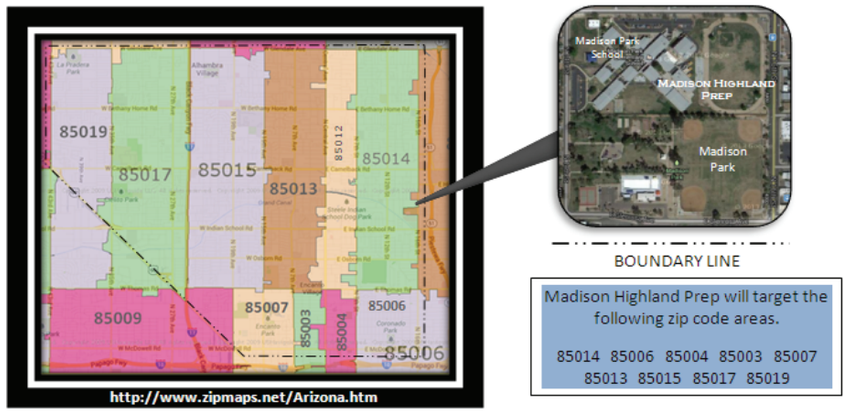
A.2 Target Population

A. Description of the Community

Target Community

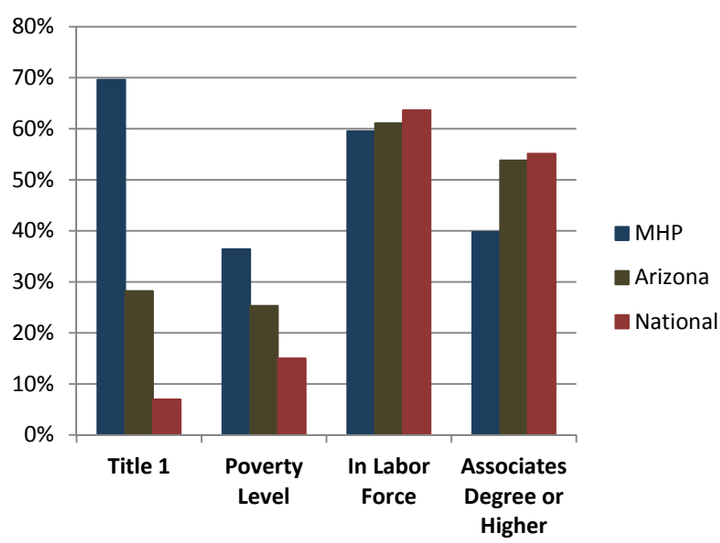
Alhambra Preparatory Academy, hereby referred to as Madison Highland Prep (MHP), and Madison School District are teaming up to provide a seamless Pre-K through 12th grade STEM College Preparatory experience for students who live in the Madison School District as well as students from several different zip codes in the area (85014, 85006, 85004, 85003, 85007, 85013, 85015, 85017, and 85019). Madison School District's enrollment includes 43% of its population from outside of the district, and from students as far west as Surprise, Arizona. MHP will be located on the east edge of 85014, and will share a campus with Madison Park Middle School, 1431 E. Campbell Avenue, Phoenix. MHP will provide education services to the local Madison School District area and to the four other zip codes previously referenced. Madison Park Middle School provides education services to several different zip codes including MHP's targeted zip codes. MHP's interest in these zip codes is consistent with our interest in serving high need populations (as defined through Poverty and Minority Indexes) where effective schools are in high demand.



Economic Profile

Madison Highland Prep's targeted student population is a community characterized by a 36.4% poverty level compared to state and nation levels, respectively 25.3% and 15.0%, 61.1% of the population 16 years and older are in the labor force. In terms of education levels, only 39.8% of parents hold an associate's degree or higher compared to the state average of 53.8%, (see Figure 1). The income per capita is $11,185.47 while the national average is $26,154. The median household income is $28,586.44 compared to the national average of $39.349.33. In terms of education levels, 38.9% of parents hold an associate's degree

Figure 1: Economic Profile



or higher compared to the state average of 53.8% (zipatlas.com, 2013). The community is also characterized by schools where students qualify for free and reduced lunch (Title I) at an average rate of 69.6% (zipdatamaps.com, 2013) compared to the state average of 28.2% (ade.gov, 2013) and national average of 7.0% (ed.gov, 2013), (see Table 1). MHP will service these areas by providing bus transportation.

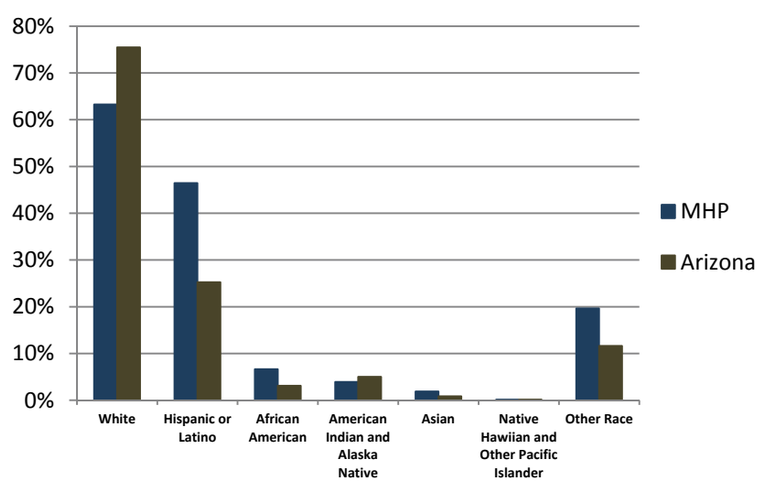
Table 1: Economic Profile

Economic Profile								
Zip Code	**Population**	**Age Group 15-19**	**Title 1**	**Poverty Level**	**Labor Force**	**Income per Capita**	**Median Household Income**	**Associates Degree or Higher**
85014	28516	1,621	52.4%	21.5%	68.7%	$14,992.56	$32,234.00	57.4%
85006	31616	2,700	91.6%	53.4%	56.8%	$7,206.36	$24,934.00	21.2%
85004	4608	330	33.4%	42.3%	53.0%	$10,552.94	$21,528.00	46.8%
85003	9252	646	72.9%	33.7%	46.6%	$11,176.21	$25,370.00	47.8%
85007	15986	1,105	71.8%	62.0%	55.9%	$7,601.72	$22,121.00	34.8%
85013	20842	1,240	64.1%	16.9%	68.5%	$16,658.99	$36,150.00	67.4%
85015	42696	3,092	83.4%	33.7%	63.2%	$10,783.15	$29,438.00	36.4%
85017	40385	3,423	75.5%	36.5%	62.9%	$9,314.33	$28,595.00	24.0%
85019	25587	1,978	81.6%	27.8%	60.4%	$12,383.00	$36,908.00	22.2%
MHP	**219,488**	**16,135**	**69.6%**	**36.4%**	**59.5%**	**$11,185.47**	**$28,586.44**	**39.8%**
Arizona	**5.1 mil**	**367,841**	**28.2%**	**25.3%**	**61.1%**	**$13,072.21**	**$36,535.53**	**53.8%**
National	**315.6 mil**	**20.8 mil**	**7.0%**	**15.0%**	**63.6%**	**$26,154.00**	**$39,349.33**	**55.1%**

Ethnic Population

Figure 2: Ethnic Population

There is a higher concentration of minority subpopulations in Madison Highland Prep's targeted community at 78.7% compared with the statewide average of 46.0% (zipatlas.com, 2013). For specific ethnic demographics, (see Figure 2).



MHP anticipates about 13% of our students will qualify or ELL services and an 11% special education population. MHP will use components of our Program of instruction to address the needs of our ELL and special education population. MHP will provide services through either Structured English Immersion (SEI) or an Individual Language Learner Plan (ILLP), depending on the number of students who qualify; we require all teachers to be SEI endorsed, and preferably have experience executing the SEI model. MHP will ensure that services for Students with Disabilities (SSD) are made through ACT, and the College Board for PSAT, SAT, and AP tests. MHP will contract with special education specialists and service

providers as needed. As well, MHP will train classroom teachers on 45-day screenings, accommodations and modifications, and will be required to read and sign an acknowledgement that they have read each child's IEP prior to the start of each quarter for each student with a disability whom they teach.

Analysis of Public Schools in Proposed School Territory

High Schools: Over 1,500 high school students drop out of high school within MHP's proposed territory (see Table 2). Based on the ethnic demographics shown in Figure 2, dropouts are more likely to minorities (78.7%) as well as economically disadvantage with MHP's proposed community population having a 69.9% free/reduced lunch and 36.4% poverty level (see Table 1). A Comparison of thirteen high schools in the area, surrounding Madison Highland Prep illustrates only one school has an excellent rating of "A", three with an above average rating of "B or B-ALT", six with an average rating of "C or C-ALT", and three are considered below average labeled with a "D or D-ALT" rating according to the 2013 information from the Arizona Department of Education, (see Table 2).

Table 2: High High School Dropout Rates, Graduation Rates, and A-F Ratings

High School Drop-Out Rates, Graduation Rates, and A-F Ratings within MHP'S Proposed Territory					
High School	**Students Enrolled**	**Number of Dropouts**	**Dropout Rate**	**Graduation Rate**	**A-F Rating**
Alhambra High School	3293	232	7.0%	85.9%	D
Bostrom Alternative Center	570	112	19.6%	68.1%	B-ALT
Career Success High School - Main Campus	1024	319	31.2%	35.4%	C-ALT
Central High School	2715	143	5.3%	79.7%	C
Franklin Police and Fire High School	282	*	N/A	100.0%	A
Genesis Academy	308	108	35.1%	38.7%	C-ALT
Maya High School	890	262	29.4%	41.3%	C-ALT
Metro Tech High School	2626	13	0.5%	89.9%	B
North High School	2953	132	4.5%	83.9%	C
Phoenix College Preparatory Academy	99	*	N/A	N/A	D
RCB Medical Arts Academy	807	224	27.8%	39.3%	B-ALT
Summit High School	565	85	15.0%	31.9%	C-ALT
Tumbleweed Transitional Learning Center	272	13	4.8%	8.6%	D-ALT
MHP Proposed Territory Totals and Averages	**16404**	**1643**	**10.0%**	**58.5%**	

Arizona Department of Education (2013)

Further analysis of these high schools reveal low AIMS pass rates for most of the schools in all subject areas –math, reading, writing, and science. Furthermore, the analysis found low AIMS pass rates in schools reported with "A-C" ratings. Specifically, of these 13 high schools:

- 11 of 13 high schools had 50% or fewer of its students pass AIMS Math
- 6 of 13 high schools had 50% or fewer of its students pass AIMS Reading
- 3 of 13 high schools had 50% or fewer of its students pass AIMS Writing

• 3 of 13 high schools had 50% or fewer of its students pass AIMS Science
For specific detail regarding pass rates, (see Table 3).

In terms of the median Student Growth Percentile (SGP) based on a scale of low, typical, and high, of the 13 school, one does not have SGP data for math and two for reading. As for the other surrounding schools regarding the SGP for math only one school has a "High" rating, five schools have a "Typical rating, and six schools have a "Low" rating and for the SGP for reading only one school has a "High" rating, six schools have a "Typical rating, and four schools have a "Low" rating.

Table 3: High School AIMS Pass Rates and SGPs

High School AIMS Pass Rates and SGPs within MHP's Proposed Territory						
High School	**Math Pass Rate**	**Math SGP**	**Reading Pass Rate**	**Reading SGP**	**Writing Pass Rate**	**Science Pass Rate**
Alhambra High School	26.7%	42.0	49.5%	42.0	40.0%	17.0%
Bostrom Alternative Center	13.7%	40.0	42.1%	33.0	19.0%	70.0%
Career Success High School - Main Campus	9.6%	15.0	28.0%	33.0	22.0%	0.0%
Central High School	38.6%	41.0	60.9%	46.0	40.0%	25.0%
Franklin Police and Fire High School	57.3%	77.0	97.1%	69.0	82.0%	32.0%
Genesis Academy	7.1%	26.0	68.4%	N/A	26.0%	90.0%
Maya High School	7.6%	29.0	31.1%	43.0	12.0%	30.0%
Metro Tech High School	51.1%	55.0	81.2%	61.0	14.0%	40.0%
North High School	42.5%	44.0	70.4%	44.0	59.0%	30.0%
Phoenix College Preparatory Academy	32.4%	25.0	60.0%	31.0	53.0%	49.0%
RCB Medical Arts Academy	18.3%	33.0	49.0%	50.0	46.0%	59.0%
Summit High School	10.4%	19.0	22.2%	26.0	29.0%	13.0%
Tumbleweed Transitional Learning Center	17.0%	N/A	22.0%	N/A	24.0%	0.0%
MHP Proposed Territory Averages	**25.6%**	**37.2**	**52.5%**	**43.5**	**35.8%**	**35.0%**
Arizona Averages	**55.3%**	**43.0**	**72.3%**	**48.0**	**52.3%**	**55.9%**

Arizona Department of Education (2013)
Arizona Charter Schools Association (2013)

Middle Schools: There is a multitude of middle schools in MHP's targeted community. Of twenty-one middle and elementary school comparisons in the area, surrounding Madison Highland Prep only four schools have an excellent rating of "A", five schools labeled as above average with a "B" rating, with the remaining schools labeled as average with a "C" rating. In regards to SGP only two schools obtained high growth in the area math whereas all other schools showed typical growth, as for reading all no schools obtained high growth, however all schools showed typical growth according to the 2013 information from the Arizona Department of Education, (see Table 4).

Although no school label was below average, most of these schools AIMS pass rates were significantly low with an overall average pass rate of 51.2% in math, 67.2% in reading, and 62.1% in science. Math and reading was substantially lower than the state averages of 63.0% and 77.0%, respectively. Science on the other hand was comparable with a state average of 63.2%, (see Table 4). The analysis of the middle and elementary school data strongly suggest the majority of eighth grade students will be leaving these schools to attend local high schools (including MHP), with significant academic deficits and gaps in learning.

Table 4: Middle School Data

Middle and Elementary School AIMS Pass Rates and SGPs within MHP's Proposed Territory								
Middle/Elementary School	**Students Enrolled**	**Title 1**	**A-F Rating**	**Math Pass Rate**	**Math SGP**	**Reading Pass Rate**	**Reading SGP**	**Science Pass Rate**
Arizona Academy of Science and Technology	125	61.90%	C	57.0%	51.0	71.0%	46.0	100.0%
Bennett Academy	169	N/A	A	65.0%	59.0	95.0%	64.0	90.0%
Cordova Middle School	864	92.71%	D	33.0%	36.0	55.0%	42.0	33.0%
Glendale Landmark Middle School	725	85.23%	C	40.0%	58.0	62.0%	55.0	47.0%
Glenn F Burton School	674	90.87%	B	56.0%	52.0	66.0%	50.0	70.0%
Granada East School	1113	92.98%	C	47.0%	40.0	61.0%	44.0	46.0%
Imagine Middle at Camelback	130	89.31%	B	33.0%	67.0	60.0%	56.0	53.0%
Isaac E Imes School	551	91.24%	C	30.0%	44.0	50.0%	54.0	55.0%
Kenilworth Elementary School	633	69.65%	B	42.0%	54.0	76.0%	55.0	56.0%
Madison #1 Elementary School	831	46.16%	A	69.0%	63.0	83.0%	59.0	79.0%
Madison Meadows School	815	24.22%	B	75.0%	55.0	82.0%	44.0	85.0%
Madison Park School	631	65.57%	C	52.0%	34.0	65.0%	49.0	65.0%
Madison Traditional Academy	503	8.84%	A	88.0%	52.0	94.0%	54.0	94.0%

Magnet Traditional School	507	56.33%	A	77.0%	66.0	88.0%	61.0	85.0%
Maryland Elementary School	796	74.46%	D	34.0%	39.0	51.0%	44.0	47.0%
Melvin E Sine School	731	82.78%	C	43.0%	56.0	51.0%	48.0	46.0%
Osborn Middle School	549	76.48%	B	52.0%	50.0	67.0%	56.0	61.0%
Palo Verde Middle School	916	76.03%	C	38.0%	44.0	67.0%	52.0%	55.0%
Phoenix Advantage Charter School	481	90.64%	C	34.0%	45.0	41.0%	46.0	32.0%
R E Simpson School	957	91.96%	C	43.0%	37.0	53.0%	35.0	38.0%
Sevilla West School	1051	86.65%	B	68.0%	63.0	74.0%	53.0	68.0%
MHP Proposed Territory Averages		**72.7%**		**51.2%**	**50.7**	**67.2%**	**50.8**	**62.1%**
			Arizona Averages	**63.0%**	**50.0**	**77.0%**	**50.0**	**63.2**

Arizona Department of Education (2013)

Arizona Charter Schools Association (2013)

B. Meeting the Needs of the School Community In Support of Academic Achievement

Madison Highland Prep has conducted a thorough investigation of the geographic area and the target population. From this, we will target students who are disadvantaged and at-risk of failure due to academic, social or economic factor, who need extra support and structure to be successful in an academic setting. MHP will use the follow components of our Program of Instruction to address the needs of its student population, while fulfilling its mission providing rigorous academic and social skills instruction that will lead to student success in school, within their lives, and within the community.

Science, Technology, Engineering, and Math (STEM)

A recent National Center for Educations Statistics report indicates that there is an urgent need for STEM college preparation in Arizona, given that only 23.3% of Arizona students who enter and graduate STEM programs in college are minority. Similarly, in Arizona just 8.9% of Arizona college graduates enter STEM programs (U.S. Dept. of Education, 2011). In Madison Highland Prep's target population areas, there are no high school STEM programs that underscores the need for a high quality STEM college preparatory high school program (See A.1, 3, 3.2, & A.5).

In a recent Trend, the International Mathematics and Science study (TIMSS) showed American eighth graders and high school students ranked 9th and 17th, on the Program for International Student Assessment (PISA) respectively. Former Intel chief executive officer and chair of the Arizona Ready Education Council agrees, stating that "it's not that students here are getting worse. It's that students in other nations are getting better" (Creno, 2012). The small percentage of American students entering STEM fields, and the broadening gap between their math and science performance compared to their international competitors makes clear that there is a dire need for high quality STEM programs. MHP will provide its students with a STEM program reflective of these changing needs.

Advanced Placement (AP) Curriculum

Madison Highland Prep believes that the best way to ensure that their students acquire the critical thinking skills is through exposure to a rigorous curriculum. MHP's rigorous curriculum will include honors and AP

classes since students who participate in the AP curriculum have increased high school graduation and college completion rates (College Board, 2007) over those who do not. In a 2007 College Board study, students were compared who graduated from high school from 1998 to 2002, and enrolled at public colleges and universities in Texas. A clear benefit was found for students who participated in the AP curriculum over their peers with respect to higher GPAs, credits earned and graduation performance (College Board, 2007).

In the same study it was found that students who take AP courses in high school were found to be more likely to graduate from college within four years and have higher grade point averages in college than similar students who weren't exposed to such classes (College Board, 2007). MHP believes that their target population will benefit from exposure to research-based coursework that supports increased high school success, increases graduation rates, enhances college readiness, and college completion rates (See A.2, A.3, A.3.2 & A.5).

Moreover, since Madison Highland Prep's overall target community has a high dropout rate of 10.0%, (azed.gov, 2013) the benefits of AP course exposure are especially significant since students who take even a single AP class have a 40% greater likelihood of graduating from high school (College Board, 2007). Even if a student was found to have failed an AP class, he or she was found to have a 25% greater likelihood of finishing a college degree due to the exposure to college-level rigor. MHP is committed to repeating its administrative team's previous success in exposing a maximum number of its students to the AP curriculum. In support of this goal, MHP will offer a rigorous pre-AP program for English and Math through Spring Board's Pre-AP curriculum materials. As indicated in the Program of Study, a 2009 four-year College Board study, using longitudinal evaluation, investigated the impact of Spring Board on the academic achievement of Florida students. Among the results, researchers found that Florida high schools that used Spring Board were found to have a 109% and 52% gain in the number of black and Hispanic students, respectively, taking AP coursework. Whereas, students from Florida high schools not using Spring Board had a 37% gain each for black and Hispanic students taking AP coursework (Elefonte, H., College Board & Jun Li, Fordham University, 2010). Given the results of this study, MHP believes that Spring Board is a good fit for their target student population since anticipated minority populations will be high at 78.7%, (see Figure 2) for specific ethnicity rates.

Student Intake, Data-driven Decision-Making and Personalized Education Plans

All new MHP students will participate in a student/administrator/parent interview to determine goals and needs relative to placement in the school's academic program. Prior to the interview students will be assigned a diagnostic assessment for Reading and Math (ACT Aspire) to help the administrative team establish a baseline from which to schedule classes, prescribe remediation, targeted intervention, identify enrichment opportunities, and to measure future (longitudinal) growth (See A.1, A.3, A.3.2, & A.5). Where applicable, students may be placed in remedial classes and or, assigned to the *Future Freshmen Academy*, various workshops, tutoring with teachers, or online tutoring. Student test data and transcript analysis also assist in determining enrichment opportunities, which may include honors and advanced placement (AP) classes (See A1, A.2, A.3.2, & A. 5). The new information coupled with previous school data ensures that the intake process serves as a baseline from which to measure future growth. Again, through this process, students will be assigned classes based on their academic history, graduation needs, as well as student and parent feedback. The interview process initiates the start of a Personalized Education Plan (PEP). Each student has unique characteristics, strengths and areas in need of remediation and enrichment. Each student's data will be tracked on datasheets that are updated by a specific grade level tracker (Holcomb, 2004). For example, freshmen will be tracked by one faculty member (grade level advisor) whose responsibility is to ensure that all freshmen are kept on track with their freshmen goals, which are

articulated in their four-year graduation plan, which is a part of their PEP. Similarly, all sophomores will be tracked by a grade level advisor, as will upper classmen (See A.1, A.3, & A.5).

Madison Highland Prep's teachers will post student's weekly grades on an online portal linked to the school's website. Parents will be trained on how to use the online portal Blackboard Engage (Edline) and will be provided usernames and will have passwords. The school's administrative team and grade level advisors will monitor the weekly grades in order to schedule prescriptive remedial interventions (See A.1, A.4, A.3, & A.5). Teachers will report students who are missing assignments or doing poorly on tests to administration, via email and MHP's administrative team will meet with each student individually to ensure that a plan for remediation is understood and carried out. When academic challenges arise, it will be standard practice for students to stay after school with a particular teacher that day and in some cases over a period of days until the missing work is completed or weak skill sets are remediated (See A.4). These one-on-one meetings are tracked and a disposition is shared with the referring teacher and parents (Johnson, 2002). In MHP's administrative team's previous school, the assignment completion rate steadily improved after the aforementioned practice was initiated during the second quarter of the 2008-2009 school year. As a result, the failure rate at the school was reduced by 10% over the following two years. The practice also assists grade level advisors in keeping their students on track with their PEPs (See A.1, A.3, & A.5), which includes their year-long class schedule, as well as protecting each student's G.P.A. and progress towards graduation. MHP's administrative team has found Personalized Education Plans helpful in building efficacy with parents and students by demystifying the learning process and giving parents a reason to support the school with their child's progress (McEwan, 2003).

Future Freshmen Academy

According to Richard Selznick, author of the Shut-down Learner, students often enter school optimistically. They look forward to meeting their teacher and learning new things. However, this optimism fades quickly and many learners just "shut down." Rather than progressing at a normal pace, they find that acquiring core skills becomes an enormous chore – a laborious process. Selznick (2009) contends that "shut down learners" exist in all sectors of society and are most often characterized by their difficulty in completing certain tasks. At the high school level these "shut down learners" have tremendous gaps in skills. At MHP's previous school in the first year of operation 94% of freshmen required a pre-algebra class and 89% required a reading comprehension class. Rather than taking high school level courses, the majority of freshmen spent the first quarter of the 2006-2007 school year mastering elementary and middle school skills. It has yet to be determined if this will be a similar scenario at MHP; however if it is, the school will be ready to address their students needs through the *Future Freshmen Academy*. Traditionally, students who enter high school are presumed to be ready for high school math and English, however, this is frequently not the case and many encounter academic difficulty resulting in failure and even drop-out. Greater attention must be paid to supporting the transition from middle to high school in order to close the gap and bring about academic equity. MHP's Future Freshman Academy will be designed to meet this need. The Academy will specifically target freshmen who enroll at the school with significant gaps in both pre-algebra and reading comprehension. Again, at the administrative team's previous school during the summer of 2007 61% of newly enrolled freshmen attended the Freshmen Academy. The 2008 Freshmen Academy was attended by 66% of newly enrolled freshmen and the 2009 Freshmen Academy was attended by 72% of newly enrolled freshmen. After implementation of the Future Freshmen Academy the previous school's pass rates for freshmen English classes went up 4% in 2007-2008 and 5% in 2008-2009. Similarly, freshmen algebra pass rates rose by 10% in 2007-2008 and 11% in 2008-2009. MHP's administrative team believes that these increases were due, at least in part, to the success of the school's Freshmen Academy and use of data in scheduling students. MHP will offer Future Freshmen Academy in the summer just prior to the start of the 2014-15 school year in the interest of bridging deficiencies in high school readiness skills for students entering the high school as freshmen (See A.1, A3, A.4 & A.5).

Formative Instructional and Assessment Practices

Through extensive research, and previous successful application of formative instruction and assessment practices, MHP's administrative team have once again, chosen formative assessment to combat silent failure, illuminate frame-by-frame re-teaching opportunities, and to better assess which individual students need help during and after each class period. MHP's administrative team is aware of the enormous potential the educational innovation has to inspire students and teachers to engage in true meta-cognition, which is where real teaching and learning begins (Popham, 2009).

As mentioned in the Education Philosophy section Madison Highland Prep will utilize formative instruction and assessment as its primary instructional vehicle since it has a proven track record for generating significant growth with all students, and particularly with those who struggle or are behind (Black & Wiliam, 1998b, Popham, 2008). Formative assessment instructional practices will serve as the cornerstone of Madison Highland Prep's instructional program. Formative assessment instruction is highly appropriate for MHP's targeted student population since the bulk of studies indicate that "improved formative assessment helps low achievers even more than other students – and so reduces the range of achievement while raising the achievement overall" (Black & Wiliam, 1998b, p. 141). MHP's administrative team will ensure that its learning community learns and uses formative assessment instructional practices with maximum fidelity to generate powerful growth for its learners as demonstrated in the Education Philosophy section, and sections A.1, A.3, A.3.2, A.4, & A.5).

Middle School Outreach

According to the *Nation's Report Card* or the National Assessment of Educational Progress (NAEP) for 2010, Arizona's eighth graders were four points behind the national average in reading, and five points lower than the national average in math. Arizona's minority students (Black, Hispanic, and Native American) had scores ranging from 21 to 30 points less than the national average for 8th graders, respectively. Madison Highland's target population with 10 points behind the state average in reading and 12 points behind the state average in math, (azed.gov, 2013), (see Table 4), underscores the need to bridge the gap between middle and high school (See A.1).

Madison Highland Prep will provide tutoring programs in local area middle schools, which includes the Madison School District. Due to MHP's collaboration with Madison School District, both school and district are committed to the creation of a seamless pre-K through 12th grade experience education experience for students who choose to enter MHP as their high school of choice. With this goal in mind, MHP will work to reduce any gaps between students leaving the 8th grade and entering high school at Madison Highland Prep (A.1 & A.4).

Madison Highland Prep's *Middle School Tutoring Program* will also target local middle school students from same zip codes stated in the Target Community section located on page 1; again, with the intention of supporting a seamless transition to high school through the remediation of weak skill-sets. MHP's National Honor's Society students will spend time with 8th grade middle school students twice per week and help those students with remediation in pre-algebra and reading comprehension skills as part of their volunteer service commitment. MHP's curriculum coach will performs a baseline assessment on students selected by the middle school who might benefit from the tutoring. The assessment will be correlated with data from the middle school to support personalized tutoring based on the skills targeted for improvement (Johnson, 2002). MHP's administrative team has experienced success with a similar tutoring program at their previous school where four local area school districts participated.

Family Involvement and Community Partnerships

Madison Highland Prep (MHP) will foster a culture of character development and academic excellence that will require the education team, parents, students, and community members to work together to create solutions for current and future problems. Together, this learning community will work as a team to create maximal opportunities for each student's affective and cognitive development. MHP's culture will be based on transparency about what it takes to move each student forward towards his/ her potential and the day-to-day actions of the stakeholder community will reflect this commitment (See A.1, A.4, & A.5).

Many Phoenix area schools have low parent and community involvement. In recognition of this potential limitation to student success, MHP will strengthen the relationship between our school and the parents by involving parents in the education of their children. We will host frequent parent-teacher conferences, open houses, extra-curricular activities, and parent academies that will train parents how to support their children with the school's academic program (See C.2). The MHP education team will ensure that parents are constantly aware of their child's progress through weekly grades, advance posting of learning objectives and remedial and enrichment opportunities. Together, MHP's learning community will maintain an active dialogue that will support mutual goals of:

i. 98% attendance rate
ii. 100% graduation rate
iii. 100% enrollment in post-secondary education
iv. Meet Annual Measurable Achievement Objectives in all areas and subgroups
v. Receiving an "A" on AZ Learns
vi. Students with disabilities will have transition plans for post-graduation
vii. All students will have a comprehensive personalized education plan (PEP) that supports their individual needs and goals.

MHP recognizes that each student has different learning needs, that students with disabilities and those who require ELA services require quality and timely support. In deference of these individual needs, MHP will offer before and after school tutoring, targeted remediation, one-on-one teacher tutoring and instruction that accommodates differentiated instruction through a formative assessment instructional system that creates an actionable personalized education plan (PEP) for each and every student in the school. We believe that with the right instructional supports, each and every student can and will learn. Further, that equity is defined not as treating everyone the same but rather "by ensuring that all students arrive to the same destination irrespective of the condition upon which they arrived."

Madison Highland Prep (MHP) has identified several relationships and partnerships that it will pursue in order to create a learning community that supports and benefits from the surrounding community. We will work with k-8 schools in the area to provide tutoring, freshmen academies and transition services to support a seamless transition to high school. There are several community support agencies that we will endeavor to develop close relationships with to the benefit of our learners. We will work with the Alhambra Seniors Centers, the Chris-Town YMCA, the Boys and Girls Club; Harry & Sandy Rosenzweig Branch and Swift Kids Branch, Gateway ACE Program, and other outside agencies that wish to become educational partners with MHP. In recognition of our future high Title I population; we will ensure that our students receive access to dental, nursing, free or discounted medicals, and other social services that support our students and their families (See C.2).

MHP has plans to partner with several community organizations and continues to enlist community partners who acknowledge quality education is critical to long-term individual and community success. MHP will provide an opportunity in the community for students to reach their academic potential by

offering a curriculum based on higher-level mastery programs.

MHP will establish partnerships with the local Community College to provide the ability for our students to enroll in concurrent classes while they attend high school. Additional organizations that MHP will identify and collaborate with include childcare centers, after school centers, libraries, housing complexes, and low-income work sectors. Partners may provide:

- Facilities for hosting outreach events, meetings, and focus groups
- Assist in recruiting families to participate in meetings and focus groups
- Provide referrals to MHP open houses for clients and member families
- Act as a referral partner for MHP families and students in need

MHP will enlist partnerships with community organizations that offer programs and services that provide to MHP students' unique needs. These partners closely collaborate with government and social service agencies to support and assist schools in meeting the needs of low-income families and at-risk students by providing additional external services and opportunities to the families in the form of scholarships, youth/teen support programs, leadership opportunities, and community service activities. These partnerships will provide an opportunity to strengthen the relationship with and increase the number of low income and at-risk students MHP will serve. Additionally, allowing MHP the opportunity to provide referral information and additional supports to families by building a network of collaboration. MHP will provide the following resources for at-risk populations:

- Multilingual support to refugee and minority groups
- School-developed, comprehensive ESL program, which targets students that utilize •English as a second language
- Trained teachers able to work with multicultural populations

MHP will develop further strategic partnerships mutually beneficial to community organizations as well as the school. MHP and these organizations through collaboration will leverage resources to reach and support more students and the community at-large (See C.2).

The Governing Board of Madison Highland Prep will be responsible for involving parents and other members of the community in the planning, program design, and implementation of the school. MHP's administrative team believes that when parents, families, and community members are part of the planning and implementation phase building trust and confidence in the school's mission reduces or eliminates barriers. During the planning phase, a parent advisory committee will be established to assist in parent involvement activities, fundraising communication with neighbors, and other appropriate activities. MHP will establish effective lines of communication with parents and community members using several methods:

- Parent advisory committee meetings
- Focus Groups
- Surveys
- Open house meeting at start of the year
- Ability to schedule formal and informal meeting with key stakeholders
- Start of the year volunteer opportunity parent survey
- End of year academic program parent surveys
- Annual evaluation of content and effectiveness of parental involvement policy (to indentify and address barriers to parents)

The purpose is to involve the parents in a strong and meaningful partnership with MHP. Madison Highland Prep is committed to helping parents understand the state academic content standards and state assessments as well as provide materials and training to help parents work with their children to improve academic achievement. After enrollment, Parent-Teacher Meetings and Open Houses will continue to foster the relationship between the parents and the school, giving parents the opportunity to speak directly to teachers and monitor their children's progress. Furthermore, these strategies will allow parents and the community to provide input to the school. MHP will establish the capacity for parental involvement using several methods.

• school website that includes info about the school
• monthly newsletter for staff and parents with ideas and tips on parental involvement, behavior management, or possible activities to do at home to support education
• parenting training sessions on such topics as: communication skills, homework completion tips, study skill strategies, or developmental stages of children
• instructing parents and/or facility staff on how to monitor a child's progress and work with school to improve academic achievement

Madison Highland Prep's Governing Board members and the leadership team will look for opportunities to encourage parental involvement as frequently as possible.

Data and Training for All Stakeholders

Teachers will receive both class wide standards-based reports that disaggregate data by performance objective as well as individual student performance reports (See A.5). Planning and instruction will be monitored and adjusted based on this ongoing data. Students and parents will receive individual data in core academic areas in the form of reports that outline the skills and concepts that exceed the standard, meet the standard, and approach the standard or fall far below the standard. Students will use this data to guide their individual program of study, their tutoring and support and their overall progress in the program. Additionally, APA will host parent academies and workshops where parents will be trained in how to support their children with remediation based in current data reports. Thus, students and parents will be included in the overall assessment system to increase efficacy with the overall learning community. Further, information generated by the quarterly benchmark assessments will be used to provide feedback to teachers in areas that should be strengthened or reinforced in their curriculum.

C. School Size, Class Size and Student-Teacher Ratio

Madison Highland Prep (MHP) has an enrollment goal of 300 students in its first year, 350 in its second year, 400 in year three. MHP has a peak capacity of 450 students at the Madison Park Middle School campus and anticipates that the peak capacity will be reached in year four (See C.1, C.2, & C.3). MHP believes that small schools will provide a more effective and personalized level of service for their students. UCLA professor, William G. Ouchi, agrees that "[s]mall schools of about five hundred students each are not only desirable for large school districts, they are a necessity. Many studies have emphasized the strong sense of community that can develop in a small school, compared to the anonymity that is typical of large schools. It's literally possible for the principal to know every student by name in a school of three hundred or four hundred students, and it's almost always the case that teachers know all the students in their grade level. Being known as a person, as an individual, is very comforting and also very demanding to students; they know that they are cared for" (2009 p. 268). MHP's administrative team will know each and every one of their students by name.

Madison Highland Prep's commitment to establishing a small school; where students receive personalized instruction, only makes sense if class size is commensurate. MHP will feature a small student to teacher ratio of 23:1 over the aggregate in year 1, 22:1 in year two, and 21:1 in year 3, with a maximum class size of 30 students (See B.1 & C.3). The student to teacher ratio is markedly smaller than most high school districts throughout the Phoenix Metropolitan area. MHP's rationale for its class size was influenced by experience with previous schools that were successful, and William Ouchi's research study of eight urban school districts with 442 schools, that resulted in his book *The Secret of TSL: The Revolutionary Discovery That Raises School Performance*. In TSL (Total Student Load) Ouchi discovered that the fewer students a teacher has to teach, the better the opportunity to develop stronger and more personal relationships. TSL refers to the number of papers a teacher must grade and the number of students he or she must get to know each term. When the TSL is reduced, student performance improves, often substantially (Ouchi, 2010). The Madison Highland Prep education team will know their students, and provide high quality, individualized attention and support. MHP's small student to teacher ratio is necessary to support instructional planning in order to ensure that:

1. The school's Common Core curriculum identifies target areas for each individual student.
2. Students are prepared to meet or exceed on the PARCC Assessment.
2. Day-to-day instruction is differentiated and responsive to a diverse array of learning needs and styles.
3. Students who need intensive remediation will receive before and after school tutoring, as well as online tutoring opportunities.
4. Students who need enrichment opportunities will be able to participate in additional activities that include but are not limited to; digital storytelling, robotics, honors, AP, and college classes through the school's dual college enrollment program with the Maricopa County Community College District.
5. Students with Individual Education Plans (IEPs) progress steadily towards post-secondary preparedness and placement.
6. Services for Students with Disabilities (SSD) are made through the CollegeBoard for PSAT, SAT, ACT and AP tests.
7. Students receiving English Language Learner (ELL) services progress steadily through reclassification, towards fluency, and post-secondary preparedness and placement.
8. Student 4-year ECAP plans are integrated into comprehensive personalized Education Plans (PEPs), and reflected in instructional planning to ensure that goals and planning are authentic and relevant.

Although these eight priorities are but a few of the many responsibilities that MHP's education team will have, it seems readily apparent that small class size will better ensure maximum attention.

Bibliography

Black, P. & Wiliam, D. (1998b, October). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappa, 80*(2), 139-149.

Clark, K. (2013). The Effects of Formative Assessment Instructional Practices on Student Academic Growth and Achievement. Northern Arizona University. Flagstaff, AZ.

College Board. (2007). *Advanced placement report to the nation*. Retrieved from http://www.collegeboard.com/prod_downloads/about/news_info/ap/2007/2007_ap-report-nation.pdf

College Board. (2012) SAT Report on College Readiness. Retrieved from http://media.collegeboard.com/homeOrg/content/pdf/SAT%20Report_Press%20Conference%20Powerpoint%20_FINAL%20with%20NOTES.pdf

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences.* Hillsdale, NJ: Lawrence Erlbaum Associates.

Creno, C. Reformer: Prepare Arizona students to compete globally. *Arizona Republic*, Sunday 6, 2012.

Elefonte, H., College Board, & Jun Li, Fordham University. (2009). Can Spring Board Improve AP Enrollment and Performance? Phase 1: Five Year Trend Analysis.

Holcomb, E. L. (2004). *Getting excited about data: Combining people, passion, and proof to maximize student achievement*. Thousand Oakes, CA: Corwin Press.

Johnson, R. S. (2002). *Using data to close the achievement gap: How to measure equity in our schools*. Thousand Oakes, CA: Corwin Press.

Gijbels, D. & Dochy, F. (2006). Students' assessments preferences and approaches to learning: Can formative assessment make a difference? Educational Studies, 32(4), 399-409.

McEwen, N. (1995). Introduction: Accountability in education in Canada. Canadian Journal of Education, 20, 1, 1-17.

National Academies. (2009, October 12). Broad federal effort urgently needed to create new, high-quality jobs for all Americans in the 21st century. Retrieved August 10, 2008, from http:///www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=11463

National Assessment of Educational Progress. (2010). Annual Report.

Ouchi, W. G. (2009). *The secret of TSL: The revolutionary discovery that raises school performance*. New York, NY: Simon & Schuster.

Popham, J. (2008). *Transformative assessment*. Alexandria, VA: ASCD.

Selznick, R. (2009). *The shut-down learner: Helping your academically discouraged child.* Boulder, CO: Sentient Publications.

U.S. Department of Education. (2011). Postsecondary Awards in Science, Technology, Engineering, and Mathematics, by State:2001 and 2009 Retrieved from: http://nces.ed.gov/pubs2011/2011226.pdf