Highland Free School Fund, Inc. - Entity ID 79115

School: Highland Free School

Renewal Executive Summary

Performance Summary

During the five-year interval review of the charter, Highland Free School Fund, Inc. was required to submit a Performance Management Plan as an intervention because the school operated by the charter holder did not meet the academic expectations set forth by the Board. At the time Highland Free School Fund, Inc. became eligible to apply for renewal, the charter holder did not meet the academic performance expectations of the Board as set forth in the Performance Framework; in the most recent fiscal year for which there is State assessment data available, Highland Free School received an overall rating of "Does Not Meet" the Board's academic standards. Therefore, the charter holder was required to submit a Demonstration of Sufficient Progress 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.

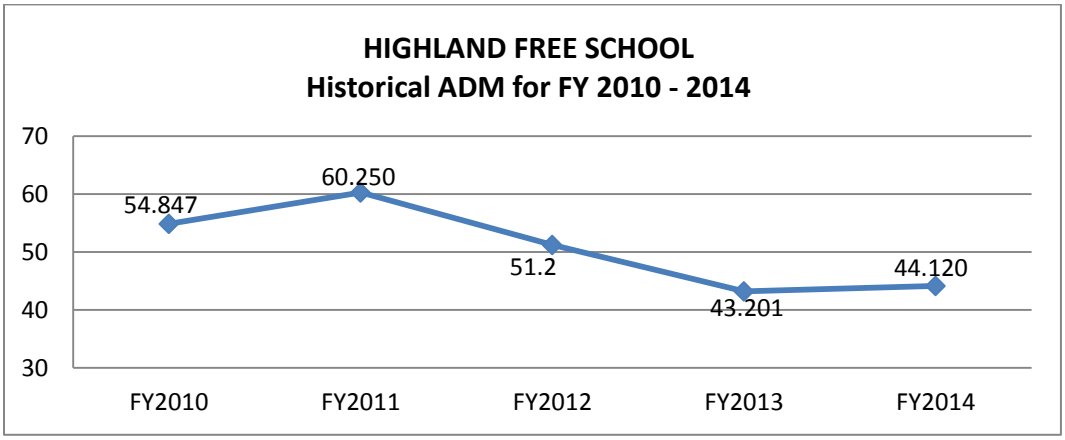
The charter holder did not meet the financial performance expectations of the Board as set forth in the Performance Framework and was required to submit a financial performance response. Staff's evaluation of the response resulted in one "Acceptable" and two "Not Acceptable" determinations.

The charter holder did have compliance matters, which were resolved.

The charter holder's organizational membership on file with the Board was not consistent with the information on file with the Arizona Corporation Commission and the charter holder was required to submit the Organizational Membership portion of the Detailed Business Plan Section of the renewal application. The renewal application package submitted by the charter holder provides evidence of organizational membership alignment as required in the application.

Profile

Highland Free School Fund, Inc. operates one school serving grades K-6 in Tucson. The graph below shows the charter holder's actual 100th day average daily membership (ADM) for fiscal years 2010-2014.



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

Highland Free School

		2012 Small Elementary School (K-6)			2013 Traditional Elementary School (K to 6)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	38.5	50	12.5	21	25	25
	Reading	65.5	75	12.5	40	50	25
1b. SGP Bottom 25%	Math	47	50	25	NR	0	0
	Reading	NR	0	0	NR	0	0
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	51 / 49.8	75	7.5	56.5 / 65.5	50	11.25
	Reading	88 / 66.6	75	7.5	87 / 77.2	75	11.25
2b. Composite School Comparison	Math	0	75	7.5	-17.9	25	11.25
	Reading	18.5	100	7.5	1.4	75	11.25
2c. Subgroup ELL	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	47 / 41.6	75	7.5	NR	0	0
	Reading	95 / 62	75	7.5	NR	0	0
2c. Subgroup SPED	Math	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		B	75	5	C	50	5
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		67.5		100	46.56		100

I. Success of the Academic Program

The FY 2013 overall rating for the school on the Board's academic performance measures was 46.56 including points received for the FY2013 letter grade of C as reported by the Arizona Department of Education. The FY2012 overall rating for the school on the Board's academic performance measures was 67.5 including points received for the FY2012 letter grade of B as reported by the Arizona Department of Education.

The following is a timeline of activities that have occurred related to the academic performance of Highland Free School Fund, Inc.:

May, 2011: Highland Free School Fund, Inc. 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 Highland Free School, a school operated by the charter holder, did not meet the academic expectations set forth by the Board.

September, 2011: The charter holder timely submitted a PMP (portfolio: i. Performance Management Plan).

January, 2013: The Board released FY2012 Academic Dashboards; Highland Free School Fund, Inc. received an overall rating of "Meets" the Board's academic standards. The charter holder was not assigned a DSP as part of an annual reporting requirement because the charter holder was waived from submitting an annual report under the intervention schedule.

September, 2013: The Board released FY2013 Academic Dashboards; Highland Free School Fund, Inc. received an overall rating of "Does Not Meet" the Board's academic standards and did not meet the Board's academic performance expectations. The charter holder was not assigned a DSP for Highland Free School as part of an annual reporting requirement because the charter holder would become eligible for renewal within the fiscal year.

December, 2013: Board staff provided the charter holder, through its authorized representative, Nicholas Sofka, 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, 2014), 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 school did not meet the academic performance expectations set forth by the Board.

March, 2014: A Renewal Application with a Renewal DSP for Highland Free School (portfolio: e. Renewal DSP Submission) was timely submitted by the charter representative.

Renewal Application Package DSP

Following a preliminary evaluation of the DSP, staff conducted a site visit on April 23, 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. DSP Evaluation Instrument and d. Renewal DSP Site Visit Inventory) of the charter holder's DSP submission. The following representatives of Highland Free School Fund, Inc. were present at the site visit:

Name	Role
Teresa Rodriguez	Lead Teacher/ Assistant Director/Board Member
Kelly Murphy	Teacher/Board Member

The DSP submitted by Highland Free School Fund, Inc. for Highland Free School 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, and 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 FRL subgroup; and improved growth for students in the bottom 25%. The charter holder stated that school currently serves no ELL students, and was unable to provide comparative data for the SPED subgroup because they only had 1 FAY student in this subgroup in 2012-2013.

Although the charter holder's dashboard indicates a decline from FY2012 to FY2013, staff determined that the charter holder demonstrated sufficient progress towards meeting the Board's academic performance expectations based on the strength of the charter holder's evidence of the implementation of systems in the areas of curriculum, monitoring instruction, assessment and professional development, as well as the effectiveness of those systems through student academic data.

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

Curriculum:

In the area of curriculum, Highland Free School Fund, Inc.'s DSP was evaluated as "Exceeds." 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 formalized process to create, implement, evaluate, and revise curriculum aligned with ACCR Standards with systematic and sustainable 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 a "Curriculum Process" document. This document identifies the roles of the school governing board, school council, staff, teachers, community members, and parents in annually evaluating and adopting core curriculum and supplemental curriculum. The document also identifies the scheduled times at which curriculum is to be annually evaluated and reviewed, the factors to be considered when adopting curriculum, and the tools to be used to facilitate the curriculum evaluation and adoption process. This document demonstrates how the school annually evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum adoption process. This document describes the school's formalized process for evaluating curriculum options and adopting curriculum.
    - The charter holder provided "Curriculum Monitoring, Review, Creation, and Adoption Process" documents. These documents identify school board and school council meetings at which curriculum evaluation/discussion occurred, attendees at these meetings, the data reviewed at the meetings, and summarized the curriculum recommendations made. The documents were reviewed in relation to meeting minutes and the information aligned to meeting minutes. These documents demonstrate implementation of the school's formalized process for evaluating curriculum options and adopting curriculum.
    - The charter holder provided "Staff Curriculum Review Meetings" documents. These documents identified staff meetings at which curriculum evaluation/discussion occurred, attendees at these meetings, and summarized the curriculum recommendations made. The documents were reviewed in relation to meeting minutes and the information aligned to meeting minutes.

These documents demonstrate implementation of the school's formalized process for evaluating curriculum options and adopting curriculum.

- The charter holder provided "ELA/Math Curricular Material Alignment" documents. These documents identify curricular materials currently used by the school, the grade levels at which the material is used, the purpose of the curricular material, whether the material is aligned to the ACCR Standards, and the proof of scientifically based research that supports the use of the curriculum materials. These documents demonstrate implementation of the school's formalized process for evaluating curriculum options and adopting 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 an "Instruction" document. This document identifies school-wide expectations concerning the implementation of the standards and curriculum. The document identifies requirements concerning annual curriculum mapping, utilizing standards checklists, and administering aligned assessments and providing aligned progress reports. This document also contains a checklist utilized by the school leader to ensure the curriculum implementation requirements are met each year. This document describes and demonstrates implementation of the school's formalized process for implementing the curriculum consistently across the school.
  - The charter holder provided “Common Core Standards Checklist” documents for Math and ELA across grade levels. These documents identify grade level standards and the date instruction was provided in each standard. The documents were reviewed in relation to lesson plans and pacing guides/curriculum maps and the information in these documents aligned. These documents demonstrate implementation of the school's formalized process for implementing the curriculum consistently across the school.
  - The charter holder provided “Pacing Guide” documents for Math and ELA across grade levels. These documents identify grade level standards and the date instruction is to be provided in each standard; the pacing ensured all standards were covered in the year. The documents were reviewed in relation to lesson plans and standards checklists and the information in these documents aligned. These documents demonstrate implementation of the school's formalized process for implementing the curriculum consistently across the school.
  - The charter holder provided “lesson plan” documents for Math and ELA across grade levels. These documents identify grade level standards, strategies, methods, and activities for each lesson. The documents were reviewed in relation to pacing guides/curriculum maps and standards checklists and the information in these documents aligned. These documents demonstrate implementation of the school's formalized process 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 a "Curriculum Process" document. This document identifies the roles of the school governing board, school council, staff, teachers, community members, and parents in annually evaluating and revising core curriculum and supplemental curriculum. The document also identifies the scheduled times at which curriculum is to be annually evaluated and reviewed, the factors to be considered when revising curriculum, and the tools to be used to facilitate the annual curriculum evaluation and revision process. This document demonstrates how the school annually evaluates curriculum options, what findings the school makes about curriculum options, and who is involved in the curriculum revision process. This document describes the school's formalized process for annually evaluating and revising curriculum.
- The charter holder provided "Curriculum Monitoring, Review, Creation, and Adoption Process" documents. These documents identify school board and school council meetings at which curriculum evaluation/discussion occurred, attendees at these meetings, the data reviewed at the meetings, and summarized the curriculum recommendations made. The documents were reviewed in relation to meeting minutes and the information aligned to meeting minutes. These documents demonstrate implementation of the school's formalized process for evaluating and revising curriculum.
- The charter holder provided "Staff Curriculum Review Meetings" documents. These documents identify staff meetings at which curriculum evaluation/discussion occurred, attendees at these meetings, and summarized the curriculum recommendations made. The documents were reviewed in relation to meeting minutes and the information aligned to meeting minutes. These documents demonstrate implementation of the school's formalized process for evaluating and revising curriculum.
- The charter holder provided a "Summary of Needs Assessment" document. This document identifies school curriculum needs, the date the needs assessment was completed, and the data and information made in completing the needs assessment. This document demonstrates implementation of the school's formalized process for evaluating and revising curriculum.

- The charter holder must demonstrate implementation of a curriculum aligned to the ACCR Standards.
  - The charter holder provided “Common Core Standards Checklist,” “Pacing Guide,” and “lesson plan” documents for Math and ELA across grade levels. These documents identify grade level ACCR Standards, the date instruction is or is to be provided in each standard, and strategies, methods, and activities for each lesson. The documents were reviewed in relation to one another and the information in these documents aligned. These documents demonstrate the school’s curriculum is aligned to the ACCR Standards.
  - The charter holder provided "ELA/Math Curricular Material Alignment” and “Curriculum Process” documents. These documents identify the expectation that all core curriculum materials will be reviewed to validate alignment. The documents also log all curricular materials currently used by the school, the grade levels at which the material is used, the purpose of the curricular material, whether the material is aligned to the ACCR Standards, and the proof of scientifically based research that supports the use of the curriculum materials. These documents demonstrate the school’s curriculum is 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 a "Curriculum Process" document. This document identifies the expectations for adaptations to the curriculum for all subgroups, including tutoring and supplementary intervention materials. This document describes the school's formalized process for evaluating and selecting curriculum for subgroup students.
- The charter holder provided "ELA/Math Curricular Material Alignment" documents. The documents log all curricular materials currently used by the school, the grade levels at which the material is used, the purpose of the curricular material, whether the material is aligned to the ACCR Standards, and the proof of scientifically based research that supports the use of the curriculum materials. This log specifically identifies several "intervention" curriculum resources used with subgroup students. These documents demonstrate the school's curriculum is adapted for subgroup students.

Monitoring Instruction:

In the area of monitoring instruction, Highland Free School Fund, Inc.'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 Arizona's College and Career Ready 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 an "Instruction" document. The document identifies requirements for teachers to utilize standards checklists and monitoring of teachers' tracking tools by the administration. This document also contains a checklist utilized by the school leader to ensure the implementation and monitoring requirements are met each year. This document describes and demonstrates implementation of the school's formalized process for monitoring the integration of the standards into instruction.
  - The charter holder provided "Common Core Standards Checklist" documents for Math and ELA across grade levels. These documents identify grade level standards and the date of instruction was filled in by the teachers for each standard as it was taught. The documents were reviewed in relation to lesson plans and pacing guides/curriculum maps and the information in these documents aligned. These documents demonstrate implementation of the school's formalized process for monitoring the integration of the 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 an "Instruction" document. The document describes the school's process for evaluating instruction through observations, lesson plan reviews, and a Teacher Evaluation Instrument. This document also contains a checklist utilized by the school leader to ensure the evaluation requirements are met each year. This document describes and

demonstrates implementation of the school's formalized process for evaluating the instructional practices of teachers.

- The charter holder provided completed "Teacher Observation" documents. These documents demonstrate completed observations that focus on teacher planning, differentiated instruction, and instructional practices. The documents demonstrate the observation process is used to identify teacher strengths and weaknesses through “commendable features” and “suggestions for improvement.” These documents demonstrate implementation of the school's formalized process for evaluating the instructional practices of teachers.
- The charter holder provided completed "Teacher Evaluation Instrument" documents. These documents demonstrate completed teacher evaluations that utilize information gathered in observations, a teacher self-assessment, a portfolio assessment, and student assessment data. These documents demonstrate implementation of the school's formalized process for evaluating 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 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 completed "Teacher Observation" documents. These documents demonstrate completed observations, which are followed up by meetings between the teacher and the evaluator. The documents are signed by the evaluator and the teacher as evidence of the follow up meetings. These documents demonstrate implementation of the school's formalized process for providing some analysis and feedback to further develop the system.
  - The charter holder provided their "Continuous Improvement Plan Goals" document. This document demonstrates follow up to teacher observations and evaluations concerning a need to provide professional development on the use of assessments. The document was compared to teacher evaluations and the area areas of improvement aligned to the proposed goal. This document demonstrates implementation of the school's formalized process for providing some analysis and feedback to further develop the system.
  - The charter holder provided “Professional Development Goal” and “Professional Responsibility Observations/Evaluation” documents. These documents demonstrate that teachers make professional development goals based on evaluations and observations, and progress on those goals is evaluated regularly. This document demonstrates implementation of the school's formalized process for providing some 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 completed "Teacher Observation" documents. These documents demonstrate completed observations that focus on teacher planning, differentiated instruction, and instructional practices. The documents demonstrate the teacher evaluation system is adapted to address the needs of subgroup students by evaluating teachers on their use of

"techniques that are effective in meeting student needs" and "plan[ning] instruction based on learning and developmental levels of all students." These documents demonstrate implementation of the school's formalized process for evaluating the instructional practices of teachers that address the needs of subgroup students.

- The charter holder provided an "Instruction" document. The document identifies the methods by which the school monitors instruction for subgroup students. This document describes the school's formalized process for evaluating the instructional practices of teachers that address the needs of subgroup students.

Assessment:

In the area of monitoring instruction, Highland Free School Fund, Inc.'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 an "Assessment Information" document. This document identifies an assessment schedule that includes benchmarking and monthly progress monitoring assessments, identifies whether the data was entered online, sets requirements for assessment recordkeeping and data use, and provides a checklist utilized by the school leader to ensure the requirements are met each year. This document describes and demonstrates implementation of the school's comprehensive assessment system used to regularly and timely assess students in a manner that is aligned with the curriculum in order to monitor student progress.
  - The charter holder provided an "Instruction" document. The document identifies requirements for teachers regarding the use of aligned post-tests, assessment data recordkeeping, and progress reporting. This document describes and demonstrates implementation of the school's comprehensive assessment system used to regularly and timely assess students in a manner that is aligned with the curriculum in order to monitor student progress.
- 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 an "Instruction" document. The document identifies the expectations for assessment data review by the school council and school board. This document describes the school's process for analyzing and utilizing assessment data.
  - The charter holder provided "Governing Board Meeting" and "School Council Meeting" documents. The documents indicate that the Governing Board reviewed the school's AIMSweb data and determined that progress had been made as compared to the prior year; and the School Council reviewed AIMS, Stanford 10, and AIMSweb data to determine the need for any

strategies to increase scores or Professional Development and determined based on the improvement that no additional needs were present at the current time. These documents demonstrate implementation of the school's process for analyzing and utilizing assessment data.

- 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 an "Assessment Information" document. This document sets requirements for utilizing assessment data for subgroup populations. This document describes and demonstrates implementation of the school's comprehensive assessment system and adaptations of that system to assess students within the subgroups according to their needs.
    - The charter holder provided an "Instruction" document. The document identifies the methods by which the school assesses and monitors the academic performance for subgroup students. This document describes the school's formalized process for evaluating the academic performance of subgroup students.
    - The charter holder provided a "Staff Meetings to Review Progress of Title 1" document. The document identifies the dates on which the school held meetings to review the progress of subgroup students and set academic goals. This document demonstrates implementation of the school's formalized process for evaluating the academic performance of subgroup students.

Professional Development:

In the area of professional development, Highland Free School Fund, Inc.'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 a "Yearly Professional Development Checklist" document. This document identifies the process for creating a professional development plan, providing professional development, monitoring the implementation of strategies learned in professional development, and providing follow-up. This document describes the school's process for implementing a comprehensive professional development plan to address teacher learning needs and areas of high importance.
    - The charter holder provided "Professional Development Goal" documents. These documents demonstrate that teachers make professional development goals based on evaluations and observations, and progress on those goals is evaluated regularly. These documents demonstrate implementation of the school's process for implementing a comprehensive

professional development plan to address teacher learning needs and areas of high importance.

- The charter holder provided a “Professional Development for Staff” document. The document indicates PD sessions that are offered, whether the PD satisfies the school’s continuous improvement goals and who attended. The document indicates that the school offers PD sessions that align with continuous improvement goals, based on areas of high need and teacher learning needs. This document demonstrates implementation of the school's process for implementing a comprehensive professional development plan to address teacher learning needs and areas of high importance.
- The charter holder provided their "Continuous Improvement Plan Goals" document. This document demonstrates the goals set a professional development plan based on their continuous improvement plan, teacher learning needs, and areas of high importance. This document demonstrates implementation of the school's process for implementing a comprehensive professional development plan to address teacher learning needs and 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 “Professional Development Attendance and follow-up” documents. The attendance document indicates attendance at PD sessions that are offered, what materials were used at the PD that support high quality implementation, and whether reflection sheets are turned in. These documents demonstrate implementation of the school's process for supporting high quality implementation of the information and strategies learned through the professional development plan.
  - The charter holder provided “Professional Development Reflection” documents. The reflection documents are first completed by teachers after PD to reflect on how they will use the skills learned in their classrooms, what resources they need to implement the skills, and what they cannot use. A second part of the reflection is later completed, after the teachers have implemented the skill they learned in their classroom. The reflection requires teachers to reflect on what support they need from the school and what they need to do to implement the skill more effectively. These documents demonstrate implementation of the school's process for supporting high quality implementation of the information and strategies learned through the professional development plan.
- 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 “Professional Responsibility Observations/Evaluation” documents. These documents demonstrate that teachers are regularly evaluated on progress toward their own professional development goals. These documents demonstrate implementation of the

school's system to follow-up on and monitor the implementation of the strategies and information learned through the professional development plan.

- The charter holder provided completed "Teacher Observation" documents. These documents demonstrate completed observations that specifically look to identify the implementation of skills learned through professional development. These documents demonstrate implementation of the school's system to follow-up on and monitor the implementation of the strategies and information learned through the professional development plan.
- The charter holder provided completed "Teacher Evaluation Instrument" documents. These documents demonstrate that teacher evaluations include as a factor progress toward teachers' own professional development goals. These documents demonstrate implementation of the school's system to follow-up on and monitor the implementation of the strategies and information learned through the professional development plan.

- 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 a "Professional Development for Staff" document. The document indicates PD sessions were offered in SPED and the use of intervention curriculum materials. This document demonstrates the school provided PD to meet the needs of subgroup students.
  - The charter holder provided their "Continuous Improvement Plan Goals" document. This document demonstrates the school's professional development plan was designed to provide PD that would meet the needs of SPED, Title 1, and ELL students. This document demonstrates the school provided PD to meet the needs of subgroup students.

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 FRL subgroups; and improved growth for students in the bottom 25%. The school does not serve any ELL students. The school is unable to provide comparative data for the SPED subgroup because they only had 1 FAY student in this subgroup in 2012-2013.

The charter holder's DSP in the area of data is acceptable.

- 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 Math Concepts & Applications data from AIMSweb for all students. In 2012-2013, at the winter benchmark the average percent of students scoring above target was 59%, but in 2013-2014 at the winter benchmark percent of students scoring above target was 91%. The rate of improvement (ROI growth scores) are far above last years' and above national levels.

- The charter holder provided Math Computation data from AIMSweb for all students. In 2012-2013, at the winter benchmark the average percent of students scoring above target was 43.75%, but in 2013-2014 at the winter benchmark percent of students scoring above target was 67%. The ROI growth scores show improvement above last years' and indicate that 54% of students have ROI growth scores greater than 50% of national students.
- The charter holder provided Reading Comprehension data from AIMSweb for all students. In 2012-2013, at the winter benchmark the average percent of students scoring above target was 31%, but in 2013-2014 at the winter benchmark percent of students scoring above target was 73%. The ROI growth scores in 2012-2013 indicated that 50% of students had greater growth than 50% of national students, in 2013-2014 that has increased to 59% of students with greater growth than 50% of national students.
- The charter holder provided Math Concepts & Applications data from AIMSweb for students in the bottom 25% that demonstrates that in 2012-2013 student achievement for this group of students fell between the fall and winter benchmarks, but in 2013-2014 student achievement for this group of students grew by 67% from fall to winter. In 2012-2013, at the winter benchmark only 40% of students in the bottom 25% were at Tier 1, but in 2013-2014 at the winter benchmark 89% of students in the bottom 25% were at Tier 1.
- The charter holder provided Math Computation data from AIMSweb for students in the bottom 25% that demonstrates that in 2012-2013 student achievement for this group of students fell between the fall and winter benchmarks, but in 2013-2014 student achievement for this group of students grew by 33% from fall to winter. In 2012-2013, at the winter benchmark only 33% of students in the bottom 25% were at Tier 1, but in 2013-2014 at the winter benchmark 83% of students in the bottom 25% were at Tier 1.
- The charter holder's growth data for this group indicates that in 2012-2013 the ROI growth scores for this group in math indicated that 60% of the students in the bottom 25% showed average to higher growth than the national norms, in 2013-2014 that number has increased to 75% of the students in the bottom 25%.
- The charter holder provided Reading Comprehension data from AIMSweb for students in the bottom 25% that demonstrates that in 2012-2013, at the winter benchmark only 60% of students in the bottom 25% were at Tier 1, but in 2013-2014 at the winter benchmark 86% of students in the bottom 25% were at Tier 1.
- The charter holder provided Reading Fluency data from AIMSweb for students in the bottom 25% that demonstrates that in 2012-2013 student achievement for this group of students fell between the fall and winter benchmarks, but in 2013-2014 student achievement for this group of students grew by 40% from fall to winter. In 2012-2013, at the winter benchmark only 60% of students in the bottom 25% were at Tier 1, but in 2013-2014 at the winter benchmark 78% of students in the bottom 25% were at Tier 1.
- The charter holder's growth data for this group indicates that in 2012-2013 the ROI growth scores for this group in reading indicated that 35% of the students in the bottom 25% showed average to higher growth than the national norms, in 2013-2014 that number has increased to 64% of the students in the bottom 25%.

- The charter holder provided Math Concepts & Applications data from AIMSweb for FRL students that demonstrates that in 2012-2013 student achievement for this group of students fell between the fall and winter benchmarks, but in 2013-2014 student achievement for this group of students grew by 44% from fall to winter. In 2012-2013, at the winter benchmark only 50% of FRL students were at Tier 1, but in 2013-2014 at the winter benchmark 94% of FRL students were at Tier 1.
- The charter holder provided Math Computation data from AIMSweb for FRL students that demonstrates that in 2012-2013 student achievement for this group of students fell between the fall and winter benchmarks, but in 2013-2014 student achievement for this group of students grew by 11% from fall to winter. In 2012-2013, at the winter benchmark only 67% of FRL students were at Tier 1, but in 2013-2014 at the winter benchmark 90% of FRL students were at Tier 1.
- The charter holder's growth data for this group indicates that in 2012-2013 the ROI growth scores for this group in math indicated that 57% of FRL students showed average to higher growth than the national norms, in 2013-2014 that number has increased to 88% of FRL students.
- The charter holder provided Reading Comprehension data from AIMSweb for FRL students that demonstrates that in 2012-2013 student achievement for this group of students fell between the fall and winter benchmarks, but in 2013-2014 student achievement for this group of students grew by 17% from fall to winter. In 2012-2013, at the winter benchmark only 75% of FRL students were at Tier 1, but in 2013-2014 at the winter benchmark 94% of FRL students were at Tier 1.
- The charter holder provided Reading Fluency data from AIMSweb for FRL students that demonstrates that in 2012-2013 student achievement for this group of students fell between the fall and winter benchmarks, but in 2013-2014 student achievement for this group of students grew by 17% from fall to winter. In 2012-2013, at the winter benchmark only 64% of FRL students were at Tier 1, but in 2013-2014 at the winter benchmark 94% of FRL students were at Tier 1.
- The charter holder's growth data for this group indicates that in 2012-2013 the ROI growth scores for this group in reading indicated that 41% of FRL students showed average to higher growth than the national norms, in 2013-2014 that number has increased to 61% of FRL students.
- The charter holder is unable to provide comparative data for students in the SPED subgroup because they only had 1 FAY student in this subgroup in 2012-2013. For the current year, they indicated they have seen positive growth for the students in this subgroup. For both mathematical areas the winter benchmark testing indicates 90% of the subgroup is in Tier 1 and 70% of their ROI growth scores show average to higher growth than the national norms. In Reading, winter benchmark resting indicates that 100% of the subgroup is in Tier 1.

II. Viability of the Organization

The charter holder did not meet the Board's financial performance expectations based on the fiscal year 2013 audit. The following table includes the charter holder's financial data and financial performance for the last three audited fiscal years.

Highland Free School Fund, Inc.

Financial Data				
	2013	2012	2011	
Statement of Financial Position				2010
Cash	$123,574	$173,794	$209,374	$134,999
Unrestricted Cash	$123,321	$173,569	$209,374	
Other Liquidity	-			
Total Assets	$471,549	$489,360	$539,862	
Total Liabilities	$201,585	$148,043	$145,078	
Current Portion of Long-Term Debt & Capital Leases	-	-	-	
Net Assets	$269,964	$341,317	$394,784	
Statement of Activities				
Revenue	$332,150	$379,852	$451,186	
Expenses	$403,503	$433,319	$414,153	
Net Income	($71,353)	($53,467)	$37,033	
Change in Net Assets	($71,353)	($53,467)	$37,033	
Financial Statements or Notes				
Depreciation & Amortization Expense	$52,455	$50,535	$45,167	
Interest Expense	$11,909	$11,781	$12,125	
Lease Expense	$24,000	$18,400	$14,400	

Financial Performance				
	2013	2012	2011	3-yr Cumulative
Near-Term Indicators				
Going Concern	No	No	No	N/A
Unrestricted Days Liquidity*	111.55	146.20	184.52	N/A
Default	No	No	No	N/A
Sustainability Indicators				
Net Income	($71,353)	($53,467)	$37,033	N/A
Cash Flow	($50,220)	($35,580)	$74,375	($11,425)
Fixed Charge Coverage Ratio	0.47	0.90	4.10	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 2013 audit (portfolio: k. Financial Response). Staff's evaluation of the financial performance response resulted in one "Acceptable" and two "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 DSP 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 2009, 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 May 2009.

The fiscal year 2010 audit identified an issue that required a corrective action plan (CAP). Specifically, the audit indicates that one employee's fingerprint clearance card was expired. The audit firm observed the renewal application. The charter holder submitted a satisfactory CAP.

C. Charter Holder's Organizational Membership

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

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. 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 Highland Free School Fund, Inc.

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 Highland Free School Fund, Inc. 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*].