ELL students, FRL students, and students with disabilities. Data must be disaggregated for the students in the ELL students, FRL students, and students with disabilities subgroup and must demonstrate improvement as compared to prior years.	disabilities.

2c. Subgroup Comparison *(2b. for Alternative)* ELL *Math*		**I/S**	**Curriculum:** This area is initially scored as Approaches. The narrative describes processes to evaluate and revise curriculum, including supplemental curriculum, evidenced by pacing guides and data review teams, and that the curriculum is adapted to meet the needs of ELL students. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Math for ELL students on Arizona's College and Career Ready Standards (ACCR Standards) because the narrative does not describe a system that includes processes to create and implement curriculum which would have provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student proficiency for ELL students. 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Rather, the Charter Holder's evidence demonstrated that the Charter Holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Math as compared to prior years for ELL students.

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2c. Subgroup Comparison *(2b. for Alternative)* ELL *Reading*		**I/S**	**Curriculum:** This area is initially scored as Approaches. The narrative describes processes to evaluate and revise curriculum, including supplemental curriculum, evidenced by pacing guides and data review teams, and that the curriculum is adapted to meet the needs of ELL students. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Reading for ELL students on Arizona's College and Career Ready Standards (ACCR Standards) because the narrative does not describe a system that includes processes to create and implement curriculum which would have provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student proficiency for ELL students. Rather, the Charter Holder provided evidence of a fragmented approach that the school uses to create and implement school curriculum, aligned with ACCR Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area is initially scored as Falls Far Below. The narrative describes processes to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, and data review teams. The narrative provided describes approaches that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for ELL students because	**Curriculum:** This area is scored as Falls Far Below. Through the DSP process the Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the Charter Holder provided evidence of disjointed efforts to develop or address school curriculum aligned with ACCR Standards. **Instruction:** This area is scored as Falls Far Below. Through the DSP process the Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Rather, the Charter Holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area is scored as Approaches. Through the DSP process the Charter Holder provided evidence of an assessment approach including data collection from multiple assessments, such as formative and benchmark assessments, but did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the Charter Holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area is scored as Falls Far Below. Through the DSP

			the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction and provide some analysis and feedback to further develop the system, and that the processes are adapted to meet the needs of ELL students, which would have provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the Charter Holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area is initially scored as Approaches. The narrative describes an assessment approach which includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes an approach that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for ELL students because the narrative does not describe a system based on clearly defined performance measures aligned with the curriculum and instructional methodology, and that is adapted to meet the needs of ELL students, which would have provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the Charter Holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area is initially scored as Falls Far Below. The narrative describes a professional development approach that focuses on areas of high importance. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Reading for ELL students because the narrative does not describe a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and supports high quality implementation, and that that is adapted to meet the needs of ELL students, which would have provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student proficiency for ELL students. Rather, the Charter Holder's evidence demonstrated that the Charter Holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading for ELL students. Data must be disaggregated for the students in the ELL subgroup and must demonstrate improvement as compared to prior years.	process the Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the Charter Holder's evidence demonstrated that the Charter Holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading as compared to prior years for ELL students.

2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Math*		**I/S**	**Curriculum:** This area is initially scored as Approaches. The narrative describes processes to evaluate and revise curriculum, including supplemental curriculum, evidenced by pacing guides and data review teams, and that the curriculum is adapted to meet the needs of students with disabilities. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Math for students with disabilities on Arizona's College and Career Ready Standards (ACCR Standards) because the narrative does not describe a system that includes processes to create and implement curriculum which would have provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student proficiency for students with disabilities. Rather, the Charter Holder provided evidence of a fragmented approach that the school uses to create and implement school curriculum, aligned with ACCR Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area is initially scored as Falls Far Below. The narrative describes processes to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, and data review teams. 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2c. Subgroup Comparison *(2b. for Alternative)* Students with disabilities *Reading*		**I/S**	**Curriculum:** This area is initially scored as Approaches. The narrative describes processes to evaluate and revise curriculum, including supplemental curriculum, evidenced by pacing guides and data review teams, and that the curriculum is adapted to meet the needs of students with disabilities. The narrative provided describes processes that, even if supported by evidence, cannot demonstrate that the school has implemented a curriculum to increase student proficiency in Reading for students with disabilities on Arizona's College and Career Ready Standards (ACCR Standards) because the narrative does not describe a system that includes processes to create and implement curriculum which would have provided evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student proficiency for students with disabilities. Rather, the Charter Holder provided evidence of a fragmented approach that the school uses to create and implement school curriculum, aligned with ACCR Standards. The approach lacks cohesiveness or alignment with other school improvement efforts. **Instruction:** This area is initially scored as Falls Far Below. The narrative describes processes to evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, and data review teams. The narrative provided describes approaches that, even if supported by	**Curriculum:** This area is scored as Falls Far Below. Through the DSP process the Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a curriculum that contributes to increased student growth and proficiency. Rather, the Charter Holder provided evidence of disjointed efforts to develop or address school curriculum aligned with ACCR Standards. **Instruction:** This area is scored as Falls Far Below. Through the DSP process the Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the ACCR Standards into instruction. Rather, the Charter Holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area is scored as Approaches. Through the DSP process the Charter Holder provided evidence of an assessment approach including data collection from multiple assessments, such as formative and benchmark assessments, but did not provide evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the Charter Holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little

			evidence, cannot demonstrate that the school implemented a plan for monitoring the integration of the ACCR Standards into instruction in Reading for students with disabilities because the narrative does not describe a system that includes processes to monitor the integration of ACCR Standards into instruction and provide some analysis and feedback to further develop the system, and that the processes are adapted to meet the needs of students with disabilities, which would have provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring the integration of the Arizona's College and Career Ready Standards into instruction. Rather, the Charter Holder provided evidence of the beginning stages of monitoring and evaluating standards and instructional practices. **Assessment:** This area is initially scored as Approaches. The narrative describes an assessment approach which includes data collection from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams. The narrative provided describes an approach that, even if supported by evidence, cannot demonstrate that the school implemented a plan for monitoring and documenting changes in student proficiency on ACCR Standards for Reading for students with disabilities because the narrative does not describe a system based on clearly defined performance measures aligned with the curriculum and instructional methodology, and that is adapted to meet the needs of students with disabilities, which would have provided evidence of a sustained improvement plan that includes implementation of a plan for monitoring and documenting student proficiency. Rather, the Charter Holder provided evidence of an assessment approach that is not comprehensive nor aligned with the curriculum and instructional practices. The evidence demonstrated that little data is collected and data is not used to make instructional decisions. **Professional Development:** This area is initially scored as Falls Far Below. The narrative describes a professional development approach that focuses on areas of high importance. The narrative describes a plan that, even if supported by evidence, cannot demonstrate that the school implemented a professional development plan to increase student proficiency in Reading for students with disabilities because the narrative does not describe a comprehensive plan that is aligned with teacher learning needs, includes follow-up and monitoring strategies, and supports high quality implementation, and that that is adapted to meet the needs of students with disabilities, which would have provided evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student proficiency for students with disabilities. Rather, the Charter Holder's evidence demonstrated that the Charter Holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan.	data is collected and data is not used to make instructional decisions. **Professional Development:** This area is scored as Falls Far Below. Through the DSP process the Charter Holder did not provide evidence of a sustained improvement plan that includes implementation of a professional development plan that contributed to increased student growth and proficiency. Rather, the Charter Holder's evidence demonstrated that the Charter Holder is at the beginning stages of developing a professional development plan based on identified teacher learning needs. Professional development is usually external and determined without regard to an overall school plan. **Data:** No data and analysis of data was provided to demonstrate increased student proficiency in Reading as compared to prior years for students with disabilities.

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