ALLSPORT ACADEMY

DEMONSTRATION OF SUFFICIENT PROGRESS

April 2013

Measure 1a. Student Median Growth Percentile for Reading and Math

Allsport Academy is presently operating as a Priority School under School Improvement and is in cycle 4 monitoring of Title I. The FY2012 Academic Performance Rating for our median SGP in Reading was 18, and 25 in Math, (both FFB).

In response, we have made and continue to make every effort to adopt and implement more rigorous strategies in our School Improvement Plan as recommended by the Title I representatives and the School Improvement Team that have visited our school. The impact resulting from the implementation of these strategies that align to core principles of school management are measurably significant.

This is evidenced by our students' improved performance in Reading and Math as measured by comparing initial benchmarking data, carried out at the beginning of the year using AIMS Practice Tests for Reading, to a second and then a third benchmark, (the latter being carried out in early March.) Results are presented as a graph in page 3 of this narrative, (Chart 1a.) For Math, we began the school year using the Star Math program as an assessment tool that is aligned to the Core Curriculum and carries out a series of analysis on individual student performance. This data, along with general data of student performance, drives individual instruction in our school.

In our effort to sustain student improvement and to promote student achievement in Reading and Math, our School Improvement Plan includes the following strategies, all of which have been implemented:

Monitoring the integration of standards to curriculum.

Through Professional Development meetings with Educational Consultant, our teachers are trained in the preparation and use of lesson plans that align to Common Core Standards and are integrated to instruction. Lesson plans include quantitative student goals and assessment as well as teacher self assessment of effectiveness to ensure student achievement. The school principal/director monitors Teacher effectiveness by performing and recording regular classroom walk-throughs to observe and encourage good pedagogic practices using a state approved standards checklist. Feedback of these observations is then discussed with the observed teacher. Follow-up walkthroughs are used to ensure teachers' implementation of prior discussion items designed to improve instructional delivery.

Curriculum

Historically, Allsport Academy has used ADE's State Standards to guide instruction for all students in all content areas. In 2011/2012, we began our transition to Common Core Standards in Language Arts /Reading and Math. Using Common Core Standards, Teachers were responsible for pacing instruction throughout the school year without the use of curriculum maps. This year, with the assistance of a Curriculum Consultant, we have been gathering teachers' Lesson Plans in all content areas, and will use these to assist in the development of a formal comprehensive school curriculum, pacing guides and maps. We anticipate the completion of our new curriculum by the end of June 2013, and its use and implementation by all teachers beginning the new 2013/2014 school year.

Monitoring and documenting student proficiency

For the 2012-13 SY we began our assessment of student Reading proficiency using practice AIMS tests for benchmarking. We have been recording and using the data extracted from these benchmark assessments to drive student instruction. In March of 2013, we purchased the Study Island Reading Assessment Program that is aligned to the new Common Core Standards. This program provides a formative assessment that tracks individual student proficiency by strand and provides significant data enabling teachers to align instruction and target individual student needs in our general population and any one or more of the following categories: ELL, FRL, students with disabilities. We are presently using this program parallel to our use of the practice AIMS tests because of its motivational effect on our students. However, we will not begin using it as our formal assessment tool until next year.

Professional Development

Academic coaching and mentoring is provided to our teachers on an ongoing basis through the use of webinars, conferences, outside instructors and by our educational consultant, Daniel Bojorquez, to assist them in achieving mastery of academic content, alignment of lesson plans to improve their techniques in the preparation and delivery of instruction. PD classes were also held to instruct our teachers in the use of our computer based assessment programs, Study Island and Star Math. The purpose of these, efforts is to increase the Reading and Math proficiency of all our students including the subgroups of ELL, FRL, and students with disabilities.

Parental and community Involvement

The administration of the school reaches out to parents through a monthly newsletter and by reaching out to the local community. Transportation is provided to families invited to school activities such as open houses, awards and recognition dinners, and other functions. Parents are invited to participate in the parent organizations to help steer school direction.

Supporting Data for Student Improvement in Reading.

Attached, (page 3,) is a graph that compares the Reading and Math scores of our students' initial assessment, in August of 2012, to their third, and most recent, assessment in March. As you will see in our comparison of these schoolwide assessments, the median student improvement after seven months is 14% for Reading based on AIMS practice test results and 44% improvement for Math, based on data derived from our computerized assessments. Testing data is recorded for each grade and category of learners and is then used to drive individual student instruction.

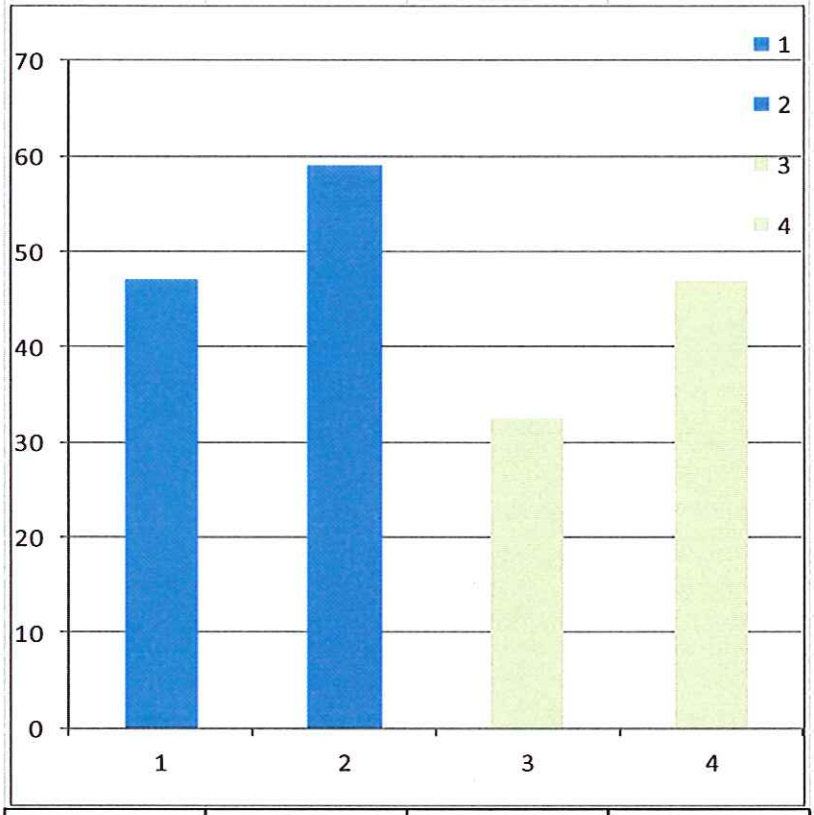
SY13

Allsport Academy

EXH 1

Student Improvement (All Learners)

As of 3/6/2013



	47	59	32.5	46.8
	Language Arts	**Language Arts**	**Math**	**Math**
	Primary	*Mid.*	*Primary*	*Mid*
% Improvement:	*S.I. 25%*		*S.I. 44%*	

1b. Student Median Growth Percentile (SGP) Bottom 25%

Our Academic Performance Rating for SY 2012 for the bottom 25% indicates our SGP in Math to be 31 and N/R for Reading.

.n response, we have implemented more rigorous strategies in our School Improvement Plan as recommended by the Title I representatives and the School Improvement Team that have visited our school. The impact resulting from the implementation of these strategies that align to core principles of school management are measurably significant.

This is evidenced by our students' improved performance in Reading and Math as measured by comparing initial benchmarking data, carried out at the beginning of the year using AIMS Practice Tests for Reading, to a second and then a third benchmark, (the latter being carried out in early March.) Results are presented as a graph in Exhibit 2 of this narrative. For Math, we began the school year using the Star Math program as an assessment tool that is aligned to the Core Curriculum and carries out a series of analysis on individual student performance. This data, along with general data of student performance, drives individual instruction in our school.

In our effort to sustain student improvement and to promote student achievement in Reading and Math, our School Improvement Plan includes the following strategies, all of which have been implemented:

Monitoring the integration of standards to curriculum.

Through Professional Development meetings with Educational Consultant, our teachers are trained in the preparation and use of lesson plans that align to Common Core Standards and are integrated to instruction. Lesson plans include quantitative student goals and assessment as well as teacher self assessment of effectiveness to ensure student achievement. The school principal/director monitors Teacher effectiveness by performing and recording regular classroom walk-throughs to observe and encourage good pedagogic practices using a state approved standards checklist. Feedback of these observations is then discussed with the observed teacher. Follow-up walkthroughs are used to ensure teachers' implementation of prior discussion items designed to improve instructional delivery.

Curriculum

Historically, Allsport Academy has used ADE's State Standards to guide instruction for all students in all content areas. In 2011/2012, we began our transition to Common Core Standards in Language Arts /Reading and Math. Using Common Core Standards, Teachers were responsible for pacing instruction throughout the school year without the use of curriculum maps. This year, with the assistance of a Curriculum Consultant, we have been gathering teachers' Lesson Plans in all content areas, and will use these to assist in the development of a formal comprehensive school curriculum, pacing guides and maps. We anticipate the completion of our new curriculum by the end of June 2013, and its use and implementation by all teachers beginning the new 2013/2014 school year.

Monitoring and documenting student proficiency

For the 2012-13 SY we began our assessment of student Reading proficiency using practice AIMS tests for benchmarking. We have been recording and using the data extracted from these benchmark assessments to drive student instruction. In March of 2013, we purchased the Study Island Reading

Assessment Program that is aligned to the new Common Core Standards. This program provides a formative assessment that tracks individual student proficiency by strand and provides significant data enabling teachers to align instruction and target individual student needs in our general population and any one or more of the following categories: ELL, FRL, students with disabilities. We are presently using this program parallel to our use of the practice AIMS tests because of its motivational effect on our students. However, we will not begin using it as our formal assessment tool until next year.

Professional Development

Academic coaching and mentoring is provided to our teachers on an ongoing basis through the use of webinars, conferences, outside instructors and by our educational consultant, Daniel Bojorquez, to assist them in achieving mastery of academic content, alignment of lesson plans to improve their techniques in the preparation and delivery of instruction. PD classes were also held to instruct our teachers in the use of our computer based assessment programs, Study Island and Star Math. The purpose of these, efforts is to increase the Reading and Math proficiency of all our students including the subgroups of ELL, FRL, and students with disabilities.

Parental and community Involvement

The administration of the school reaches out to parents through a monthly newsletter and by reaching out to the local community. Transportation is provided to families invited to school activities such as open houses, awards and recognition dinners, and other functions. Parents are invited to participate in the parent organizations to help steer school direction.

Supporting Data for Student Improvement in Reading and Math for the Bottom 25%.

Attached, Exhibit 2, is a graph that compares the Reading and Math scores of our students' initial assessment, in August of 2012, to their third, and most recent, assessment in March. As you will see in our comparison of these schoolwide assessments, the median student improvement of our Bottom quartile after seven months is 44% for Reading, based on AIMS practice test results, and 33% improvement for Math, based on data derived from our computerized assessments. Testing data is recorded for each grade and category of learners and is then used to drive individual student instruction. Additionally, in compliance with Title I practices and procedures, we carry out student push-in and pull-out interventions focusing on student academic improvement. The Bottom Quartile and their specific needs are addressed by HQ teachers and para-pros.

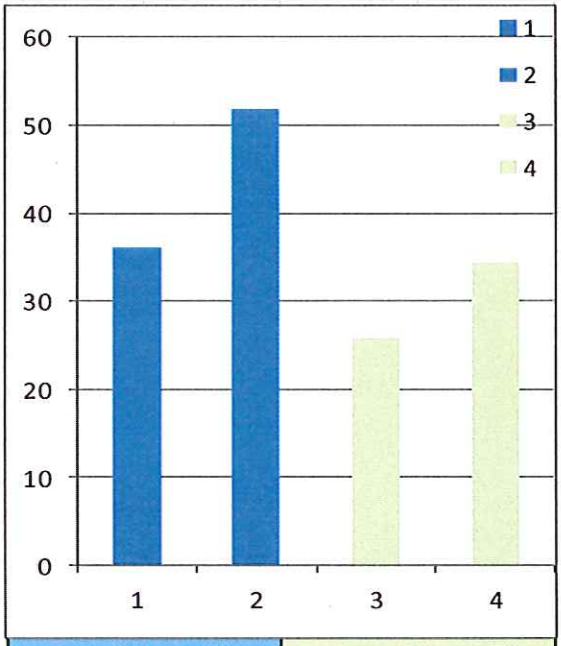
SY13

Allsport Academy

EXH 2

Student Improvement (Lower Quartile)

As of 3/6/2013



	Lower Q. Reading		Lower Q. Math	
	Primary Benchmark	Mid Benchmark	Primary Benchmark	Mid Benchmark
	36	51.9	25.7	34.3
% Improvement:	*(S.I.)* 44%		*(S.I.)* 33%	

2a. Percent Passing

Our Academic Performance Rating indicates our percent passing in Math to be 8% and 35% for Reading.

.n response, we have adopted and implemented more rigorous strategies in our School Improvement Plan as recommended by the Title I representatives and the School Improvement Team that have visited our school. The impact resulting from the implementation of these strategies that align to core principles of school management are becoming evident as we continue to measure individual student achievement.

This is evidenced by our students' improved performance in Reading and Math as measured by comparing initial benchmarking data, carried out at the beginning of the year using AIMS Practice Tests for Reading, to a second and then a third benchmark, (the latter being carried out in early March.) Results are presented as a graph in Exhibit 3 of this narrative. For Math, we began the school year using the Star Math program as an assessment tool that is aligned to the Core Curriculum and carries out a series of analysis on individual student performance. This data, along with general data of student performance, drives individual instruction in our school.

In our effort to sustain student improvement and to promote student achievement in Reading and Math, our School Improvement Plan includes the following strategies, all of which have been implemented:

Curriculum

Historically, Allsport Academy has used ADE's State Standards to guide instruction for all students in all content areas. In 2011/2012, we began our transition to Common Core Standards in Language Arts /Reading and Math. Using Common Core Standards, Teachers were responsible for pacing instruction throughout the school year without the use of curriculum maps. This year, with the assistance of a Curriculum Consultant, we have been gathering teachers' Lesson Plans in all content areas, and will use these to assist in the development of a formal comprehensive school curriculum, pacing guides and maps. We anticipate the completion of our new curriculum by the end of June 2013, and its use and implementation by all teachers beginning the new 2013/2014 school year.

In compliance with Title I practices and procedures, we carry out student push-in and pull-out interventions focusing on student academic improvement. The Bottom Quartile and their specific needs are addressed by HQ teachers and para-pros.

Monitoring the integration of standards to curriculum.

Through Professional Development meetings with our Educational Consultant, teachers are trained in the preparation and use of lesson plans that align to Common Core Standards and are integrated to instruction. Lesson plans include quantitative student goals and assessment as well as teacher self assessment for effectiveness to ensure student achievement. The school principal/director monitors Teacher effectiveness by performing and recording regular classroom walk-throughs to observe and encourage good pedagogic practices using a state approved standards checklist. Feedback of these observations is then discussed with the observed teacher. Follow-up walkthroughs are used to ensure teachers' implementation of prior discussion items designed to improve instructional delivery.

Monitoring and documenting student proficiency

For the 2012-13 SY we began our assessment of student Reading proficiency using practice AIMS tests for benchmarking. We have been recording and using the data extracted from these benchmark assessments to drive student instruction. In March of 2013, we purchased the Study Island Reading Assessment Program that is aligned to the new Common Core Standards. This program provides a formative assessment that tracks individual student proficiency by strand and provides significant data enabling teachers to align instruction and target individual student needs in our general population and any one or more of the following categories: ELL, FRL, students with disabilities. We are presently using this program parallel to our use of the practice AIMS tests because of its motivational effect on our students. However, we will not begin using it as our formal assessment tool until next year.

Professional Development

Academic coaching and mentoring is provided to our teachers on an ongoing basis through the use of webinars, conferences, outside instructors and by our educational consultant, Daniel Bojorquez, to assist them in achieving mastery of academic content, alignment of lesson plans to improve their techniques in the preparation and delivery of instruction. PD classes were also held to instruct our teachers in the use of our computer based assessment programs, Study Island and Star Math. The purpose of these, efforts is to increase the Reading and Math proficiency of all our students including the subgroups of ELL, FRL, and students with disabilities.

Parental and community Involvement

The administration of the school reaches out to parents through a monthly newsletter and by reaching out to the local community. Transportation is provided to families invited to school activities such as open houses, awards and recognition dinners, and other functions. Parents are invited to participate in the parent organizations to help steer school direction.

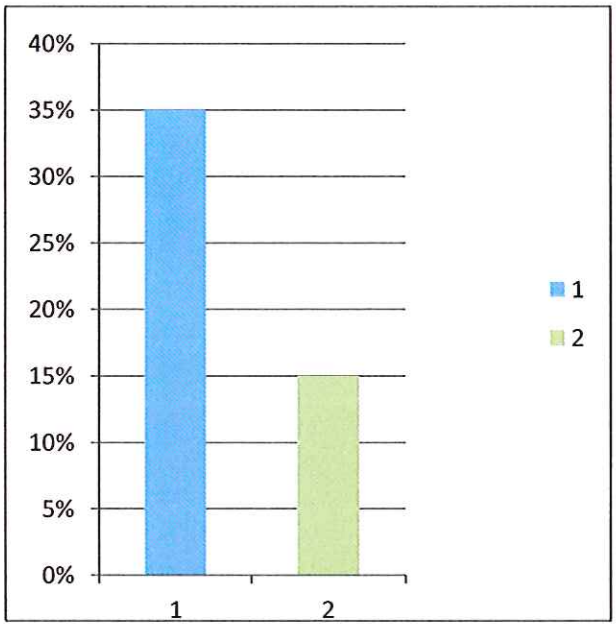
Supporting Data for Percentage of Students Passing in Reading and Math

Attached, Exhibit 3, is a graph that compares the Reading and Math scores of our students' initial assessment, in August of 2012, to their third, and most recent, assessment in March. As you will see in our comparison of these schoolwide assessments, the percentage of student passing in all grades for Reading is 35% and 15 % for Math. This data is based on AIMS practice test results and data derived from our computerized assessments. Testing data is recorded for each grade and category of learners and is then used to drive individual student instruction.

SY13

Allsport Academy
Percent Passing
As of 3/6/2013

EXH 3



Percent Passing	
Reading	Math
35%	15%

2c. Subgroup comparison of Reading and Math for ELL, FRL, and Students with Disabilities.

Our Academic Performance Rating in Math and Reading for Subgroups ELL, FRL and Students with Disabilities, was 14 and 43 for ELL, Math and Reading respectively, 7 and 31 for FRL, Math and Reading respectively, and 0 and 5 for Students with Disabilities, Math and Reading respectively.

In response, we have adopted and implemented more rigorous strategies in our School Improvement Plan as recommended by the Title I representatives and the School Improvement Team that have visited our school. The impact resulting from the implementation of these strategies that align to core principles of school management is evident as we continue to measure individual student achievement in these subgroups. In fact, the improvement of these subgroups is impressive by all accounts.

This is evidenced by our students' improved performance in Reading and Math as measured by comparing initial benchmarking data, carried out at the beginning of the year using AIMS Practice Tests for Reading, to a second and then a third benchmark, (the latter being carried out in early March.) Results are presented as a graph in Exhibit 4 of this narrative. For Math, we began the school year using the Star Math program as an assessment tool that is aligned to the Core Curriculum and carries out a series of analysis on individual student performance. This data, along with general data of student performance, drives individual instruction in our school. Additionally, we have found the program to be quite motivational to students and helps greatly in classroom management.

In our effort to sustain student improvement and to promote student achievement in Reading and Math, our School Improvement Plan includes the following strategies, all of which have been implemented:

Curriculum

Historically, Allsport Academy has used ADE's State Standards to guide instruction for all students in all content areas. In 2011/2012, we began our transition to Common Core Standards in Language Arts /Reading and Math. Using Common Core Standards, Teachers were responsible for pacing instruction throughout the school year without the use of curriculum maps. This year, with the assistance of a Curriculum Consultant, we have been gathering teachers' Lesson Plans in all content areas, and will use these to assist in the development of a formal comprehensive school curriculum, pacing guides and maps. We anticipate the completion of our new curriculum by the end of June 2013, and its use and implementation by all teachers beginning the new 2013/2014 school year.

In compliance with Title I practices and procedures, we carry out student push-in and pull-out interventions focusing on student academic improvement. The Bottom Quartile and their specific needs are addressed by HQ teachers and para-pros daily.

Monitoring the integration of standards to curriculum.

Through Professional Development meetings with our Educational Consultant, teachers are trained in the preparation and use of lesson plans that align to Common Core Standards and are integrated to instruction. Lesson plans include quantitative student goals and assessment as well as teacher self assessment for effectiveness to ensure student achievement. The school principal/director monitors Teacher effectiveness by performing and recording regular classroom walk-throughs to observe and encourage good pedagogic practices using a state approved standards checklist .

Feedback of these observations is then presented to the teacher and discussed in a constructive way. Follow-up walkthroughs are then used to ensure teachers' implementation of prior discussion items designed to improve instructional delivery.

Monitoring and documenting student proficiency

For the 2012-13 SY we began our assessment of student Reading proficiency using practice AIMS tests for benchmarking. We have been recording and using the data extracted from these benchmark assessments to drive student instruction. In March of 2013, we purchased the Study Island Reading Assessment Program that is aligned to the new Common Core Standards. This program provides a formative assessment that tracks individual student proficiency by strand and provides significant data enabling teachers to align instruction and target individual student needs in our general population and any one or more of the following categories: ELL, FRL, students with disabilities. We are presently using this program parallel to our use of the practice AIMS tests because of its motivational effect on our students. However, we will not begin using it as our formal assessment tool until next year.

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Parental and Community Involvement

The administration of the school reaches out to parents through a monthly newsletter and reaches out to the local community by inviting them to school activities. Transportation is provided to families for open houses, awards and recognition dinners, and other functions. Parents are invited and encouraged to participate as volunteers to student activities and parent organizations to help steer school direction.

Supporting Data for Subgroup, ELL, FRL, Students w/ Disabilities Comparison in Reading and Math.

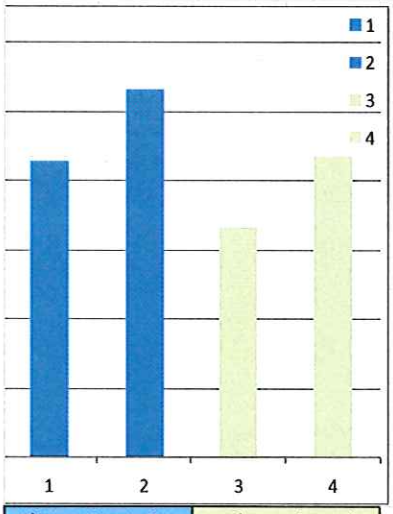
Attached, Exhibit 4, is a graph that compares the Reading and Math scores of our students' initial assessment, in August of 2012, to their third, and most recent, assessment in March. As you will see in our comparison of these schoolwide assessments for Subgroups ELL, FRL and Students with Disabilities, the percent improvement in reading and math scores was 93% and 5.8% for ELL, Math and Reading respectively, 30% and 23% for FRL, Math and Reading respectively, and 13% and 159% for Students with Disabilities, Math and Reading respectively.

EXH 4

Allsport Academy

Student Improvement (Free/Reduced Lunch)

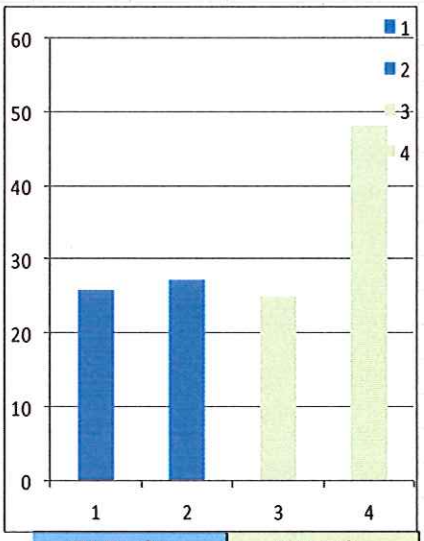
As of 3/6/2013



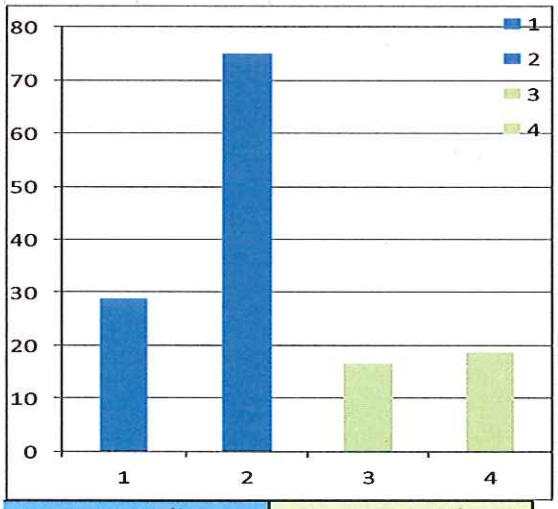
F/R Lunch Reading		F/R Lunch Math	
Primary Benchmark	Mid Benchmark	Primary Benchmark	Mid Benchmark
43	53.3	33.3	43.5
(S.I.) 23%		*(S.I.)* 30%	

Student Improvement (ELL)

As of 3/6/2013



	ELL Reading		ELL Math	
	Primary Benchmark	Mid Benchmark	Primary Benchmark	Mid Benchmark
	25.7	27.2	24.9	48.1
% Improvement:	*(S.I.)* 5.8%		*(S.I.)* 93%	



	SPED Reading		SPED Math	
	Primary Benchmark	Mid Benchmark	Primary Benchmark	Mid Benchmark
	29	75	16.6	18.8
% Improvement:	*(S.I.)* 159%		*(S.I.)* 13%	