

AGENDA ITEM: Request to Expand Charter School Operations – Pine Forest Education Association, Inc.

Issue

Pine Forest Education Association, Inc. (PFEA) did not meet the Board’s academic performance expectations for FY 2014, and was required to submit internal benchmarking data for FY 2015 and FY 2016 with its expansion request. PFEA submitted an Enrollment Cap Notification Request (ECAP) to increase its enrollment cap from 270 to 350.

Summary of Narrative Provided

Rationale for Expansion Request

According to the narratives (presented in the Appendix: A. Notification Request Materials), PFEA has students located at two locations called the Kaibab Campus and Cedar Campus (Member Campus). Currently the Cedar Campus houses the kindergarten classes and Kaibab houses grades 1-8. The Cedar Campus was purchased in order to increase the capacity of the Pine Forest School to meet the growing need of early childhood and elementary education options in Flagstaff. The Charter Holder indicated that this could not be achieved at the Kaibab Campus due its capacity limitations. After the remodel of the Cedar Campus is complete PFEA intends to relocate the grades served at the Kaibab Campus to the Cedar Campus. The request is to increase the enrollment cap from 270 to 350.

Supporting Information

PFEA submitted floor plans for the Cedar Campus showing occupancy of 488.

I. Background

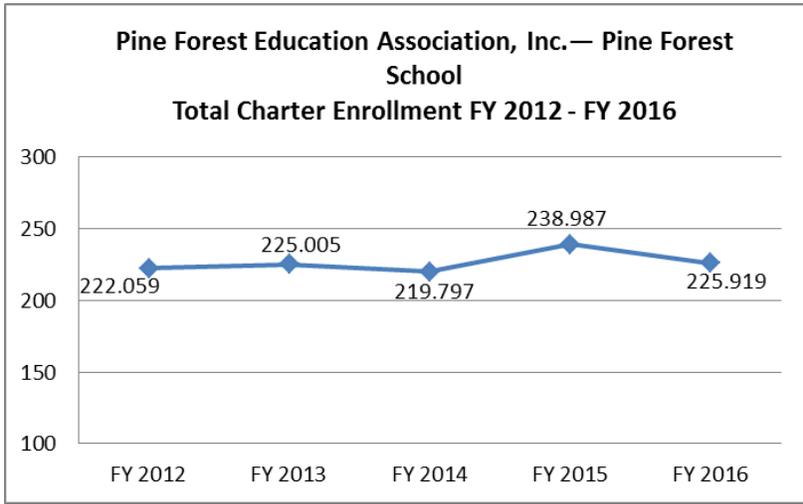
PFEA was granted a charter in 1995, which is currently approved for grades K–8. PFEA operates one school.

School Name	Month/Year Open	Location	Grade Levels Served	2016 100th Day ADM	Instructional Days
Pine Forest School	August 1995	Flagstaff	K-8	225.919	180

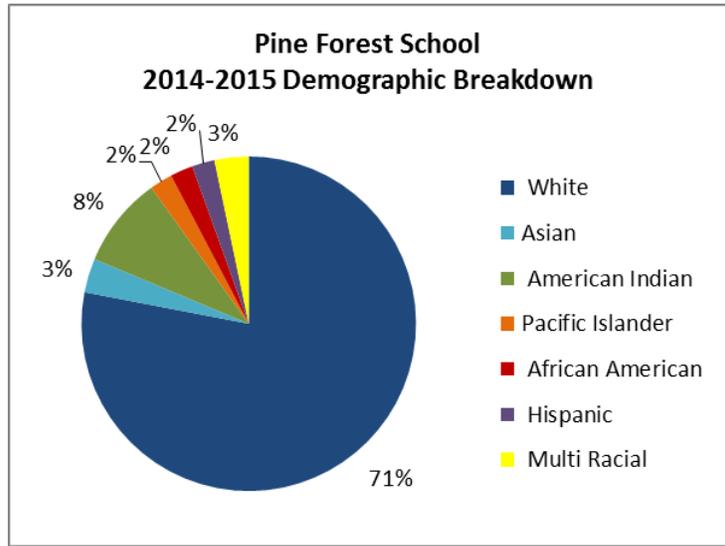
Mission State for PFEA: “It is the mission of the Pine Forest School to develop free, creative, independent, responsible, principled, and fulfilled human beings who are ‘able of themselves to impart purpose and direction to their lives’.”

The enrollment cap for PFEA is 270. The graph below shows average daily membership (ADM) for the charter based on 100th day ADM for fiscal years 2012–2016.





The demographic data for PFEA from the 2014–2015 school year is represented in the chart below.¹



The percentage of students served by PFEA in the 2014-2015 school year who are classified as English Language Learners (ELL), classified as students with disabilities, or are eligible for Free or Reduced Price Lunch (FRL), is represented in the table below.²

School Name	FRL	ELL	Students with Disabilities
Pine Forest School	29%	*	14%

¹ Information provided by the Research and Evaluation Division of the ADE.

² Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is 0% or 100%, the percentage for that demographic group was redacted.



As stated in Board policy, prior to a request being considered by the Board, staff conducts a compliance check as part of the amendment and notification approval process. The Charter Holder is in compliance in all areas.

II. Academic Performance

A Charter Holder’s academic performance will be evaluated by the Board when considering expansion requests. The academic performance of Pine Forest School for the 2012–2014 school years, as based on the Board’s academic framework, is represented in the table below.

School Name	Opened	Current Grades Served	2012 Overall Rating	2013 Overall Rating	2014 Overall Rating
Pine Forest School	August 1995	K–8	69.69/B	51.56/C	58.75/C

III. Additional School Choices

Pine Forest School received a letter grade of C, and an overall rating of Does Not Meet the Board’s academic performance standard for FY 2014. The school site is located in Flagstaff near the intersection of W. Kaibab Ln and S. Woodlands Village Blvd. The following information identifies additional schools within a five mile radius of the school and the academic performance of those schools.

There are 18 schools serving grades K–8 within a five mile radius of Pine Forest School that received an A–F letter grade. The table below provides a breakdown of those schools. Schools are grouped by the A–F letter grade assigned by the ADE. For each letter grade, the table identifies the number of schools assigned that letter grade, the number of schools that scored above the state average on AzMERIT in English Language Arts and Math in FY 2015, the number of schools with AzMERIT scores comparable to those of Pine Forest School, the number of those schools that are charter schools, and the number of the charter schools that are meeting the Board’s academic performance standard for FY 2014.

Pine Forest School				ELA 42%	Math 25%		
Letter Grade	Within 5 miles	Above State Average ELA (35%)	Above State Average Math (35%)	Comparable ELA (± 5%)	Comparable Math (± 5%)	Charter Schools	Meets Board’s Standard
A	6	6	6	0	0	5	5
B	7	4	4	3	2	3	1
C	5	0	1	0	3	0	0

The table below presents the number of schools, sorted by FY 2014 letter grades, within a five mile radius of Pine Forest School serving a comparable percentage of students (± 5%) in the identified subgroups.³

Pine Forest School	29%	*%	14%
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³ Information provided by the Research and Evaluation Division of the ADE. If the percentage of students in a non-ethnicity-based demographic group is 0% or 100%, the percentage for that demographic group was redacted.



Letter Grade	Comparable FRL (± 5%)	Comparable ELL (± 5%)	Comparable SPED (± 5%)
A	0		4
B	2		5
C	0		5

IV. Demonstration of Sufficient Progress—FY 2015 and FY2016 Internal Benchmarking Data

PFEA submitted internal benchmarking data for FY 2015 and FY 2016 with the ECAP request.

Staff conducted a desk audit to review the internal benchmarking data submitted with the ECAP request.

Evaluation Summary			
Area	Evaluation		
	Meets	Does Not Meet	Falls Far Below
Data	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

After considering information from the internal benchmarking data provided for the desk audit, the Charter Holder failed to show improvement year-over-year for the two most recent school years. Due to changes in the assessment instrument used by the Charter Holder, comparable data was not available.

Based on the findings summarized above and described in Appendix D. Data Inventory, staff determined that the Charter Holder did not demonstrate sufficient progress towards meeting the Board’s Academic Performance Expectations.

V. Board Options

Option 1: The Board may approve the Enrollment Cap Notification Request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to approve the request to increase the enrollment cap for the charter contract of Pine Forest Education Association, Inc. from 270 to 350.

Option 2: The Board may deny the Enrollment Cap Notification Request. The following language is provided for consideration:

I move, based on the information contained in the Board materials and presented today, to deny the request to increase the enrollment cap of the charter contract of Pine Forest Education Association, Inc., for the reasons that: (Board member must specify reasons the Board found during its consideration.)



APPENDIX A

NOTIFICATION REQUEST MATERIALS

PINE FOREST EDUCATION ASSOCIATION, INC.
PINE FOREST CHARTER SCHOOL

1120 W. Kaibab Lane, Flagstaff, AZ 86001

NOTICE OF PUBLIC MEETING

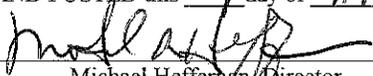
3:30 p.m.

Monday, March 28, 2016

Pursuant to Arizona revised Statutes (A.R.S. 38-431.02), notice is hereby given to the members of the Pine Forest Education Association, Inc., Pine Forest Charter School Governing Board, and to the general public, that the Directors and Governing Board will hold a public meeting, open to the public as specified below in the designated board meeting room at Pine Forest Charter School, Flagstaff, AZ. The Board reserves the right to change the order of items on the agenda, with the exception of public hearings set for a specific time.

Pursuant to A.R.S. 38-431.03.A.2, the Board may vote to go into Executive Session, which will not be open to the public, for legal advice concerning any item on the agenda, for protection of confidentiality of parties or to review, discuss and consider records exempt by law from public inspection, including the receipt and discussion of information or testimony that is specifically required to be maintained as confidential by state or federal law.

DATED AND POSTED this 29 day of March 2016.

By 
Michael Heffernan, Director

Regular Board Meeting

I. WELCOME – Call to order at 3:20pm

Verse: The Social Ethic - *The healthy social life is found when in the mirror of each human soul the whole community finds its reflection; and when in the community the virtue of each one is living.*

Mission: *Pine Forest School provides an education of the whole child and is dedicated to helping individuals achieve their full intellectual, emotional, and physical potential in a sustainable and beautiful environment which reinforces integrity, understanding, respect, and trust. Through the Waldorf curriculum, we prepare our children to walk into the future with confidence and the necessary tools to create a better world.*

A. Roll Call: Corey Allen X Pete Giovale X Barbara Bates X
Michael Heffernan X Dave Eckert X Janice Woodburne X
Kelly Smith X
Lainie Johnstone, Suzanna Libby, Bernice Hall

B. Approval of Agenda: motion to approve with move of action item contract with daVinci to the beginning of the agenda by Pete Giovale, 2nd by Janice Woodburne, approved by all.

I. APPROVAL OF MINUTES:

A. February 22, 2016 Regular Board Meeting: motion to approve minutes by Pete Giovale, 2nd by Corey Allen, approved by all.

II. CALL TO THE PUBLIC (This is the time for the public to comment. Members of the Board may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. 38-431.01.G., action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism, or scheduling the matter for further consideration and decision at a later date.)

III. REPORTS

- A. PTA – working on membership, now up to 59; approved \$300 for 4th grade Zoo trip to sponsor scholarships for some students; parent education night set for April 7, 2016 at Cedar campus; Winterfaire set up google drive and trying to get committee members, targeting 12/10/2016 with location TBD; partnering with Foundation for Full Circle grant; Spring Fair free event for the PFS community and possibly collaborate with the Foundation; elections in May; Valentine’s flower fund raiser was a success and spurred creation of fund raiser approval by Michael Heffernan to avoid conflicts of group activities and events; next meeting April 12th at 3:30; discussing putting up a new board at Cedar campus to advertise PTA meetings.
- B. Faculty – working on in teacher selection process.
- C. Finance Committee – accounts/payable has been reduced from ~ \$43,000 to \$17,500 as of today, Equalization and Title grant funds received in March helped to pay down the bills; The student by student reconciliation is still in process, student entry count is accurate, but have entries lagging from Dec, Jan and Feb, the 100th day was Feb 3; communicating with ADE; working on AzEDS and SAIS data to correct students that have fallen out through failed transactions; the transfer of reporting from SAIS to AzEDS is the timeframe of when the issues started; Aftercare account/receivable is about \$13,000, invoices going out this week for YTD through Feb.; would like to have Juana come to next board meeting to discuss the process in place to stay current on these billings.
- D. Administration – current enrollment 262 head count K–8 with 243 FTE, projected enrollment head count for 2016/17 is 305 with 263 FTE; currently have 42 projected in Kindergarten for next year, short by 8; ASBCS sufficient progress report filed, although the program has been suspended by the ASBCS.
- E. Pine Forest Foundation – working on obligations with Full Circle Grant, auction on Saturday, April 2, 2016, need as many people as possible to attend auction.

IV. ACTION ITEMS – Discuss and possible action (The Board may elect to convene an Executive Session for protection of confidentiality of parties. No formal action can take place at this time. Any further consideration of the topic will be placed as an agenda item for a future Board meeting. At the conclusion of the Executive Session, the Board will adjourn the executive session with no action being taken.)

A. Real Estate contract with daVinci –

- i. Presentation by Mark Belsanti from da Vinci Realty: PFS listing has expired, 2015 almost doubled in sales, the overall commercial market sales is not the cause of PFS Kaibab property not selling, it is the uniqueness of the property; the first listed targeting was to other schools and not specifically as a commercial property, but other schools don’t have the cash to make a purchase; we have lowered the prices from 1.5mil to 1.3 mil, and then to 1.2 mil, that is consistent with the market per sq ft price; the listing is on MLS in Flagstaff, Sedona, Verde Valley and Phoenix, as well as on the city site for available property, no activity in the last couple weeks; in the beginning the listing was sent out to every charter school in the state and had a lot of interest, but again the schools do not have the money; the going rate is approximately \$85/sq ft.; the restrictions of the timing on the purchase have been an issue in the past; have already spent about \$10,000 on the advertising for the property, not including time of the staff.
- ii. Presentation from Susan Weitzman from Linton Real Estate: has time and energy to be pro-active on sale; thought how to make the sale of a large 7 bdrm home that

was not in a high-luxury home neighborhood into the Womens Freedom House; team player and would work with anyone that brings a client in; the PFS Looped Net site needs more photos, aerial view and plat view; look at schools, half-way houses, Mission, light manufacturing, work/incubator program; would like to prepare a market study for the school.

PFS needs to sell property and build out the Cedar campus in order to move, so about a 6 mos timeframe to be out of the Kaibab property. Discussion on creating a Real Estate committee to work with a realtor to spearhead the sale of the Kaibab property. No Action taken on contract.

B. ASBCS Enrollment Cap Notification Request from current 270 students to 350 students – 2010 enrollment capacity was 250 students, granted increase to 270; we can submit a request for enrollment capacity increase by March 31, 2016 to 350 along with Board minutes and supporting documentation – motion to increase enrollment by Pete Giovale, 2nd by Kelly Smith, approved by all.

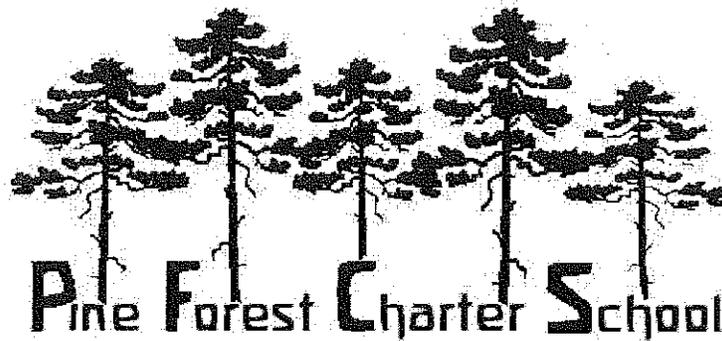
V. PERSONNEL (The Board may vote to convene in Executive Session)

A. 2016-17 Contract Faculty/Staff – current faculty and staff, counselor have expressed their interest to continue for the next contract year. Have one new contract to review within the budget process for a provider that has been hourly over the last several years changing to a salaried contract position. No Action taken.

Motion to convene Executive Session at 5:20pm by Pete Giovale, 2nd by Corey Allen, approved by all.

Motion to close Executive Session at 5:35pm by Pete Giovale, 2nd by Corey Allen, approved by all.

VI. ADJOURN (Next Regular Board meeting: Monday, April 25, 2016 at 3:30pm): motion to adjourn by Pete Giovale, 2nd by Dave Eckert, approved by all.



**An Arizona Charter School Inspired by Waldorf-Education
Established in 1995**

1120 W. Kaibab Lane, Flagstaff, AZ 86001, 928-779-9880, Fax 928-779-9792

The Pine Forest Education Association, Inc. (PFEA), dba Pine Forest Charter School (PFCS) would like to request the Arizona State Board for Charter Schools (ASBCS) grant the PFEA Governing Board permission to expand our enrollment capacity from the current 270 K-8 students to 350. Please consider the following:

Rationale for Expansion of Enrollment: PFCS has operated for 20 years on a campus in a light industrial sector of Flagstaff which allows for approximately 270 K-8 students. Over the past 10 years, the PFEA Governing Board has been searching for a new safer and more centralized neighborhood/family-friendly Flagstaff location in order increase our enrollment by adding students from our waiting list and improve our public Waldorf education curriculum-based program. Our current wait list has over 100 students, primarily in grades K-3. Following the ASBCS enrollment expansion approval PFEA was granted in 2010, PFCS increased its enrollment from 250 to 270. At that time, we were interested in an increase to a capacity of 350 students, as we recognized Flagstaff's growing need for early childhood and elementary educational options. However, our current Kaibab Lane campus could not physically sustain that number; therefore the ASBCS approved an increase to 270. In addition, the PFEA board has recognized the budgetary needs for expansion and developed a long-range strategic plan in which the PFCS will add a section in grades 1-4 over the next five years by enrolling new students from the expansive early elementary wait list. This expansion began on our current Kaibab campus in August 2014 with the addition of a second first grade class and continued into the SY15-16. This expansion cannot continue on the current site as there is not the physical space beyond SY16-17. Therefore, the PFEA purchased a 22,000 sq. ft. former church on over three acres in a school-friendly neighborhood of Flagstaff. The ASBCS approved our new school site request in 2015. For the SY15-16, PFCS operated our kindergarten with 40 students at our new Cedar Campus site and our grades 1-8 with 226 students at our original Kaibab Campus. This reduced the overall number of students on our Kaibab campus.

Type and Scope of Change: From 1995 to 2014, PFCS operated as a K-8 charter school with two sections of kindergarten (35-40 children) and one section each of grades 1-8 ranging from 20-35 students per class. Upon relocating our kindergartens and private preschool to the Cedar site, PFCS increased early childhood enrollment to 60 total children. With these current enrollment numbers, we envision increasing enrollment in our SY16-17 first grades to 50 children. In our grades, we now have two sections of first and second grades for school year SY15-16, will add two sections of third grade for SY16-17 and two sections of fourth grade in SY17-18. Each grade will have approximately 50 total students divided into two classes of 25 children. Our market analysis indicates these enrollment projections are feasible considering the new location is much more accessible to many more divergent populations in Flagstaff. In addition, best practices in education indicate a student body of 350 is financially sustainable and healthy for all learners and community members.

Timeline for Implementation: The PFEA purchased the new school property in October 2014. The PFEA began remodeling the portion of the 22,000 sq. ft. building designed for the grades 1-8 classrooms in February 2015. It is our intention to complete the remodel, receive the certificate of occupancy from the City of Flagstaff and relocate the grade school from the Kaibab property to the Cedar property during the SY16-17. Until this happens, the Kaibab Lane property will house our approximate 260 SY16-17 grades 1-8 students. In order to reach the enrollment cap of 350 by SY17-18, PFCS is projecting enrollment increases as follows: Kindergarten 45-50 children in two classes, Gr. 1 45-50 children in two classes, Gr. 2 45-50 children in two classes, Gr. 3 45-50 children in two classes, Gr. 4 45-50 children in two classes, Gr. 5 35-40 students in two classes, Gr. 6 25-30 students in one class, Gr. 7 20-25 students in one class and Gr. 8 20-25 students in one class.

Long-term Academic Success: It has been the intention since June 2014 for PFCS to submit a DSP Report to the ASBCS per the guidelines following the receipt of PFCS's not meeting the ASBCS's academic performance expectations in 2013 and 2014. However, after nearly 10 years of searching for a new site, the PFEA successfully fulfilled a dream of purchasing this larger site with the vision of offering our public Waldorf-education alternative to more children and families of Flagstaff as well as expand and improve our academic and artistically integrated program. We fully intend to continue enrolling children from all cultural, socioeconomic and educational backgrounds, including those children with academic challenges and/or deficiencies as indicated in their previous state assessment scores. We completely understand how the ASBCS expects charter schools to improve student academic achievement. Our public Waldorf education vision for children includes and goes beyond academic achievement. As a community, we are very grateful to the original ADE Governing Board which approved the PFEA/PFCS charter in 1995 and we would be grateful to the current ASBCS to permit us to expand our enrollment so that we may bring this

much needed alternative to more families of Flagstaff. In addition, the PFEA board and PFCS administration, faculty and parent community can provide for the ASBCS recent research conducted on schools implementing public Waldorf education with particular focus on academic achievement state assessment test scores as compared to other models of education. Basically, research indicates that according to test scores, grades 3-5 students in our Waldorf curriculum schools generally approach, but do not necessarily meet, academic achievement expectations, but increasingly meet and exceed academic achievement standards beginning in the middle school years. During the SY15-16, PFS submitted to the ASBCS both a revised PMP and the DSP Data.

From: Rachel Hannah <Rachel.Hannah@asbcs.az.gov>
Date: March 18, 2016 at 10:17:34 AM HST
To: "pete@bellyroles.com" <pete@bellyroles.com>, "bebates@earthlink.net" <bebates@earthlink.net>
Subject: Re: PMP Technical Guidance – Pine Forest Education Association, Inc. — 4201

Arizona State Board for Charter Schools

Physical Address:

1616 West Adams Street, Ste. 170
Phoenix, AZ 85007
(602) 364-3080

Mailing Address:

P.O. Box 18328
Phoenix, AZ 85009

March 18, 2016

Pine Forest Education Association, Inc.
Peter Giovale and Barbara Bates, Charter Representatives
1120 West Kaibab Lane
Flagstaff, AZ 86001

Re: PMP Technical Guidance – Pine Forest Education Association, Inc. — 4201

Dear Charter Representatives,

At its March 2016 meeting, the Arizona State Board for Charter Schools (Board) suspended the use of Performance Management Plans (PMPs) for FY2016. For charter holders that submitted a PMP in the current fiscal year, feedback, rather than an overall rating, will be provided.

In November 2015 the Charter Holder submitted a PMP to describe its processes for implementing systems to evaluate and improve the success of the academic program for the schools it operates. Technical guidance and feedback for the submitted PMP is attached and is also available in the Charter Holder's Document Management System (DMS) in ASBCS Online. If the Charter Holder was required to provide a data submission as a component of the monitoring process, that submission will be evaluated at a later date and provided separately.

While no further submissions to the Board are required at this time, the Charter Holder should review the technical guidance and feedback in their entirety and use them to guide revision and implementation of the submitted plan. Changes to the PMP should take into consideration the requirements of a Demonstration of Sufficient Progress, as one may be required at a later date based on the Charter Holder's academic performance in subsequent years.

Both the PMP and the PMP Technical Guidance Document are located in the Performance Management Plan folder of the Charter Holder's DMS in ASBCS Online.

If you have any questions concerning the information above, please contact Board staff at (602) 364-3080.

Sincerely,

Rachel Hannah

Education Program Manager
Arizona State Board for Charter Schools
1616 West Adams, Suite 170
Phoenix, AZ 85007
602-364-3087
<http://asbcs.az.gov>

From: Daniel Cobin <Daniel.Cobin@asbcs.az.gov>
Date: March 11, 2016 at 9:55:48 AM MST
To: "bebates@earthlink.net" <bebates@earthlink.net>, "pete@bellyroles.com" <pete@bellyroles.com>
Cc: Steve Sarmiento <Steve.Sarmiento@asbcs.az.gov>
Subject: RE: Data Submission – What Happens Next? – Pine Forest Education Association, Inc. – Entity ID 4201

Arizona State Board for Charter Schools

Physical Address:

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Phoenix, AZ 85007
(602) 364-3080

Mailing Address:

P.O. Box 18328
Phoenix, AZ 85009

March 11, 2016
Pine Forest Education Association, Inc.
Barbara Bates and Peter Giovale, Charter Representatives
1120 West Kaibab Lane
Flagstaff, AZ 86001

Sent via email: bebates@earthlink.net, pete@bellyroles.com

RE: Data Submission – What Happens Next? – Pine Forest Education Association, Inc. – Entity ID 4201

Dear Charter Representatives,

Pursuant to A.R.S. § 15-183(R), in implementing its oversight and administrative responsibilities for the charter schools it sponsors, the Arizona State Board for Charter Schools (Board) has adopted a performance framework that includes the academic performance expectations of charter schools. The Board's performance framework identifies measures as a basis for analysis to be used by the Board in making high-stakes decisions.

Based on the academic performance of the schools it operates, Pine Forest Education Association, Inc. was required to submit Data reports. This letter serves as notification of receipt of an **administratively complete** Data report submitted by Pine Forest Education Association, Inc. on February 22, 2016. Additional information regarding source data may be required as Board staff begins the evaluation of the Data reports and source data. When Board staff has completed the evaluation of the Data, the Charter Representative will be notified by e-mail of the results.

If you have additional questions regarding the Data process please contact Board staff at 602-364-3080.

Daniel Cobin
Education Program Specialist
Arizona State Board for Charter Schools



PERFORMANCE MANAGEMENT PLAN
TECHNICAL GUIDANCE

CHARTER INFORMATION			
Charter Holder Name	Pine Forest Education Association, Inc.	Schools	Pine Forest School
Charter Holder Entity ID	4201	Revised PMP	YES
Submission Date	November 27, 2015	Purpose of PMP Submission	Annual Monitoring
Evaluation Date	February 9, 2016	Dashboard Year	FY14

Purpose of Technical Guidance:

This technical guidance document provides documentation of the review Board staff conducted of the Charter Holder's Performance Management Plan (PMP). The review by Board staff was conducted in the following manner:

- A rating was provided for each response to the guiding question(s) in the PMP by using the ratings defined in Table 1,
- If a response was rated as Emerging, Limited, or Fragmented, an area of concern(s) was marked as explained in Table 2, and
- If a response was rated as Emerging, Limited, or Fragmented, a question or statement was provided in the Feedback section of this document.

The guidance provided by this document should be reviewed in its entirety and utilized to guide revisions and implementation of the submitted plan, in order to ensure that all schools operated by the Charter Holder have comprehensive systems in place to improve pupil achievement.

Ratings:

Board staff has assigned a rating for each response to a guiding question in the Charter Holder's PMP. Ratings are based on the definitions provided in the chart below.

Table 1

Rating Definitions	
Comprehensive	The response describes an ongoing, fully implementable process that includes all components of each action step and addresses each aspect of the guiding question completely.
Emerging	The response describes a process that includes all of the components of an action step, but is missing criteria or sufficient detail to answer the guiding question completely.
Limited	The response describes a process that includes minimal components of an action step, but does not answer the guiding question completely.
Fragmented	The response does not describe a process, is missing multiple components of an action step, and/or does not answer the guiding question.

Areas of Concern:

If a response to a guiding question in the PMP Technical Guidance is rated as Emerging, Limited or Fragmented, a minimum of one area of concern will be marked. The areas of concern identify which component of the action step was not addressed completely. As a reminder, each action step must include a description of the action, who is responsible, when the action step occurs, the evidence documenting implementation of the action step, and whether the action step(s) provided a complete response to each aspect of the guiding question(s). Reasons these areas may be indicated as areas of concern are provided in the table below.

Table 2

Component of an Action Step	Rationale for area of concern
Person(s) Responsible	<ul style="list-style-type: none"> • No person(s) is/are listed in the "Person(s) Responsible" section of the action step(s) • One or more people listed in the process for implementing the action step are not included in "Person(s) Responsible" section of the action step(s) • One or more people listed in the "Person(s) Responsible" section of the action step are not included in the process for implementing the action step
Frequency/Timing	<ul style="list-style-type: none"> • No frequency and/or timing is listed in the "Frequency and/or Timing" section of the action step(s) • The frequency and/or timing listed does not correlate with the described process for implementing the action step • The frequency and/or timing is identified as "ongoing", which does not provide the necessary level of specificity for implementation of the process
Process	<ul style="list-style-type: none"> • Criteria is not described in the process for implementing action step(s), as required by the guiding question • The process described for implementing action step(s) is not sufficiently detailed • Gaps exist in the essential details (what, where, and/or how) required to enable full implementation of the action step(s)
Evidence of Implementation	<ul style="list-style-type: none"> • No evidence is listed in the "Evidence of Implementation" section of the action step(s) • One or more pieces of evidence included in the process is not included in the "Evidence of Implementation" section of the action step(s) • The listed evidence is not clearly identified in the process • Listed evidence does not clearly demonstrate implementation of the process described

Feedback:

For each response to the guiding question in the PMP that is rated as Emerging, Limited, or Fragmented, feedback is provided to the Charter Holder. Feedback is in the form of questions and/or statements intended to focus the Charter Holder on gaps or missing details in the described processes.

AREA I: DATA

Valid and Reliable Data

How has the Charter Holder verified that internal data is valid and reliable?

Sufficiently Answered: No

Gathering Data for all Assessment Measures

Assessment Measure	Measured students identified	Data identified	Method for presentation is identified
1a. Student Median Growth Percentile (SGP) – Math	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
1a. Student Median Growth Percentile (SGP) – Reading	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
1b. SGP Bottom 25% – Math	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
1b. SGP Bottom 25% – Reading	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2a. Percent Passing – Math	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2a. Percent Passing – Reading	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2c. Subgroup, ELL – Math	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2c. Subgroup, ELL – Reading	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2c. Subgroup, FRL – Math	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2c. Subgroup, FRL – Reading	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2c. Subgroup, students with disabilities – Math	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2c. Subgroup, students with disabilities – Reading	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

Feedback:

The Charter Holder’s explanation does not describe a process for verifying that the internal data is measuring the intended metric within the school (valid) and does not sufficiently explain that the internal data is consistent and stable in providing the same results each time it is used within the school (reliable).

AREA II: CURRICULUM

A. Evaluating Curriculum

1. What ongoing process will the Charter Holder use to evaluate curriculum? What criteria will guide that process?
Evaluation: Comprehensive
Area(s) of concern: <input type="checkbox"/> Person(s) Responsible <input type="checkbox"/> Frequency/Timing <input type="checkbox"/> Process <input type="checkbox"/> Evidence of Implementation
2. What ongoing process will the Charter Holder use to evaluate how effectively the curriculum enables students to meet all standards? What criteria will guide that process?
Evaluation: Emerging
Area(s) of concern: <input type="checkbox"/> Person(s) Responsible <input type="checkbox"/> Frequency/Timing <input checked="" type="checkbox"/> Process <input type="checkbox"/> Evidence of Implementation
3. What ongoing process will the Charter Holder use to identify curricular gaps? What criteria will guide that process?
Evaluation: Comprehensive
Area(s) of concern: <input type="checkbox"/> Person(s) Responsible <input type="checkbox"/> Frequency/Timing <input type="checkbox"/> Process <input type="checkbox"/> Evidence of Implementation
<u>Feedback:</u> Q2-What criteria are used when identifying the alignment of components of the curriculum?

B. Adopting Curriculum

1. After curriculum is evaluated, what process will the Charter Holder use to determine if new and/or supplemental curriculum needs to be adopted? What criteria will guide that process?
Evaluation: Emerging
Area(s) of concern: <input type="checkbox"/> Person(s) Responsible <input type="checkbox"/> Frequency/Timing <input checked="" type="checkbox"/> Process <input type="checkbox"/> Evidence of Implementation
2. Once determined that new and/or supplemental curriculum will be adopted, how will the Charter Holder evaluate curriculum options? What criteria will guide that process?
Evaluation: Emerging
Area(s) of concern: <input type="checkbox"/> Person(s) Responsible <input type="checkbox"/> Frequency/Timing <input checked="" type="checkbox"/> Process <input type="checkbox"/> Evidence of Implementation
<u>Feedback:</u> Q1-What criteria does the Leadership Team use to determine that "curriculum is not sufficiently meeting the standards"? Q2-If more than one curricula contain the mentioned elements, how does the Leadership Team determine which curriculum option(s) will be adopted?

C. Revising Curriculum

1. After curriculum is evaluated, what process will the Charter Holder use to determine if curriculum must be revised? What criteria will guide that process?
Evaluation: Comprehensive
Area(s) of concern: <input type="checkbox"/> Person(s) Responsible <input type="checkbox"/> Frequency/Timing <input type="checkbox"/> Process <input type="checkbox"/> Evidence of Implementation
2. Once determined that curriculum must be revised, what process will the Charter Holder use to revise the curriculum? What criteria will guide that process?
Evaluation: Limited
Area(s) of concern: <input type="checkbox"/> Person(s) Responsible <input type="checkbox"/> Frequency/Timing <input checked="" type="checkbox"/> Process <input type="checkbox"/> Evidence of Implementation
<u>Feedback:</u> Q2-What process do the Leadership Team and the teachers use to revise the curriculum? What criteria will guide that process?

D. Implementing Curriculum

1. What ongoing process will the Charter Holder use to ensure curriculum is implemented with fidelity ? What criteria will guide that process? How will these expectations be communicated to instructional staff?
Evaluation: Emerging
Area(s) of concern: <input type="checkbox"/> Person(s) Responsible <input type="checkbox"/> Frequency/Timing <input checked="" type="checkbox"/> Process <input type="checkbox"/> Evidence of Implementation
2. What is the Charter Holder's ongoing process to ensure consistent use of curricular tools ? How will these expectations be communicated to instructional staff?
Evaluation: Comprehensive
Area(s) of concern: <input type="checkbox"/> Person(s) Responsible <input type="checkbox"/> Frequency/Timing <input type="checkbox"/> Process <input type="checkbox"/> Evidence of Implementation
3. What process will the Charter Holder use to ensure that all grade-level standards are taught to mastery within the academic year?
Evaluation: Limited
Area(s) of concern: <input type="checkbox"/> Person(s) Responsible <input type="checkbox"/> Frequency/Timing <input checked="" type="checkbox"/> Process <input checked="" type="checkbox"/> Evidence of Implementation
<u>Feedback:</u> Q1-What criteria will guide that process? Q3-After reviewing mastery to date (quarterly), what process do the Leadership Team and teachers use to ensure grade-level standards that may not have been taught to mastery are addressed?

E. Alignment of Curriculum

1. What process will the Charter Holder use to verify that the curriculum is aligned to Arizona's College and Career Ready Standards?
Evaluation: Comprehensive
Area(s) of concern: <input type="checkbox"/> Person(s) Responsible <input type="checkbox"/> Frequency/Timing <input type="checkbox"/> Process <input type="checkbox"/> Evidence of Implementation
2. When adopting or revising curriculum, what process will the Charter Holder use to monitor and evaluate changes to ensure that curriculum maintains alignment to Arizona's College and Career Ready Standards?
Evaluation: Comprehensive
Area(s) of concern: <input type="checkbox"/> Person(s) Responsible <input type="checkbox"/> Frequency/Timing <input type="checkbox"/> Process <input type="checkbox"/> Evidence of Implementation
<u>Feedback:</u>
Q2- Evaluation provided also based on information in C.A.2.

F. Adapted to Meet the Needs of Subgroups

1. How will the Charter Holder ensure that implemented curriculum meets the identified needs of students in the four listed subgroups?
Evaluation: Comprehensive
Area(s) of concern: <input type="checkbox"/> Bottom 25%/Non-proficient <input type="checkbox"/> ELL students <input type="checkbox"/> Students eligible for FRL <input type="checkbox"/> Students with disabilities

AREA III: ASSESSMENT

A. Developing the Assessment System

Assessment System Table
Complete: Yes
1. What ongoing process will the Charter Holder use to evaluate assessment tools? What criteria will guide that process?
Evaluation: Comprehensive
Area(s) of concern: <input type="checkbox"/> Person(s) Responsible <input type="checkbox"/> Frequency/Timing <input type="checkbox"/> Process <input type="checkbox"/> Evidence of Implementation
2. What ongoing process will the Charter Holder use to evaluate how the assessments are aligned to the curriculum? What criteria will guide that process?
Evaluation: Comprehensive
Area(s) of concern: <input type="checkbox"/> Person(s) Responsible <input type="checkbox"/> Frequency/Timing <input type="checkbox"/> Process <input type="checkbox"/> Evidence of Implementation
3. What will be the Charter Holder's ongoing process to evaluate how the assessments are aligned to <u>instructional methodology</u> ? What criteria will guide that process?
Evaluation: Comprehensive
Area(s) of concern: <input type="checkbox"/> Person(s) Responsible <input type="checkbox"/> Frequency/Timing <input type="checkbox"/> Process <input type="checkbox"/> Evidence of Implementation

B. Adapted to Meet the Needs of Subgroups

1. How will the system assess each subgroup to determine effectiveness of supplemental and/or differentiated instruction and curriculum?
Evaluation: Limited
Area(s) of concern: <input type="checkbox"/> Bottom 25%/Non-proficient <input checked="" type="checkbox"/> ELL students <input type="checkbox"/> Students eligible for FRL <input checked="" type="checkbox"/> Students with disabilities
<u>Feedback:</u> The Charter Holder did not address how the system will assess ELL or SPED students to determine effectiveness of supplemental and/or differentiated instruction and curriculum.

C. Analyzing Assessment Data

1. What will be the Charter Holder's ongoing process to collect and analyze each type of assessment data listed in the Assessment System Table in Section A and the Subgroup Assessment Table in Section B?

Evaluation: Comprehensive

Area(s) of concern: Person(s) Responsible Frequency/Timing Process Evidence of Implementation

2. What will be the Charter Holder's ongoing process to make adjustments to *curriculum* based on the data analysis? What criteria will guide that process?

Evaluation: Emerging

Area(s) of concern: Person(s) Responsible Frequency/Timing Process Evidence of Implementation

3. What will be the Charter Holder's ongoing process to make adjustments to *instruction* based on the data analysis? What criteria will guide that process?

Evaluation: Emerging

Area(s) of concern: Person(s) Responsible Frequency/Timing Process Evidence of Implementation

Feedback:

Q2-How does the Leadership Team determine what reasonable curriculum changes should be made quarterly?

Q3-After reviewing data, how do the Leadership Team and content teachers determine what instructional changes need to be made?

AREA IV: MONITORING INSTRUCTION

A. Monitoring Instruction

1. What will be the Charter Holder's ongoing process to monitor that the instruction taking place is aligned with ACCRS standards, implemented with fidelity, effective throughout the year, and addressing the identified needs of students in all 4 subgroups?

Evaluation: Limited

Area(s) of concern: Person(s) Responsible Frequency/Timing Process Evidence of Implementation

2. How will the Charter Holder monitor instruction to ensure that it is leading all students to mastery of the standards?

Evaluation: Emerging

Area(s) of concern: Person(s) Responsible Frequency/Timing Process Evidence of Implementation

Feedback:

Q1-Besides creating an instructional monitoring calendar at the beginning of the school year, what will the Leadership Team do to monitor that instruction taking place is aligned with ACCRS standards, implemented with fidelity, effective throughout the year, and addressing the identified needs of students in all 4 subgroups?

Q2-How does the administrator or administrative designee use the checklist and teacher observation form to ensure that instruction is leading all students to mastery of the standards?

B. Evaluating Instructional Practices

1. How will the Charter Holder evaluate the instructional practices of all staff?

Evaluation: Comprehensive

Area(s) of concern: Person(s) Responsible Frequency/Timing Process Evidence of Implementation

2. What is the Charter Holder's ongoing process to identify the quality of instruction?

Evaluation: Emerging

Area(s) of concern: Person(s) Responsible Frequency/Timing Process Evidence of Implementation

3. How will the evaluation process identify the individual strengths, weaknesses, and needs of instructional staff?

Evaluation: Emerging

Area(s) of concern: Person(s) Responsible Frequency/Timing Process Evidence of Implementation

Feedback:

Q2-How will the parent/student surveys and peer review process help identify the quality of instruction?

Q3-How do the lesson observations help the Charter Holder identify the individual strengths, weaknesses, and needs?

C. Adapted to Meet the Needs of Subgroups

1. What is the Charter Holder's ongoing process to evaluate supplemental instruction targeted to address the needs of students in the following subgroups?	
Evaluation: Comprehensive	
Area(s) of concern:	<input type="checkbox"/> Bottom 25%/Non-proficient <input type="checkbox"/> ELL students <input type="checkbox"/> Students eligible for FRL <input type="checkbox"/> Students with disabilities

D. Providing Feedback that Develops the Quality of Teaching

1. How will the Charter Holder analyze information about strengths, weaknesses, and needs of instructional staff members?	
Evaluation: Comprehensive	
Area(s) of concern:	<input type="checkbox"/> Person(s) Responsible <input type="checkbox"/> Frequency/Timing <input type="checkbox"/> Process <input type="checkbox"/> Evidence of Implementation
2. How will the analysis be used to provide feedback to instructional staff on strengths, weaknesses, and learning needs based on the evaluation of instructional practices?	
Evaluation: Comprehensive	
Area(s) of concern:	<input type="checkbox"/> Person(s) Responsible <input type="checkbox"/> Frequency/Timing <input type="checkbox"/> Process <input type="checkbox"/> Evidence of Implementation

AREA V: PROFESSIONAL DEVELOPMENT

A. Developing the Professional Development Plan

1. What will be the Charter Holder's ongoing process to determine what professional development topics will be covered throughout the year? What data and analysis is utilized to make those decisions?

Evaluation: Emerging

Area(s) of concern: Person(s) Responsible Frequency/Timing Process Evidence of Implementation

2. What will be the Charter Holder's ongoing process to ensure the professional development plan is aligned with instructional **staff learning needs**? What criteria are used to make those determinations?

Evaluation: Limited

Area(s) of concern: Person(s) Responsible Frequency/Timing Process Evidence of Implementation

3. What will be the Charter Holder's ongoing process to address **areas of high importance** in the professional development plan? How are the areas of high importance determined?

Evaluation: Comprehensive

Area(s) of concern: Person(s) Responsible Frequency/Timing Process Evidence of Implementation

Feedback:

Q1-After compiling priorities for faculty-wide and individual professional development needs, what process does the Leadership Team use to solidify which professional development topics will be covered?

Q2-After the Leadership Team compiles the list of staff learning needs, what process does it use to ensure that professional development is aligned with those needs? What criteria will guide this process?

B. Adapted to Meet the Needs of Subgroups

1. Identify how the Charter Holder will provide professional development to ensure instructional staff is able to address the needs of students in all four subgroups.

Evaluation: Limited

Area(s) of concern: Bottom 25%/Non-proficient ELL students
 Students eligible for FRL Students with disabilities

Feedback:

What happens in the process after the federal programs coordinator provides a list of professional development suggestions?

C. Supporting High Quality Implementation

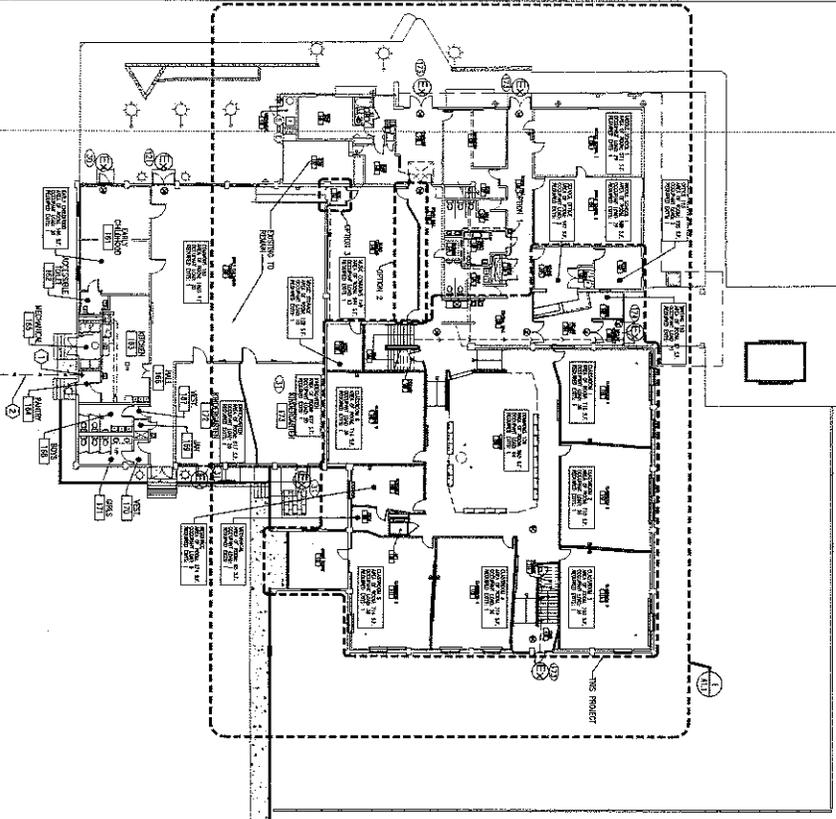
1. What will be the Charter Holder's ongoing process to provide support to the instructional staff on the high quality implementation of the strategies learned in professional development? What does this support include?
Evaluation: Comprehensive
Area(s) of concern: <input type="checkbox"/> Person(s) Responsible <input type="checkbox"/> Frequency/Timing <input type="checkbox"/> Process <input type="checkbox"/> Evidence of Implementation

2. What will be the Charter Holder's ongoing process to identify concrete resources necessary for high quality implementation, for instructional staff?
Evaluation: Fragmented
Area(s) of concern: <input checked="" type="checkbox"/> Person(s) Responsible <input checked="" type="checkbox"/> Frequency/Timing <input checked="" type="checkbox"/> Process <input checked="" type="checkbox"/> Evidence of Implementation
<u>Feedback:</u> Q2-Concrete resources include financial support or tangible items provided to staff to aid in implementation of curriculum or professional development strategies. What will the Charter Holder do to identify concrete resources?

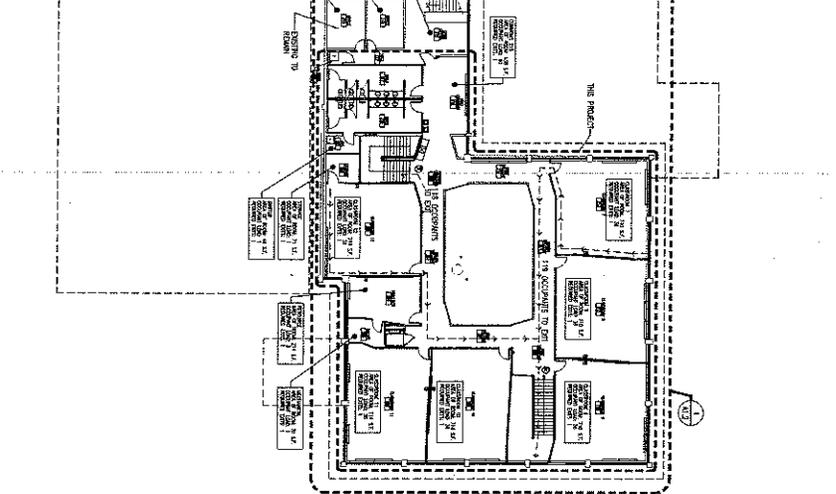
D. Monitoring Implementation

1. What will be the Charter Holder's ongoing process to monitor the implementation of the strategies learned in professional development sessions?
Evaluation: Limited
Area(s) of concern: <input checked="" type="checkbox"/> Person(s) Responsible <input checked="" type="checkbox"/> Frequency/Timing <input checked="" type="checkbox"/> Process <input checked="" type="checkbox"/> Evidence of Implementation
2. How will the Charter Holder follow-up with instructional staff, regarding implementation of the strategies learned in professional development?
Evaluation: Comprehensive
Area(s) of concern: <input type="checkbox"/> Person(s) Responsible <input type="checkbox"/> Frequency/Timing <input type="checkbox"/> Process <input type="checkbox"/> Evidence of Implementation
<u>Feedback:</u> Q1-The Charter Holder has stated how it will monitor the implementation of strategies learned in the summer professional development session. How will the Charter Holder monitor the implementation of strategies learned in the spring professional development session? The Charter Holder mentions that this process occurs from October to December; what ongoing process does the Charter Holder have to monitor the implementation of these strategies?

1 FIRST FLOOR PLAN
SCALE: 1/8" = 1'-0"



1 SECOND FLOOR PLAN
SCALE: 1/8" = 1'-0"



KEYNOTES

1. THE STRUCTURE SHALL BE CONCRETE, BRICK, AND STUCCO AS NOTED.
2. SEE THE ARCHITECT'S NOTES TO SHEET.

GENERAL NOTES

01. EXISTING BUILDING IS TO BE REMOVED AND THIS PROJECT IS TO BE CONSTRUCTED ON THE EXISTING FOUNDATION.
02. THE STRUCTURE AND THE AREA WILL BE STRENGTHEN TO MEET THE REQUIREMENTS OF THE STATE FIRE MARSHAL.
03. SEE THE ARCHITECT'S NOTES TO SHEET FOR ADDITIONAL INFORMATION.

APPLICABLE BUILDING CODES

- 2015 INTERNATIONAL BUILDING CODE
- 2015 INTERNATIONAL FIRE CODE
- 2015 INTERNATIONAL PLUMBING CODE
- 2015 INTERNATIONAL MECHANICAL CODE
- 2015 INTERNATIONAL ELECTRICAL CODE
- 2015 INTERNATIONAL ENERGY CONSERVATION CODE
- 2015 INTERNATIONAL SWEET'S CODE
- 2015 INTERNATIONAL ACCESSIBILITY STANDARDS
- 2015 INTERNATIONAL MECHANICAL CODE
- 2015 INTERNATIONAL PLUMBING CODE
- 2015 INTERNATIONAL ELECTRICAL CODE
- 2015 INTERNATIONAL ENERGY CONSERVATION CODE
- 2015 INTERNATIONAL SWEET'S CODE
- 2015 INTERNATIONAL ACCESSIBILITY STANDARDS

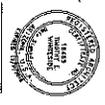
CODE ANALYSIS

1. OCCUPANCY: A. EDUCATIONAL, GROUP I, DIVISION 104, SCHOOL.
2. CODE: A. 2015 INTERNATIONAL BUILDING CODE.
3. CODE: A. 2015 INTERNATIONAL FIRE CODE.
4. CODE: A. 2015 INTERNATIONAL PLUMBING CODE.
5. CODE: A. 2015 INTERNATIONAL MECHANICAL CODE.
6. CODE: A. 2015 INTERNATIONAL ELECTRICAL CODE.
7. CODE: A. 2015 INTERNATIONAL ENERGY CONSERVATION CODE.
8. CODE: A. 2015 INTERNATIONAL SWEET'S CODE.
9. CODE: A. 2015 INTERNATIONAL ACCESSIBILITY STANDARDS.
10. CODE: A. 2015 INTERNATIONAL MECHANICAL CODE.
11. CODE: A. 2015 INTERNATIONAL PLUMBING CODE.
12. CODE: A. 2015 INTERNATIONAL ELECTRICAL CODE.
13. CODE: A. 2015 INTERNATIONAL ENERGY CONSERVATION CODE.
14. CODE: A. 2015 INTERNATIONAL SWEET'S CODE.
15. CODE: A. 2015 INTERNATIONAL ACCESSIBILITY STANDARDS.

NO.	DESCRIPTION	AMOUNT	UNIT	PRICE	TOTAL
1	CONCRETE	114.97	CU YD	114.97	114.97
2	BRICK	114.97	SQ YD	114.97	114.97
3	STUCCO	114.97	SQ YD	114.97	114.97
4	WOOD	114.97	SQ YD	114.97	114.97
5	GLASS	114.97	SQ YD	114.97	114.97
6	MECHANICAL	114.97	HR	114.97	114.97
7	ELECTRICAL	114.97	HR	114.97	114.97
8	PLUMBING	114.97	HR	114.97	114.97
9	ENERGY	114.97	HR	114.97	114.97
10	ACCESSIBILITY	114.97	HR	114.97	114.97
11	MECHANICAL	114.97	HR	114.97	114.97
12	PLUMBING	114.97	HR	114.97	114.97
13	ELECTRICAL	114.97	HR	114.97	114.97
14	ENERGY	114.97	HR	114.97	114.97
15	ACCESSIBILITY	114.97	HR	114.97	114.97

JOHNSON WALZER ASSOCIATES LLC, 17 NORTH SAN FRANCISCO STREET, SUITE 3A, FLAGSTAFF, ARIZONA 86001 (928) 779-0470

2016 REMODEL PINE FOREST CHARTER SCHOOL
2257 EAST CEDAR AVENUE
FLAGSTAFF, ARIZONA



PROJECT: 15025
SCALE: SEE DRAWING
DATE: 08/14/15
DRAWN BY: JWA
CHECKED BY: JWA
DATE: 08/14/15

A0.1

Certificate of Occupancy

City of Flagstaff

Building and Safety Division

This certificate issued pursuant to the requirements of Section 109 of the Uniform Building Code certifying that at the time of issuance this structure was in compliance with the various ordinances of the City regulating building construction or use, for the following:

Use Classification Non-Residential: Add/Alt/Conv

Bldg. Permit No. C99 0168

Group E1 Type Construction V: N

Use Zone C2-E

Owner of Building Pine Forest Charter School

Address 1120 W. Kaibab Lane

Building Address 1120 WEST KAIBAB LANE (T.I. SOUTH BLDG)

Locality Flagstaff, AZ

By Ronald P. Swanson

Date: August 3rd 2000

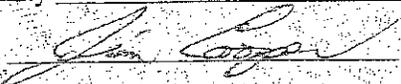
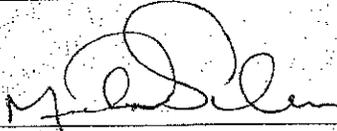
[Signature]
Building Official

POST IN A CONSPICUOUS PLACE

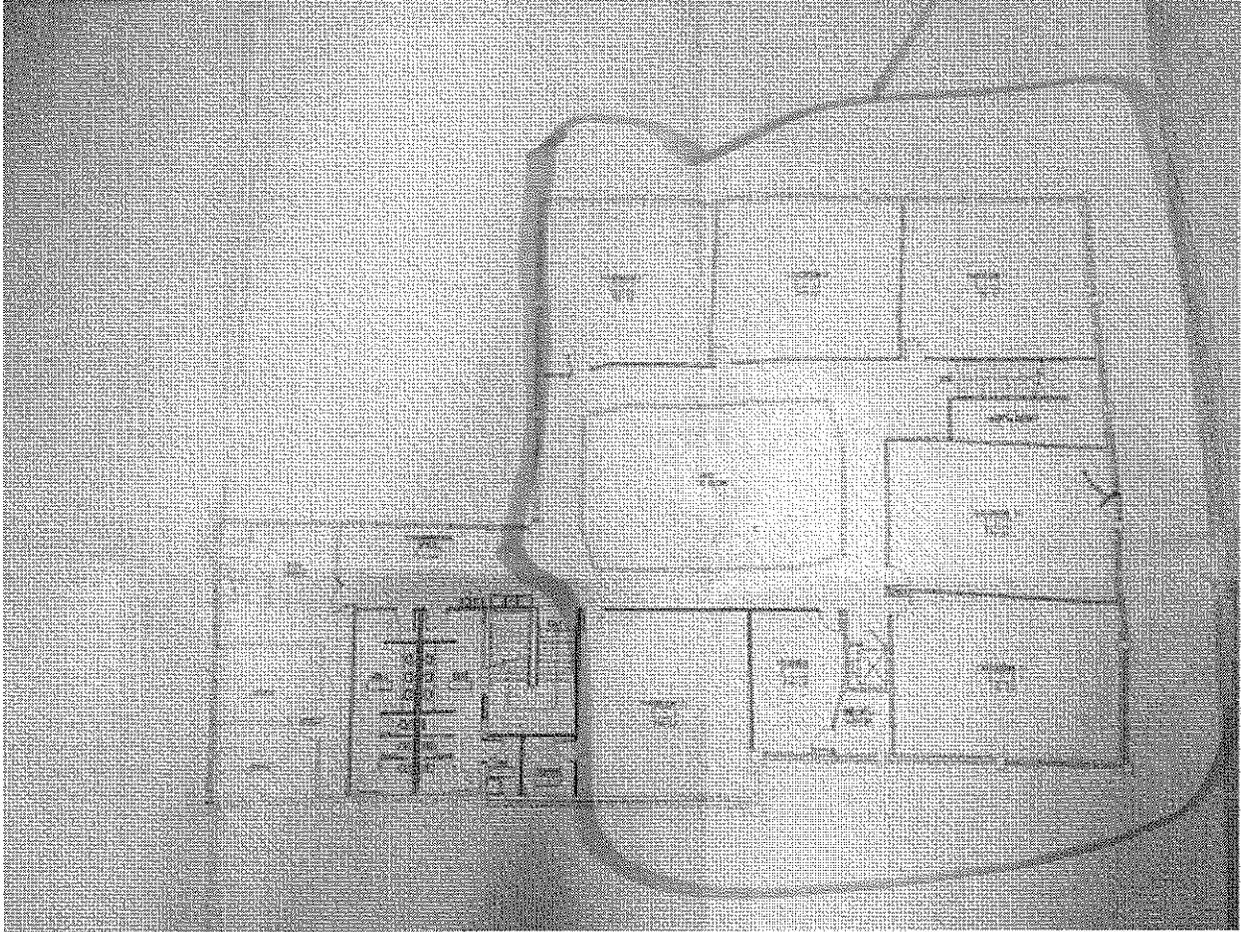
Certificate of Occupancy

City of Flagstaff Building and Safety

This certificate, issued pursuant to the requirements of the City of Flagstaff Building Codes, certifies that at the time of issuance this structure was in compliance with the various ordinances of the City of Flagstaff regulating building construction or use, for the following:

Description Commercial Building Repair/Remodel/TI
Bldg. Permit No. BP-15-00166
Occupancy Group E Type Construction III B
Use Zone HR Max. Occupant Load _____
Owner of Building PINE FOREST EDUCATION ASSOCIATION
Address 1120 W Kaibab Lane, Flagstaff AZ 86001
Building Address PINE FOREST
2257 E. Cedar Ave.
Locality Flagstaff AZ 86004
By 
Date August 31, 2015 
Building Official

710 sq. ft. / classroom X
6 classrooms



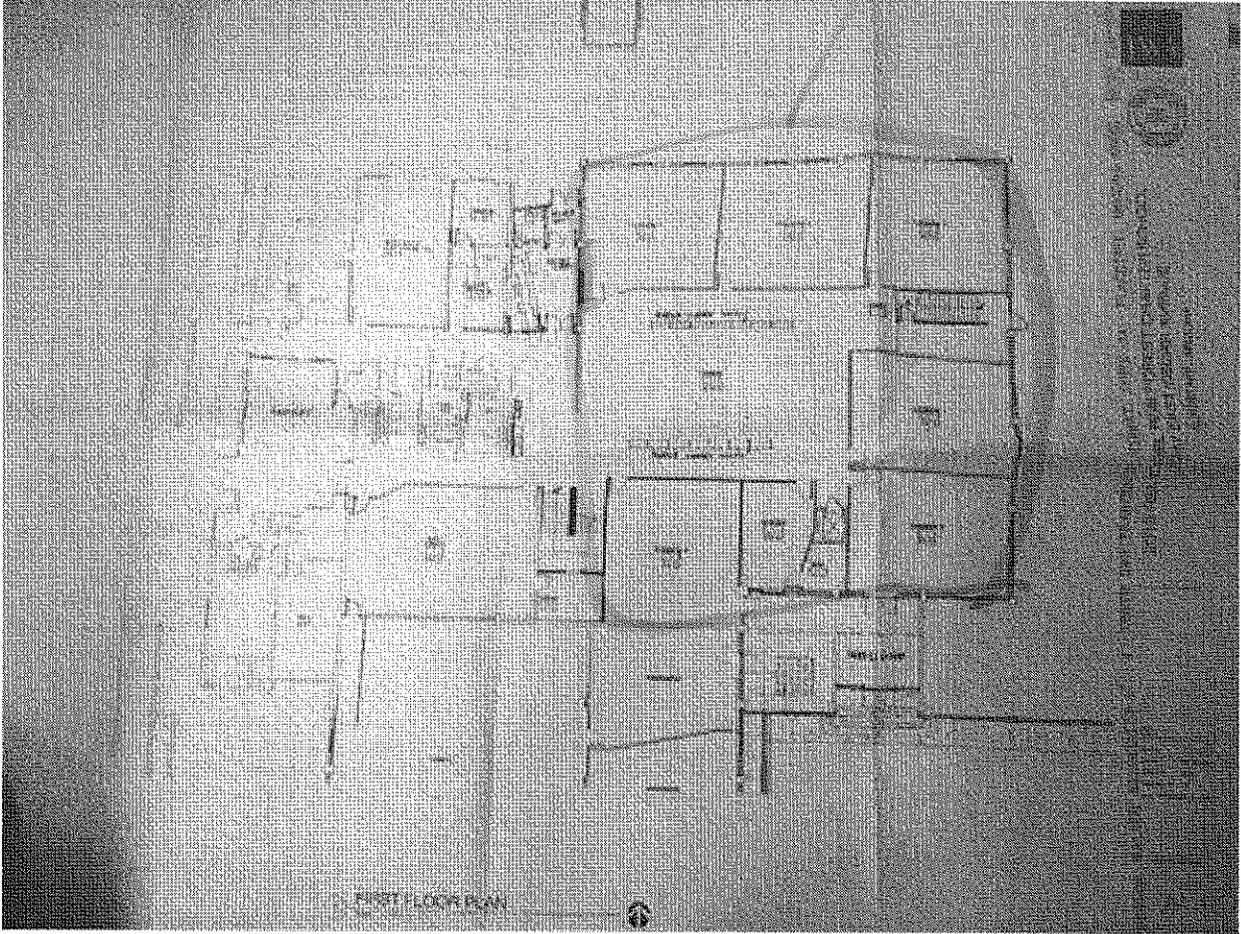
Pine Forest Charter School Cedar Campus architectural drawings indicating six 710 sq. ft. classrooms on the second floor of new school.

This 2257 E Cedar Ave. campus will be opened upon completion of new construction and receipt of a Certificate of Occupancy.

Next SY16-17 grades will be housed at the 1120 W. Kaibab Ln campus.

All grades K-8 will be located at the Cedar address for SY17-18 at the latest.

710 sq. ft. / classroom X
7
6 classrooms



Pine Forest Charter School Cedar Campus architectural drawings indicating six 710 sq. ft. classrooms on the first floor of new school.

The current Kaibab Lane campus has a maximum occupancy load of 270 students and the current Cedar Ave. campus has an occupancy load of 70. Between both campuses, PFS has sufficient occupancy load for SY16-17.

APPENDIX B
ACADEMIC DASHBOARD

General Site Contact Inspections Grades Governing Body FY Data Site Visits Member Campuses Amendments

Academic Performance

Academic Performance

[Edit this section.](#)

Pine Forest School

		2012 Traditional Elementary School (K-8)			2013 Traditional Elementary School (K to 8)			2014 Traditional Elementary School (K to 8)		
1. Growth		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
1a. SGP	Math	62	75	12.5	45	50	12.5	54	75	12.5
	Reading	61	75	12.5	57.5	75	12.5	61.5	75	12.5
1b. SGP Bottom 25%	Math	58	75	12.5	48	50	12.5	35	50	12.5
	Reading	81	100	12.5	64	75	12.5	66	100	12.5
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
2a. Percent Passing	Math	54 / 64.1	50	7.5	43.8 / 64.3	25	7.5	44.6 / 63.6	25	7.5
	Reading	78 / 77.2	75	7.5	77.4 / 77.9	50	7.5	76.8 / 79	50	7.5
2b. Composite School Comparison	Math	-12.5	50	7.5	-23.6	25	7.5	-19.9	25	7.5
	Reading	-1	50	7.5	-2.4	50	7.5	-2.3	50	7.5
2c. Subgroup ELL	Math	NR	0	0	NR	0	0	NR	0	0
	Reading	NR	0	0	NR	0	0	NR	0	0
2c. Subgroup FRL	Math	39 / 56.6	50	3.75	32.1 / 55	25	3.75	34.6 / 54.1	25	3.75
	Reading	52 / 69.9	50	3.75	50 / 70.6	25	3.75	64.7 / 70.7	50	3.75
2c. Subgroup SPED	Math	20 / 24.7	50	3.75	16.1 / 25.3	50	3.75	18.2 / 24	50	3.75
	Reading	47 / 36.3	75	3.75	41.9 / 37.2	75	3.75	45.5 / 38.4	75	3.75
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight
3a. State Accountability		B	75	5	C	50	5	C	50	5
Overall Rating		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		69.69			51.56			58.75		
		100			100			100		

APPENDIX C
DATA SUBMISSION SPREADSHEET

Directions for Growth Measures (SGP and Bottom 25%):

1. Move to the SGP tab below. Type in the number of students Meeting the School's Expected Growth Target at the Baseline, Mid-Point/Semester, and Post-Test/End of year. Next, type in the total of number of students enrolled at each of those points in the school year. Complete this process for both Math and Reading. At this point, cells D2-7 and E2-7 should be complete.

2. Move to the Bottom 25% tab and complete the same directions for the Bottom 25% of students.

*A Charter Holder must complete a Data Submission Spreadsheet for each school that has received a rating of "Does Not Meet", "Falls Far Below", or "No Rating".

Student Median Growth Percentile

		<u>Number</u> <u>of</u> <u>Students</u> <u>Meeting</u> <u>Expected</u> <u>Growth</u> <u>Target</u>	<u>Total</u> <u>Number</u> <u>of</u> <u>Students</u>	<u>% of</u> <u>Students</u> <u>Meeting</u> <u>the</u> <u>Growth</u> <u>Target</u>
<i>Math</i>	Baseline	113	184	61%
	Mid-Point/ Semester	120	180	67%
	Post-Test/ End of Year	120	174	69%
<i>Reading</i>	Baseline	135	184	73%
	Mid-Point/ Semester	141	180	78%
	Post-Test/ End of Year	140	174	80%

Math Change S1 5.25%

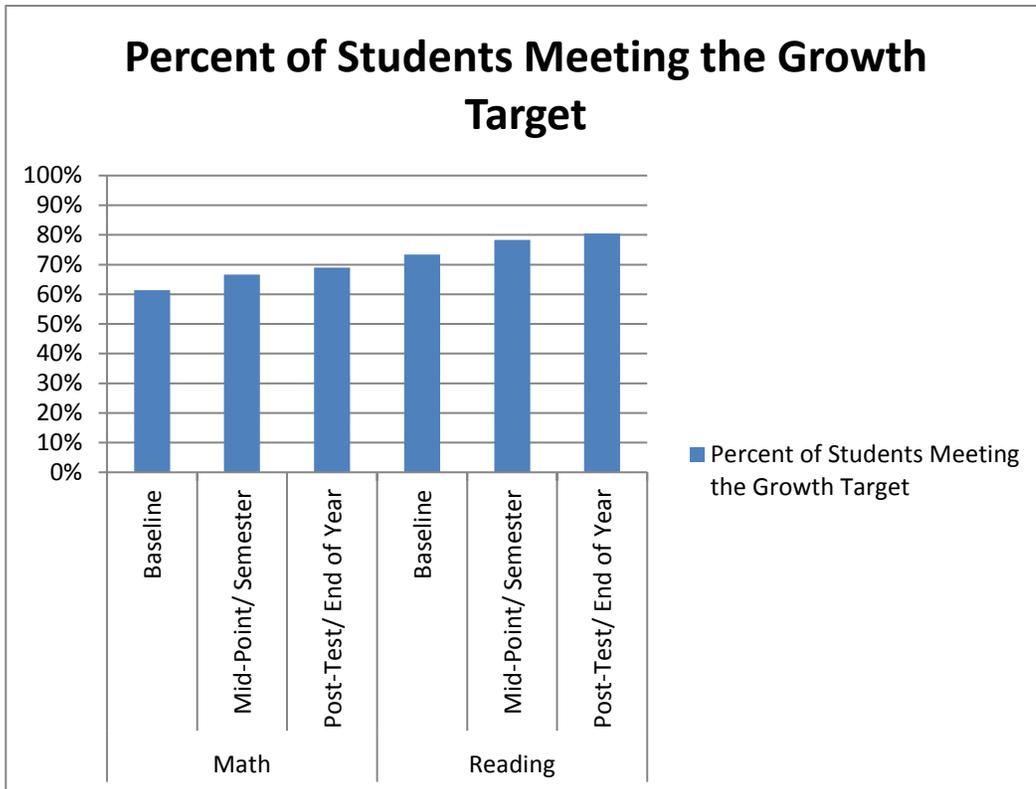
Math Change S2 2.30%

Reading Change

S1 4.96%

Reading Change

S2 2.13%



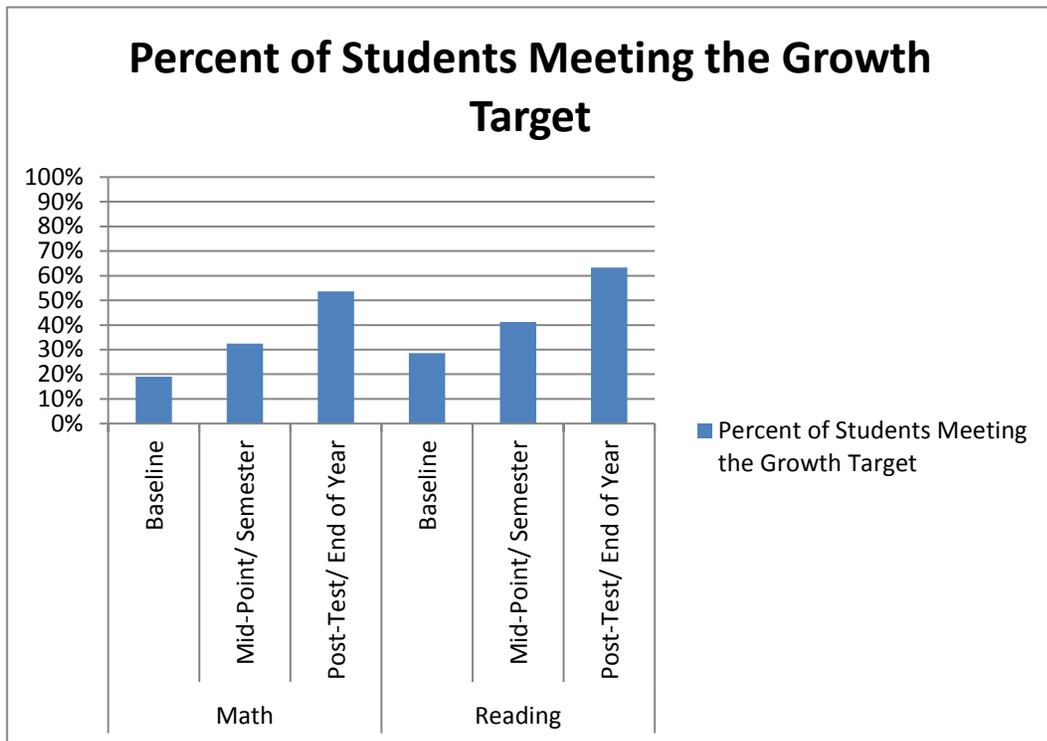
Student Median Growth Percentile
Bottom 25%

		<u>Number</u> <u>of</u> <u>Students</u> <u>Meeting</u> <u>Expected</u> <u>Growth</u> <u>Target</u>	<u>Total</u> <u>Number</u> <u>of</u> <u>Students</u>	<u>% of</u> <u>Students</u> <u>Meeting</u> <u>the</u> <u>Growth</u> <u>Target</u>
<i>Math</i>	Baseline	8	42	19%
	Mid-Point/ Semester	13	40	33%
	Post-Test/ End of Year	22	41	54%
<i>Reading</i>	Baseline	10	35	29%
	Mid-Point/ Semester	14	34	41%
	Post-Test/ End of Year	19	30	63%

Math Change S1 13.45%
Math Change S2 21.16%

Reading Change S1 12.61%

Reading Change S2 22.16%

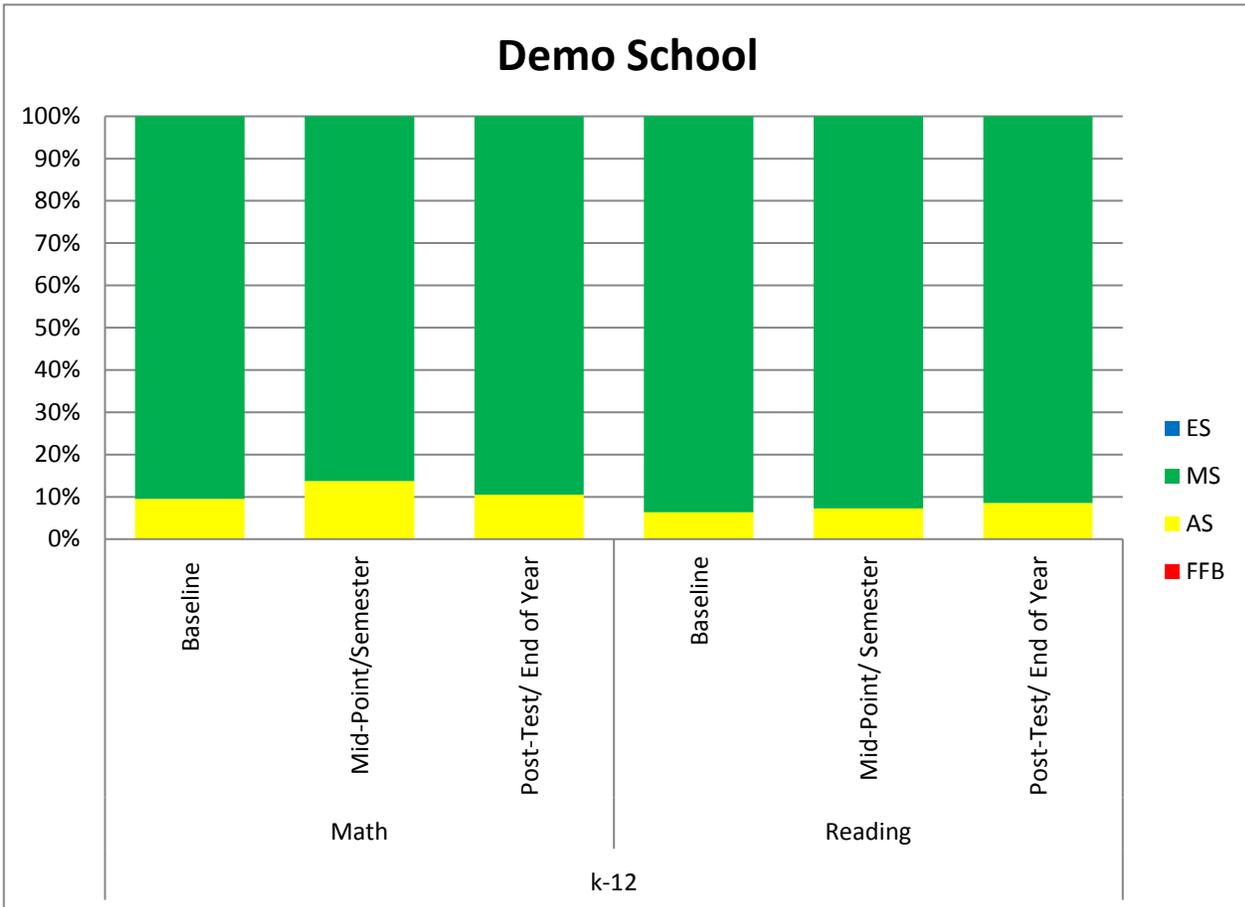


Directions for Proficiency (School-wide, FRL, ELL, and Students with Disabilities):

1. Move to the "School" tab. Type in the number of students in each category (Exceeds Standard, Meets Standard, Approaches Standard, and Falls Far Below Standard) into the Baseline, Mid-Point/Semester, and Post-Test/End of Year cells for both Math and Reading (Cells D2-7, E2-7, F2-7, and G2-7).
2. Move to each of the subsequent sheets, and fill in the appropriate cells. Sheets are divided by subgroup..
3. Save the entire spreadsheet as directed in the DSP Guide for Charter Holders located on the ASBCS website under the Academic Interventions Tab.

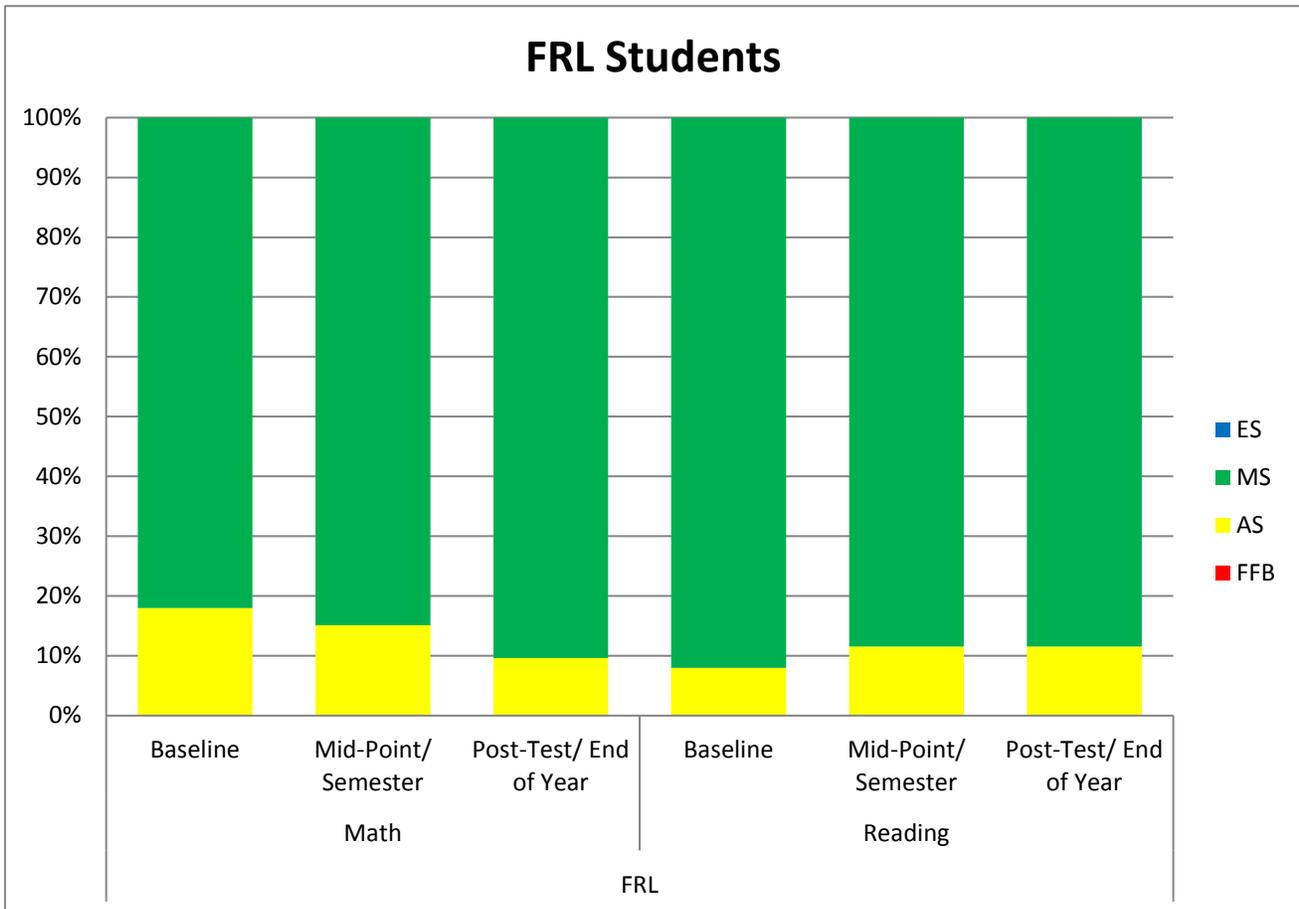
School Wide Math and Reading Proficiency

			<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>
k-12	Math	Baseline		15	142		157	90%
		Mid-Point/Semester		21	132		153	#REF!
		Post-Test/ End of Year		16	136		152	89%
	Reading	Baseline		10	147		157	84%
		Mid-Point/ Semester		11	141		152	93%
		Post-Test/ End of Year		13	139		152	91%
	Math % Passing Change-S1		#REF!					
	Math % Passing Change-S2		#REF!					
	Reading % Passing Change-S1		9%					
	Reading % Passing Change-S2		-1%					



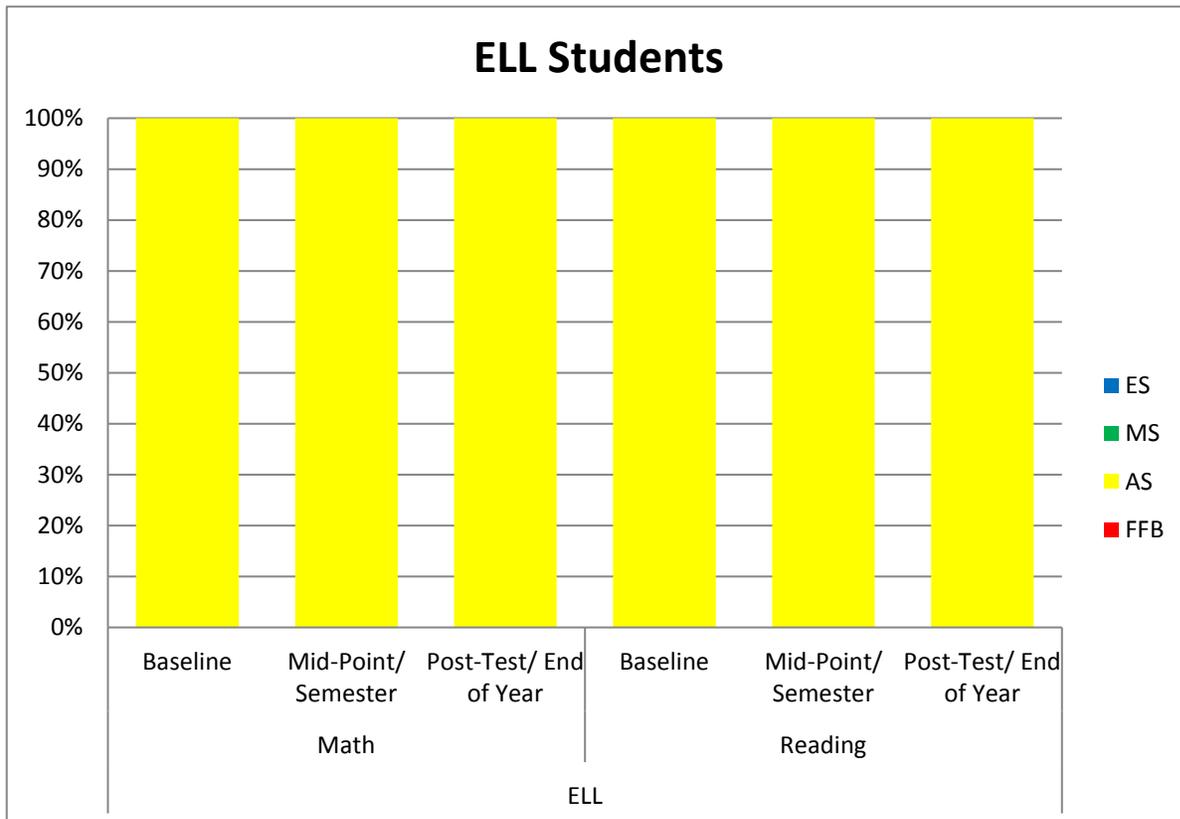
FRL Students' Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>
FRL	<i>Math</i>	Baseline		9	41	50	82%
		Mid-Point/ Semester		8	45	53	85%
		Post-Test/ End of Year		5	47	52	90%
	<i>Reading</i>	Baseline		4	46	50	92%
		Mid-Point/ Semester		6	46	52	88%
		Post-Test/ End of Year		6	46	52	88%
		<i>Math % Passing</i>					
		<i>Change-S1</i>	3%				
		<i>Math % Passing</i>					
		<i>Change-S2</i>	5%				
		<i>Reading % Passing</i>					
		<i>Change-S1</i>	-4%				
		<i>Reading % Passing</i>					
		<i>Change-S2</i>	0%				



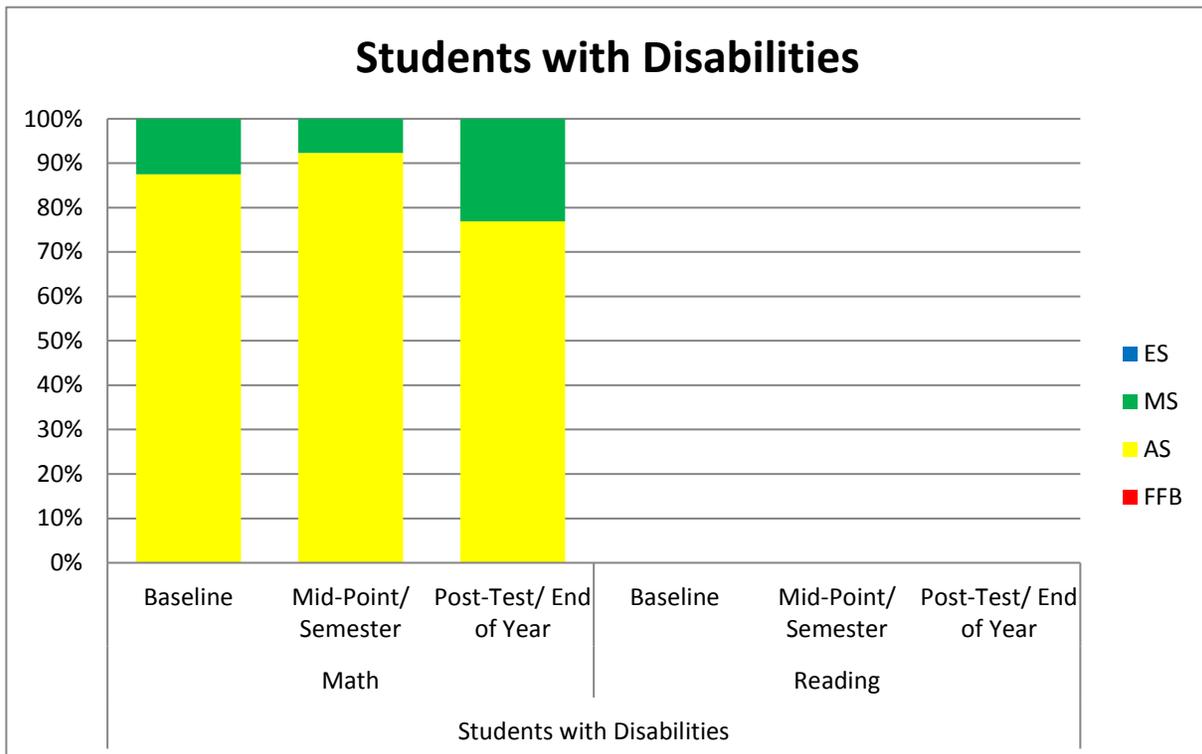
ELL Students' Math and Reading Proficiency

ELL		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>
	<i>Math</i>	Baseline	1	0		1	0%
		Mid-Point/ Semester	1	0		1	0%
		Post-Test/ End of Year	1	0		1	0%
<hr/>							
	<i>Reading</i>	Baseline	1	0		1	0%
		Mid-Point/ Semester	1	0		1	0%
		Post-Test/ End of Year	1	0		1	0%
	<i>Math % Passing</i>						
		<i>Change-S1</i>	0%				
	<i>Math % Passing</i>						
		<i>Change-S2</i>	0%				
	<i>Reading % Passing</i>						
		<i>Change-S1</i>	0%				
	<i>Reading % Passing</i>						
		<i>Change-S2</i>	0%				



Students with Diversabilities Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>	
Students with Disabilities	<i>Math</i>	Baseline		21	3	24	13%	
		Mid-Point/ Semester		24	2	26	8%	
		Post-Test/ End of Year		20	6	26	23%	
	<i>Reading</i>	Baseline					0	#DIV/0!
		Mid-Point/ Semester					0	#DIV/0!
		Post-Test/ End of Year					0	#DIV/0!
		<i>Math % Passing Change-S1</i>	-5%					
		<i>Math % Passing Change-S2</i>	15%					
		<i>Reading % Passing Change-S1</i>	#DIV/0!					
		<i>Reading % Passing Change-S2</i>	#DIV/0!					



Directions for Growth Measures (SGP and Bottom 25%):

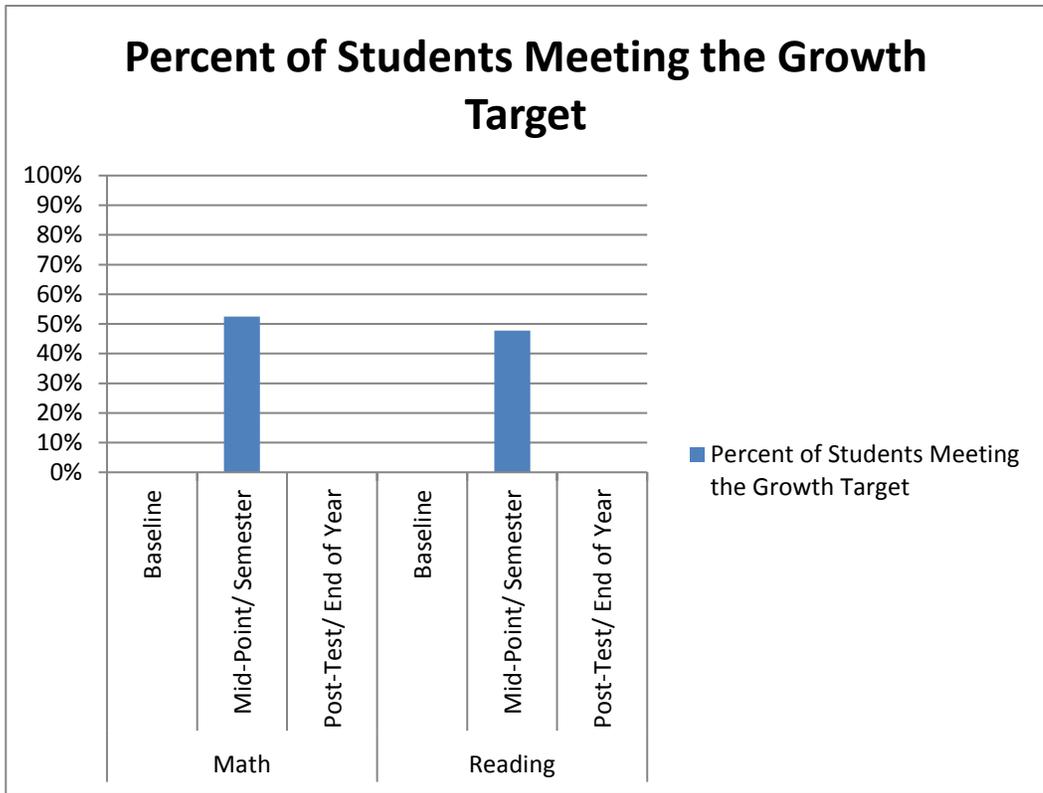
1. Move to the SGP tab below. Type in the number of students Meeting the School's Expected Growth Target at the Baseline, Mid-Point/Semester, and Post-Test/End of year. Next, type in the total of number of students enrolled at each of those points in the school year. Complete this process for both Math and Reading. At this point, cells D2-7 and E2-7 should be complete.

2. Move to the Bottom 25% tab and complete the same directions for the Bottom 25% of students.

*A Charter Holder must complete a Data Submission Spreadsheet for each school that has received a rating of "Does Not Meet", "Falls Far Below", or "No Rating".

Student Median Growth Percentile

		<u>Number</u> <u>of</u> <u>Students</u> <u>Meeting</u> <u>Expected</u> <u>Growth</u> <u>Target</u>	<u>Total</u> <u>Number</u> <u>of</u> <u>Students</u>	<u>% of</u> <u>Students</u> <u>Meeting</u> <u>the</u> <u>Growth</u> <u>Target</u>
<i>Math</i>	Baseline			#DIV/0!
	Mid-Point/ Semester	52	99	53%
	Post-Test/ End of Year			#DIV/0!
<i>Reading</i>	Baseline			#DIV/0!
	Mid-Point/ Semester	54	113	48%
	Post-Test/ End of Year			#DIV/0!
<i>Math Change S1</i>	#DIV/0!			
<i>Math Change S2</i>	#DIV/0!			
<i>Reading Change S1</i>	#DIV/0!			
<i>Reading Change S2</i>	#DIV/0!			



Student Median Growth Percentile
Bottom 25%

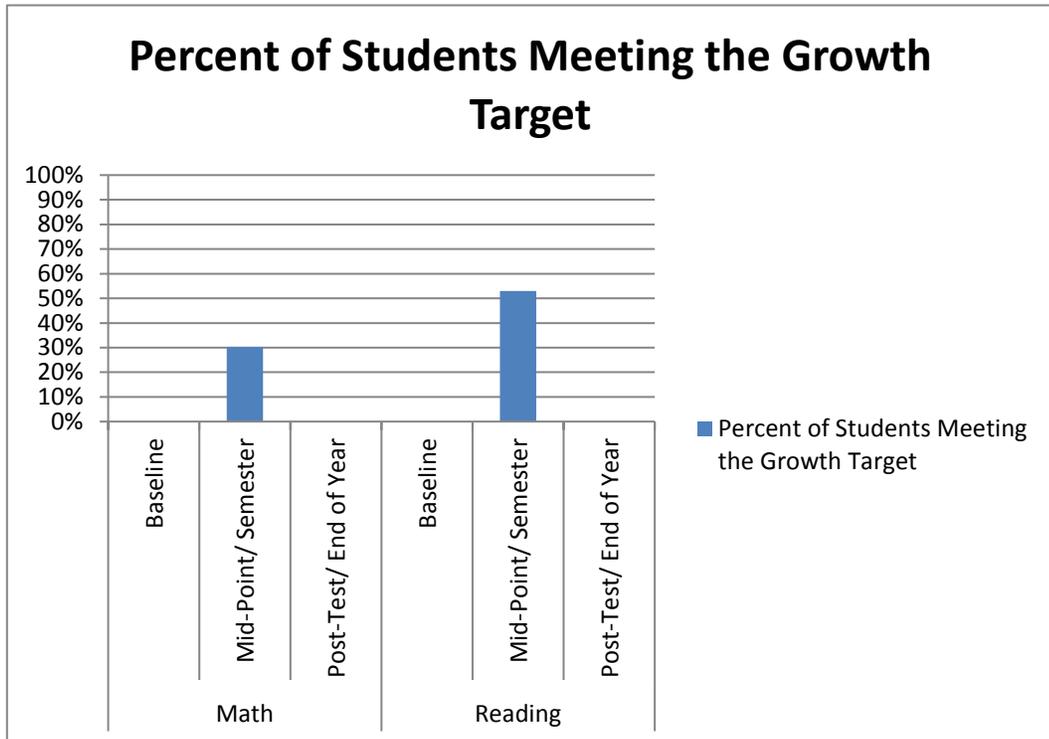
		<u>Number</u> <u>of</u> <u>Students</u> <u>Meeting</u> <u>Expected</u> <u>Growth</u> <u>Target</u>	<u>Total</u> <u>Number</u> <u>of</u> <u>Students</u>	<u>% of</u> <u>Students</u> <u>Meeting</u> <u>the</u> <u>Growth</u> <u>Target</u>
<i>Math</i>	Baseline			#DIV/0!
	Mid-Point/ Semester	13	43	30%
	Post-Test/ End of Year			#DIV/0!
<i>Reading</i>	Baseline			#DIV/0!
	Mid-Point/ Semester	18	34	53%
	Post-Test/ End of Year			#DIV/0!

Math Change S1 #DIV/0!

Math Change S2 #DIV/0!

Reading Change S1 #DIV/0!

Reading Change S2 #DIV/0!

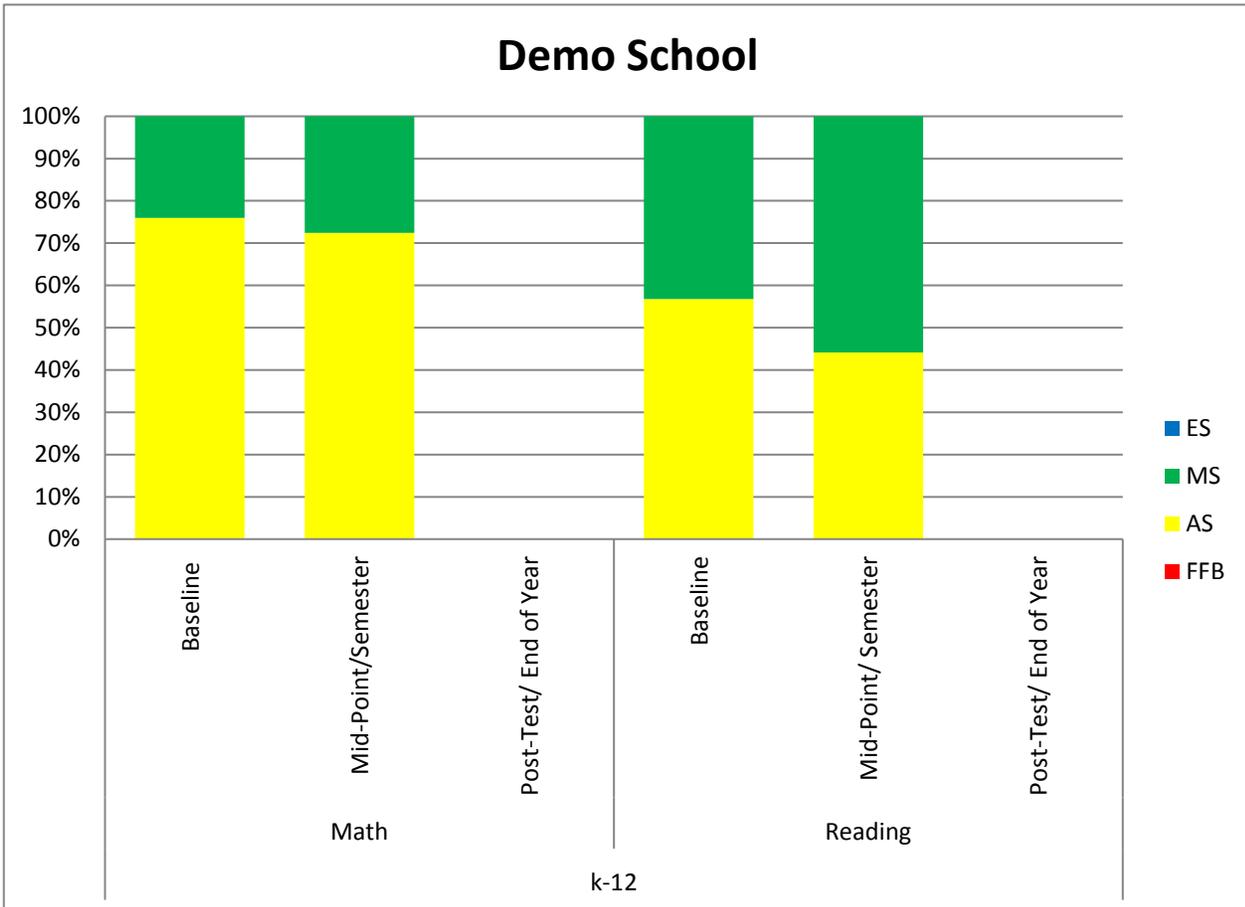


Directions for Proficiency (School-wide, FRL, ELL, and Students with Disabilities):

1. Move to the "School" tab. Type in the number of students in each category (Exceeds Standard, Meets Standard, Approaches Standard, and Falls Far Below Standard) into the Baseline, Mid-Point/Semester, and Post-Test/End of Year cells for both Math and Reading (Cells D2-7, E2-7, F2-7, and G2-7).
2. Move to each of the subsequent sheets, and fill in the appropriate cells. Sheets are divided by subgroup..
3. Save the entire spreadsheet as directed in the DSP Guide for Charter Holders located on the ASBCS website under the Academic Interventions Tab.

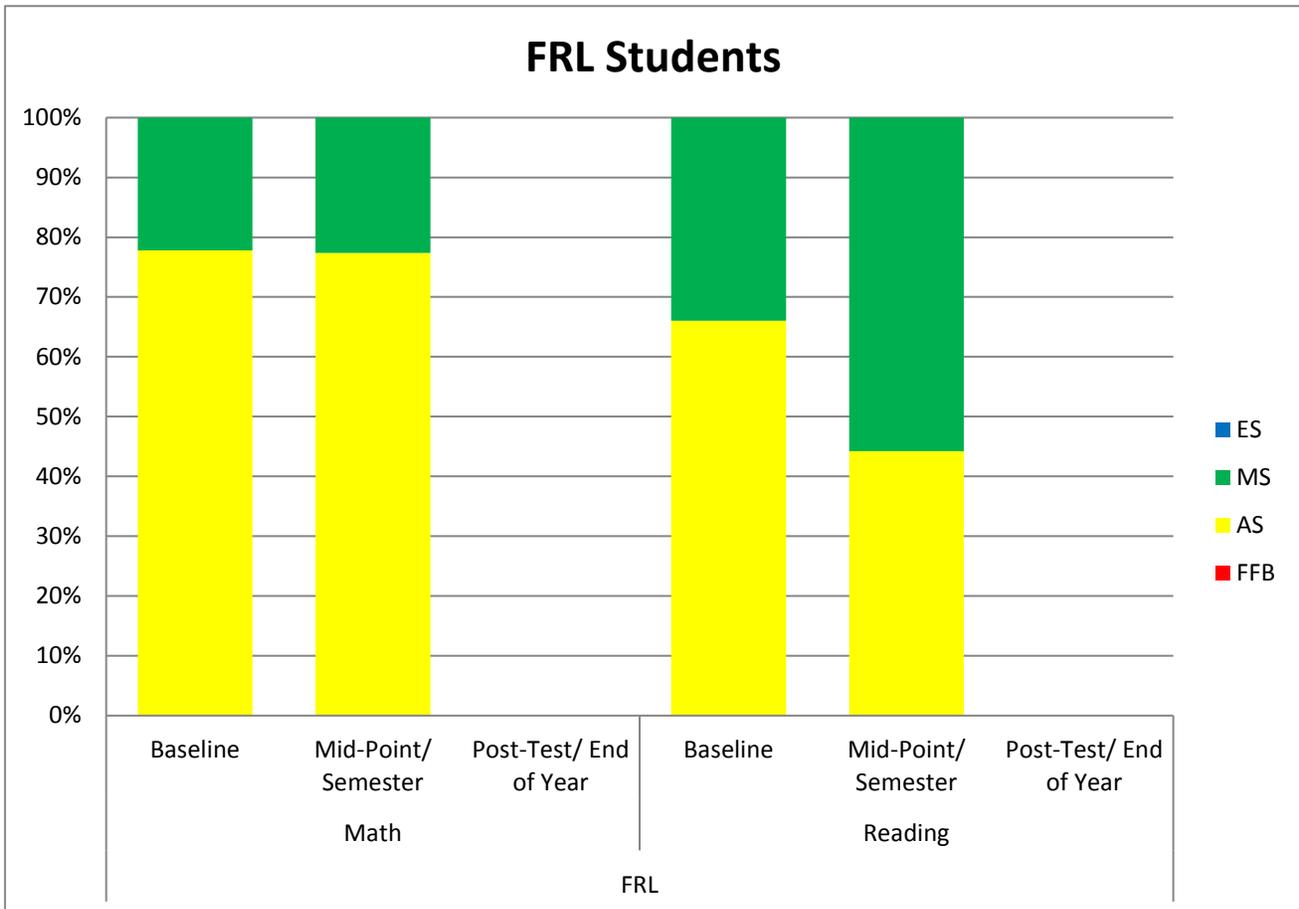
School Wide Math and Reading Proficiency

		FFB	AS	MS	ES	Total	% Passing
k-12	<i>Math</i>	Baseline	98	31		129	24%
		Mid-Point/Semester	92	35		127	#REF!
		Post-Test/ End of Year				0	#DIV/0!
	<i>Reading</i>	Baseline	71	54		125	28%
		Mid-Point/ Semester	53	67		120	56%
		Post-Test/ End of Year				0	#DIV/0!
	<i>Math % Passing</i>						
		<i>Change-S1</i>	#REF!				
	<i>Math % Passing</i>						
		<i>Change-S2</i>	#DIV/0!				
	<i>Reading % Passing</i>						
		<i>Change-S1</i>	28%				
	<i>Reading % Passing</i>						
		<i>Change-S2</i>	#DIV/0!				



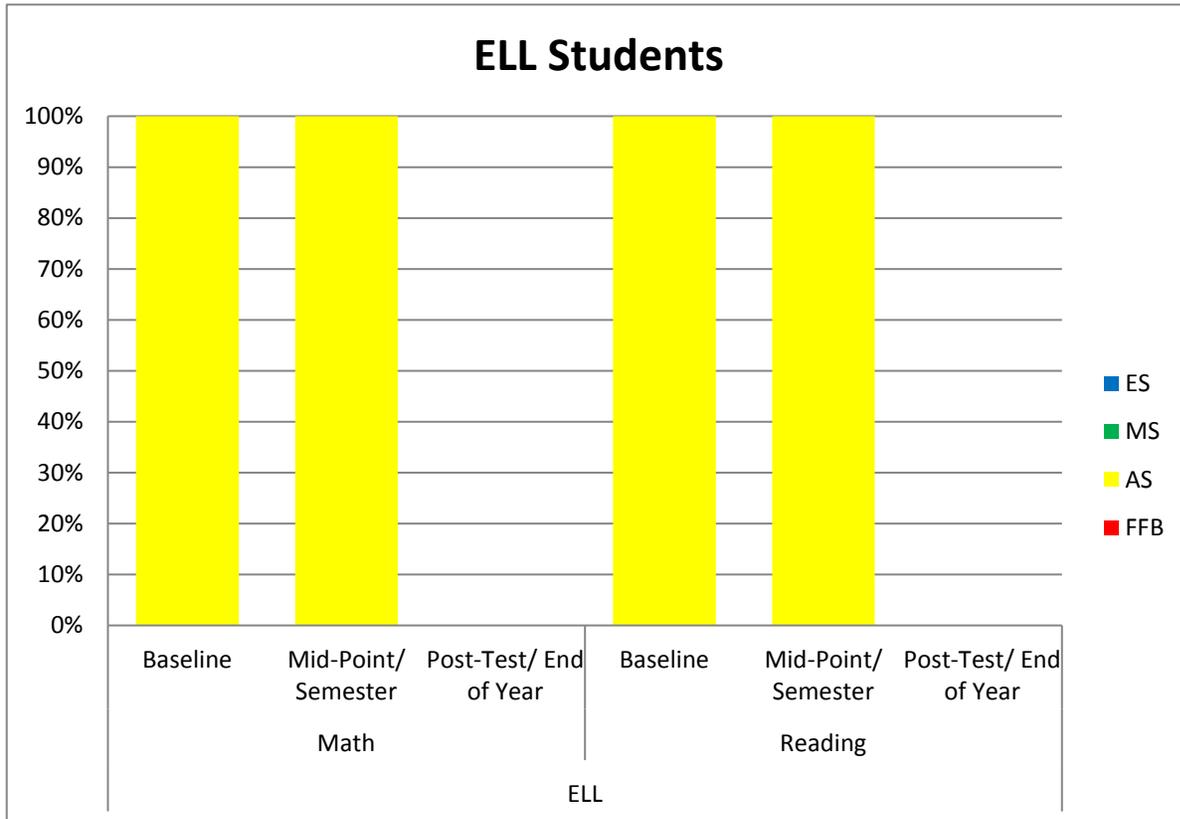
FRL Students' Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>
FRL	<i>Math</i>	Baseline	42	12		54	22%
		Mid-Point/ Semester	41	12		53	23%
		Post-Test/ End of Year				0	#DIV/0!
	<i>Reading</i>	Baseline	35	18		53	34%
		Mid-Point/ Semester	23	29		52	56%
		Post-Test/ End of Year				0	#DIV/0!
<i>Math % Passing</i>							
<i>Change-S1</i>			0%				
<i>Math % Passing</i>							
<i>Change-S2</i>			#DIV/0!				
<i>Reading % Passing</i>							
<i>Change-S1</i>			22%				
<i>Reading % Passing</i>							
<i>Change-S2</i>			#DIV/0!				



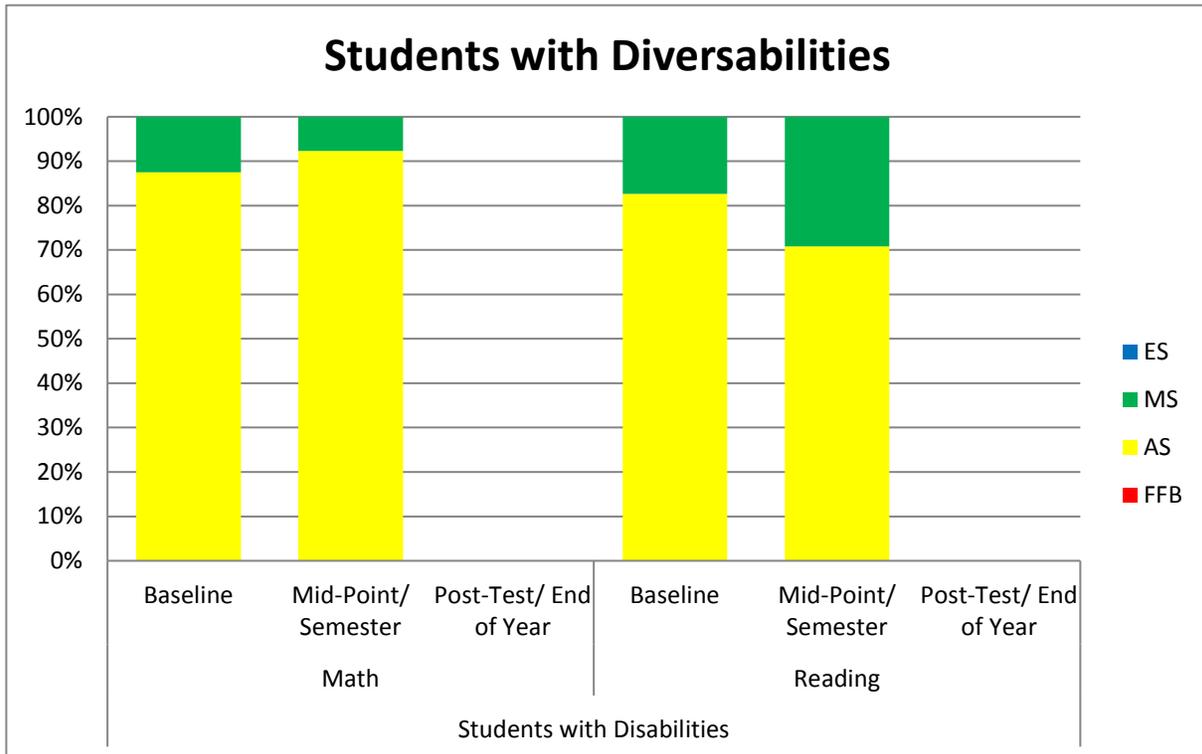
ELL Students' Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>
ELL	<i>Math</i>	Baseline	1	0		1	0%
		Mid-Point/ Semester	1	0		1	0%
		Post-Test/ End of Year				0	#DIV/0!
	<i>Reading</i>	Baseline	1	0		1	0%
		Mid-Point/ Semester	1	0		1	0%
		Post-Test/ End of Year				0	#DIV/0!
		<i>Math % Passing</i>					
		<i>Change-S1</i>	0%				
		<i>Math % Passing</i>					
		<i>Change-S2</i>	#DIV/0!				
		<i>Reading % Passing</i>					
		<i>Change-S1</i>	0%				
		<i>Reading % Passing</i>					
		<i>Change-S2</i>	#DIV/0!				



Students with Diversabilities Math and Reading Proficiency

		<u>FFB</u>	<u>AS</u>	<u>MS</u>	<u>ES</u>	<u>Total</u>	<u>% Passing</u>
Students with Disabilities	<i>Math</i>	Baseline		21	3	24	13%
		Mid-Point/ Semester		24	2	26	8%
		Post-Test/ End of Year				0	#DIV/0!
	<i>Reading</i>	Baseline		19	4	23	17%
		Mid-Point/ Semester		17	7	24	29%
		Post-Test/ End of Year				0	#DIV/0!
<i>Math % Passing</i>							
<i>Change-S1</i>		-5%					
<i>Math % Passing</i>							
<i>Change-S2</i>		#DIV/0!					
<i>Reading % Passing</i>							
<i>Change-S1</i>		12%					
<i>Reading % Passing</i>							
<i>Change-S2</i>		#DIV/0!					



APPENDIX D
DATA INVENTORY



Data Inventory

Charter Holder Name: Pine Forest Education Association, Inc.
 School Name: Pine Forest School
 Evaluation Date: May 26, 2016

Required for: Expansion - Enrollment Cap
 Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome		
[D.1]	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP)—Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP)—Math.</p> <p>In FY 2016, 49 out of 124 students (40%) met expected growth in the area of Math at CBAS #3. There was no comparative data for FY 2015.</p> <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.		
[D.2]	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP)—Reading</p> <p>Not Applicable</p> <p>The Charter Holder met on the Dashboard for two consecutive years for this measure.</p> <p>Final Evaluation:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient. </td> <td style="width: 50%; padding: 5px;"> <input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient. </td> </tr> </table>	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.		
[D.3]	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) bottom 25%—Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Student Median Growth Percentile (SGP) bottom 25%—Math.</p> <p>In FY 2016, 9 out of 31 students (29%) met expected growth in the area of Math at CBAS #2. (Note: CBAS #3 data was not yet available for this measure.) There was no comparative data for FY 2015.</p> <p>Final Evaluation:</p>		



	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.4]	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Student Median Growth Percentile (SGP) bottom 25%—Reading</p> <p>Not Applicable</p> <p>The Charter Holder met on the Dashboard for two consecutive years for this measure.</p> <p>Final Evaluation:</p>	
	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.5]	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing—Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing—Math.</p> <p>In FY 2016, 27 out of 124 students (22%) demonstrated proficiency in the area of Math at CBAS #3. There was no comparative data for FY 2015.</p> <p>Final Evaluation:</p>	
	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.
[D.6]	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing – Reading</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing—Reading.</p> <p>In FY 2016, 52 out of 116 students (45%) demonstrated proficiency in the area of Reading at CBAS #3. There was no comparative data for FY 2015.</p> <p>Final Evaluation:</p>	
	<input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.	<input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.

<p>[D.7]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, ELL—Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL—Math.</p> <p>In FY 2016, 0 out of 1 student (0%) demonstrated proficiency in the area of Math at CBAS #3. There was no comparative data for FY 2015.</p> <p>Final Evaluation:</p>	
	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
<p>[D.8]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, ELL—Reading</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, ELL—Reading.</p> <p>In FY 2016, 0 out of 1 student (0%) demonstrated proficiency in the area of Reading at CBAS #3. There was no comparative data for FY 2015.</p> <p>Final Evaluation:</p>	
	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>
<p>[D.9]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL—Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL—Math.</p> <p>In FY 2016, 12 out of 56 students (21%) demonstrated proficiency in the area of Math at CBAS #3. There was no comparative data for FY 2015.</p> <p>Final Evaluation:</p>	
	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

<p>[D.10]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, FRL—Reading</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, FRL—Reading.</p> <p>In FY 2016, 30 out of 54 students (56%) demonstrated proficiency in the area of Reading at CBAS #3. There was no comparative data for FY 2015.</p> <p>Final Evaluation:</p>	
<p>[D.11]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities—Math</p> <p>The documents provided DO NOT demonstrate evidence of improved academic performance in Percent Passing Subgroup, Students with disabilities—Math.</p> <p>In FY 2016, 1 out of 23 students (4%) demonstrated proficiency in the area of Math at CBAS #3. There was no comparative data for FY 2015.</p> <p>Final Evaluation:</p>	
<p>[D.12]</p>	<p>Charter Holder indicated the intended purpose of the document was to demonstrate: improved academic performance in Percent Passing Subgroup, Students with disabilities—Reading</p> <p>Not Applicable</p> <p>The Charter Holder met on the Dashboard for two consecutive years for this measure.</p> <p>Final Evaluation:</p>	
	<p><input type="checkbox"/> Data presented serve as evidence of improved academic performance, and thus is evaluated as sufficient.</p>	<p><input checked="" type="checkbox"/> Data presented does not serve as evidence of improved academic performance, and thus is evaluated as insufficient.</p>

APPENDIX E
FINAL EVALUATION—DATA



**DEMONSTRATION OF SUFFICIENT PROGRESS
DATA EVALUATION**

CHARTER INFORMATION

Charter Holder Name	Pine Forest Education Association, Inc.	Schools	Pine Forest School
Charter Holder Entity ID	4201	Dashboard Year	FY14
Submission Date	February 22, 2016	Purpose of Data Submission	Expansion Request
Evaluation Date	May 27, 2016		

AREA I: DATA

DATA TABLE 2			
Assessment Measure	Data Required	Comparative Data Provided	Data Shows Improvement
1a. Student Median Growth Percentile (SGP) – Math	Yes	No	No
1a. Student Median Growth Percentile (SGP) – Reading	No	Not applicable	Not applicable
1b. SGP Bottom 25% – Math	Yes	No	No
1b. SGP Bottom 25% – Reading	No	Not applicable	Not applicable
2a. Percent Passing – Math	Yes	No	No
2a. Percent Passing – Reading	Yes	No	No
2b/c. Subgroup, ELL – Math	Yes	No	No
2b/c. Subgroup, ELL – Reading	Yes	No	No
2b/c. Subgroup, FRL – Math	Yes	No	No
2b/c. Subgroup, FRL – Reading	Yes	No	No
2b/c. Subgroup, students with disabilities – Math	Yes	No	No
2b/c. Subgroup, students with disabilities – Reading	No	Not applicable	Not applicable

DATA OVERALL RATING

MEETS – The Charter Holder has, for each required measure, provided data and analysis generated from valid and reliable assessment sources that demonstrates comparative improvement year-over-year for at least the two most recent school years.

DOES NOT MEET – The Charter Holder has, for each required measure, provided data and analysis generated from valid and reliable assessment sources that demonstrates comparative improvement year-over-year for at least the two most recent school years for some required measures and maintained performance for others.

FALLS FAR BELOW – The Charter Holder failed to provide data and analysis generated from valid and reliable assessment sources AND/OR sufficient comparative data and analysis for one or more required measures and/or has provided data that demonstrates comparatively declining academic performance year-over-year for the two most recent school years for one or more of the required measures.