Home of the Panthers

Career Success High School – Main Campus
3816 North 27th Avenue
Phoenix, Arizona 85017
Entity ID 79047

Arizona State Board for Charter Schools
Academic Framework
Demonstration of Sufficient Academic Progress Report
March 2013

CAREER SUCCESS HIGH SCHOOL – Main Campus
Entity ID 79129, Grades 9 - 12
1a. Student Median Growth Percentile (SGP) Reading

- **This measure received an "NR" for the current year Academic Framework due to the lack of students who met the criteria for this measure. This measure has been addressed in the current plan based on anticipated need to include a sustained improvement plan that includes evidence of increased student growth.**
- **The Career Success High School district PLC is currently engaged in an ongoing process of revising the full academic curriculum to ensure alignment with Common Core State Standards (CCSS) and 21st Century Skills. The rationale for the revision initiative is based on prior academic outcomes, changes in resources, changes in the material covered, and changes in instructional standards.**
  - **A preliminary study was conducted of the existing curriculum to include the student body, instructional and non-instructional staff, the local community, and other stakeholders, areas and factors pertinent to the school and its present educational services and current needs.**
    - ✓ **The Language Arts subcommittee evaluated the Reading curriculum in order to ensure alignment with the Common Core State Standards and meets quarterly to review and monitor student progress.**
  - **Vital assessment data will be utilized so both the content and skills are articulated in a logical sequence from one grade to another in order to avoid duplication and to ensure proper alignment. Data was evaluated and analyzed through a basic study of student academic progress to include:**
    - ✓ **AIMS summary reports**
    - ✓ **District Benchmark assessments**
    - ✓ **Pre and Post assessments**

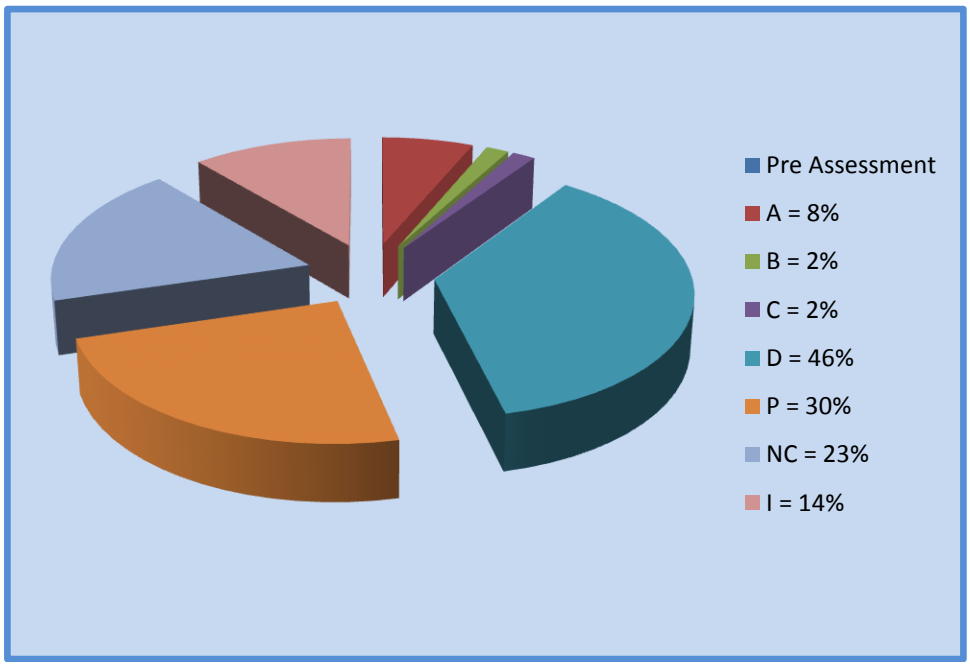
- ✓ **Formative assessments**
- ✓ **Stakeholder surveys**

- **A Reading curriculum map has been created in order to document the relationship between each component of the curriculum. As an analysis, communication, and planning tool, the Reading curriculum map allows for review of the curriculum to check for unnecessary redundancies, inconsistencies, misalignments, weaknesses, and gaps.**
  - ✓ **Essential Questions and/or Statements are a requisite support mechanism with which students will benefit by learning new vocabulary and specific content for which they are ultimately responsible.**
- **The Career Success High School calendar is composed of four terms. Pacing guides were created for the purpose of vertical articulation and contain an at-a-glance document for each quarter. The quarterly pacing guide is structured to ensure that the minimum course of study most relevant to AIMS/Stanford 10 preparation is provided prior to testing.**
- **The Career Success High School combined district PLC have constructed a course revision list and developed an ongoing timeline for revising and submitting any changes.**

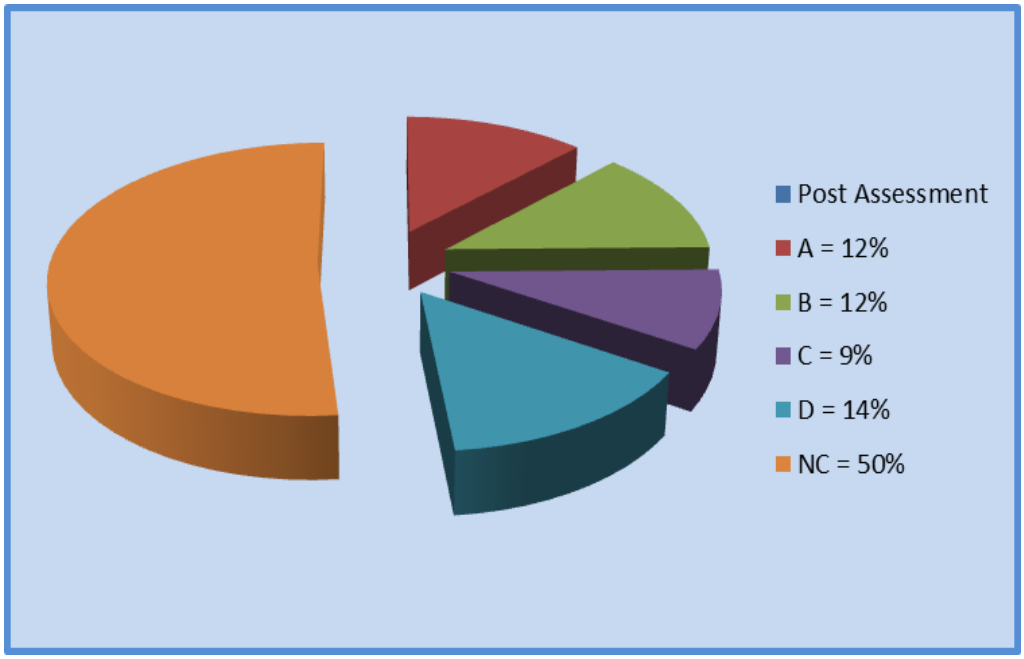
❖ **Supplemental curriculum, in the form of server based resources (APEX, Study Island and A+ ALS for the lowest 25%), have been integrated into the curriculum in order to enhance and support instruction.**

❖ **Monitoring and documentation of individual student progress and Common Core State Standards integration is conducted through quarterly formative assessment logs, classroom observations and lesson plans.**

Career Success High School - Main Campus
SY: 2012 – 2013/Term 2
English Language Arts 4
Internal Pre-Assessment
Grade 10



Career Success High School - Main Campus
SY: 2012 – 2013/Term 2
English Language Arts 4
Internal Post-Assessment
Grade 10



1a. Student Median Growth Percentile (SGP) Mathematics

- **This measure received an "NR" for the current year Academic Framework due to the lack of students who met the criteria for this measure. This measure has been addressed in the current plan based on anticipated need to include a sustained improvement plan that includes evidence of increased student growth.**
- **The Career Success High School district PLC is currently engaged in an ongoing sequential process of revising the full academic curriculum to ensure alignment with Common Core State Standards (CCSS) and 21st Century Skills. The rationale for the revision initiative is based on prior academic outcomes, changes in resources, changes in the material covered, and changes in instructional standards.**
  - **A preliminary study was conducted of the existing curriculum to include the student body, instructional and non-instructional staff, the local community, and other areas and factors pertinent to the school and its present educational services and current needs.**
    - ✓ **The Mathematics subcommittee evaluated the curriculum in order to ensure alignment with the Common Core State Standards and meets monthly to review and monitor progress.**
  - **Vital assessment data will be utilized so both the content and skills are articulated in a logical sequence from one grade to another in order to avoid duplication and to ensure proper alignment. Data was evaluated and analyzed through a basic study of student academic progress to include:**
    - ✓ **AIMS/Stanford 10 summary reports**
    - ✓ **District Benchmark assessments**
    - ✓ **Pre and Post assessments**
    - ✓ **Formative assessments**

- ✓ **Stakeholder surveys**

- **A Mathematics curriculum map has been created in order to document the relationship between each component of the curriculum. As an analysis, communication, and planning tool, the Reading curriculum map allows for review of the curriculum to check for unnecessary redundancies, inconsistencies, misalignments, weaknesses, and gaps.**
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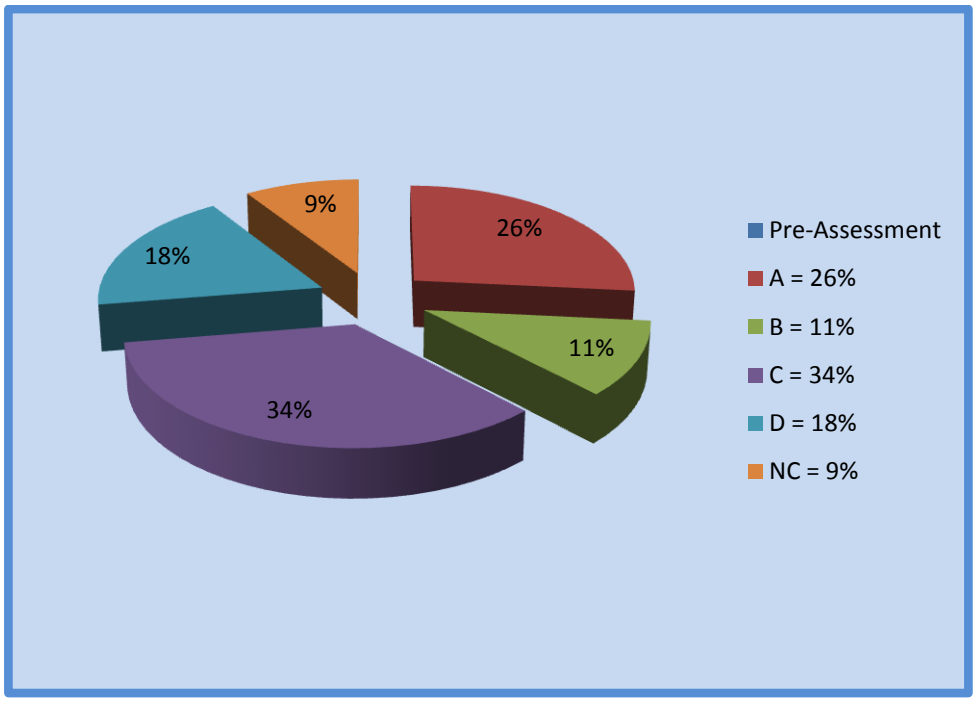
- **The Career Success High School combined district PLC have constructed a course revision list and developed an ongoing timeline for revising and submitting any changes.**

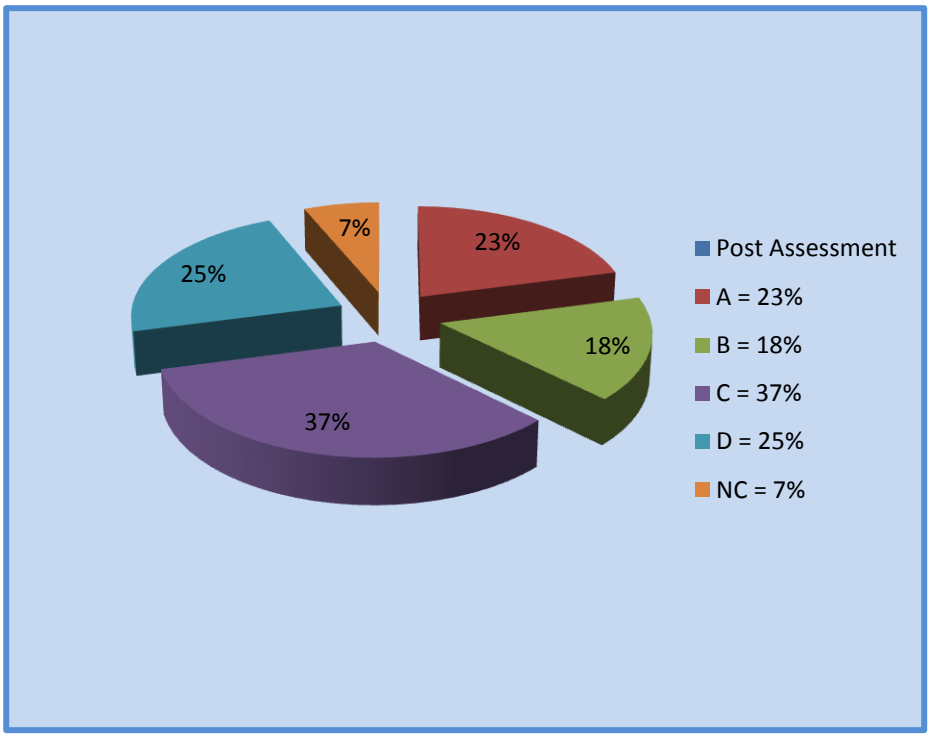
❖ **Supplemental curriculum, in the form of server based resources (APEX, Study Island, A+ ALS and KUTA for the lowest 25%), have been integrated into the curriculum in order to enhance and support instruction.**

❖ **Monitoring and documentation of individual student progress and Common Core State Standards integration is conducted through quarterly formative assessment logs, classroom observations and lesson plans.**

Career Success High School - Main Campus
SY: 2012 – 2013/Term 2
Mathematics - Geometry
Internal Pre-Assessment
Grade 10



Career Success High School - Main Campus
SY: 2012 – 2013/Term 2
Mathematics - Geometry
Internal Post-Assessment
Grade 10

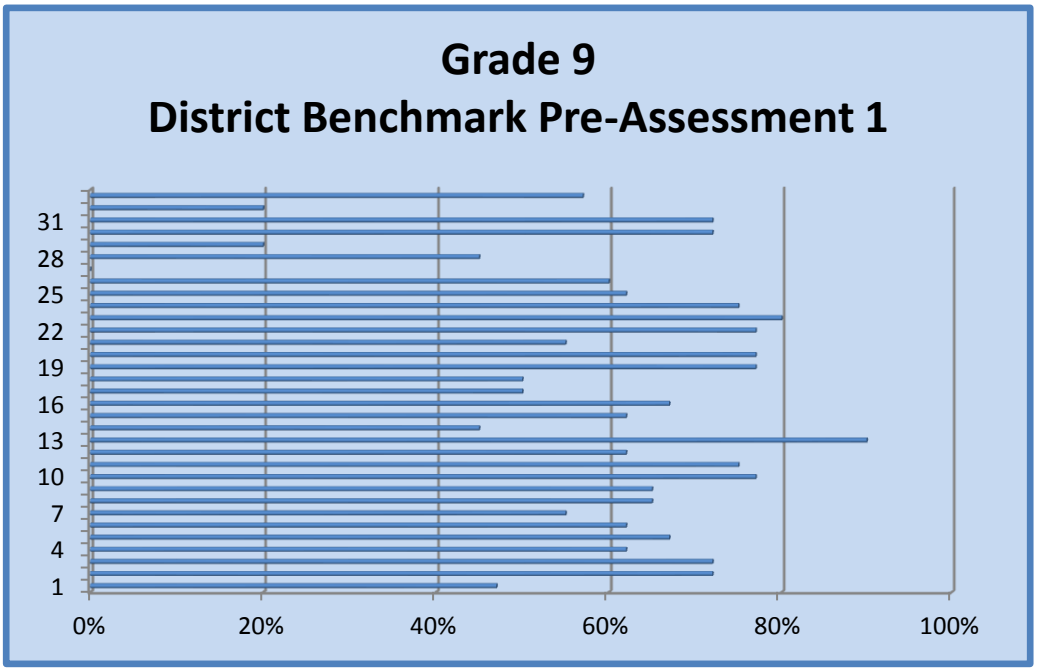


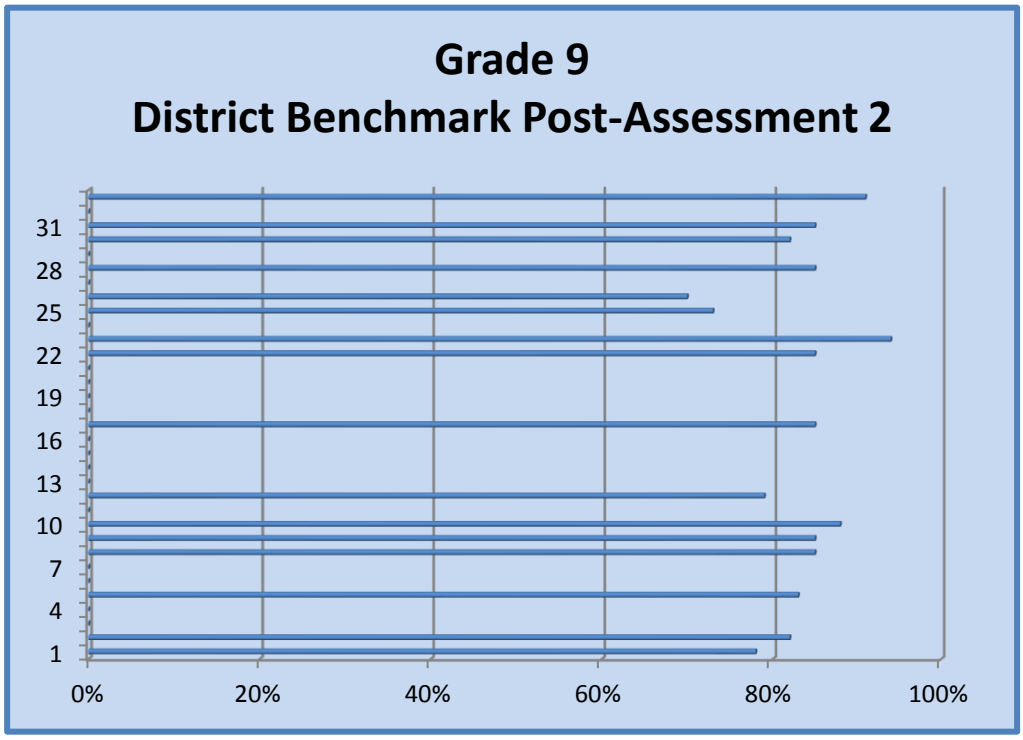
1b. Student Median Growth Percentile (SGP) Bottom 25%
Improvement Reading

- **A sustained improvement plan that includes evidence of increased student growth through implementation of:**
  - **The Career Success High School Professional Learning Community, in conjunction with the Reading subcommittee, has formed a multi-tiered system of support in order to identify those students who fail to demonstrate growth or mastery in Reading. The primary responsibility of the team will be to communicate and facilitate a problem solving/decision-making system to assure assistance for struggling students who comprise the lower 25% in Reading. The team will plan, implement and monitor progress to improving student achievement through data collection, intervention plans and investment with family. The team is actively involved in the development of intervention strategies and ongoing follow-up to attain student success and is tasked with:**
    - **Create task-specific scoring guides or rubrics to measure student proficiency on performance tasks.**
    - **Look for interdisciplinary connections.**
    - **Analyze data**
    - **Targeting or identification of students who fail to meet acceptable growth measures in Reading or failure to demonstrate growth/mastery based on the following criteria:**
      - **AIMS standardized assessment scores (current and previous year)**
      - **Pre and/or Post Diagnostic assessment scores. Students are targeted during the both phases of the process.**
      - **Site-Based Reading Benchmark assessment scores**
      - **District Benchmark assessment scores**
      - **Mid-Term/Final assessment scores**

- **Interventions for lowest 25%:**
  - **Non-Instructional Day:**
    - **Mandatory 9th and 10th Grade Friday Academy to provide targeted assistance in Mathematics Power Standards from 9:00 a.m. - 12:00 p.m.**
  - **Individualized (1:1) tutoring available each week day from 3:10 p.m. – 4:00 p.m. and Friday from 9:00 a.m. - 12:00 p.m.**
  - **Individual Reading Plans (IRP) which are developed through collaboration and team meetings.**
  - **Reading Intervention Specialist**
  - **Weekly individualized tutoring groups (classroom pull outs) independent of traditional classroom instruction utilizing:**
    - **Focused Directed Instruction**
    - **APEX server based instructional program (self-paced and directed)**
    - **A+ Anywhere Learning System server based instructional program (self-paced and directed)**
    - **Study Island (self-paced and directed)**
    - **KUTA (assessment tool)**
    - **Gender based instruction – 9th and 10th grade**
    - **Title 1 AIMS Preparation course**
- **Progress documentation monitoring is conducted utilizing the following:**
  - **Student Assessment Logs**
  - **Pre and Post assessment for each of the Power Standards/concepts and performance based objectives.**
  - **District Benchmark Assessments**
  - **Mid-Term and Final Marks**
  - **Lesson Plans focused on individualized concepts**

Career Success High School District Benchmark Assessment SY: 2012 - 2013 Overall Growth = + 18% Grade 9 - Reading		
Student	Pre Assess 1	Post Assess 2
A., Georgia	47%	78%
B., Dequindre	72%	82%
C., Jesus	72%	0%
C., Junior	62%	0%
C., Tiara	67%	83%
D., Adriana	62%	0%
E., Francisco	55%	0%
G., Jesus	65%	85%
G., Cristal	65%	85%
H., Naomi	77%	88%
H., Eva	75%	0%
K., Charley	62%	79%
M., Alyssa	90%	0%
N., Elias	45%	0%
P., Natalie	62%	0%
R. Andres	50%	85%
Q., Roman	67%	0%
R., Iliana	50%	0%
R., Mariela	77%	0%
S., Elizabeth	77%	0%
S., Karla	55%	0%
S., Jamaica	77%	85%
S., Mathew	80%	94%
W., Laslawna	75%	0%
W., Deshawn	62%	73%
T., Quentina	60%	70%
R., Fatima	0%	0%
G., Guadelupe	45%	85%
C., Perla	20%	0%
B., Dequindre	72%	82%
S., Marissa	72%	85%
C., Perla	20%	0%
C., Stephanie	57%	91%
Average Score	60%	78%





1b. Student Median Growth Percentile (SGP) Bottom 25%
Improvement Mathematics (Alternative Schools)

- **A sustained improvement plan that includes evidence of increased student growth through implementation of:**
  - **The Career Success High School Professional Learning Community, in conjunction with the Mathematics subcommittee, has formed a multi-tiered system of support in order to identify those students who fail to demonstrate growth or mastery in Mathematics. The primary responsibility of the team will be to communicate and facilitate a problem solving/decision-making system to assure assistance for struggling students who comprise the lower 25% in Mathematics. The team will plan, implement and monitor progress to improving student achievement through data collection, intervention plans and investment with family. The team is actively involved in the development of intervention strategies and ongoing follow-up to attain student success and is tasked with:**
    - **Create task-specific scoring guides or rubrics to measure student proficiency on performance tasks.**
    - **Look for interdisciplinary connections.**
    - **Analyze data**
    - **Targeting or identification of students who fail to meet acceptable growth measures in Mathematics or failure to demonstrate growth/mastery based on the following criteria:**
      - **AIMS/Stanford 10 standardized assessment scores (current and previous year)**
      - **Pre and/or Post Diagnostic assessment scores. Students are targeted during the both phases of the process**
      - **Site-Based Mathematics Benchmark assessment scores**
      - **District Benchmark assessment scores**

        - **Mid-Term/Final assessment scores**

- **Interventions for lowest 25%:**
    - **Non-Instructional Day:**
        - **Mandatory 9th and 10th Grade Friday Academy to provide targeted assistance in Mathematics Power Standards from 9:00 a.m. - 12:00 p.m.**
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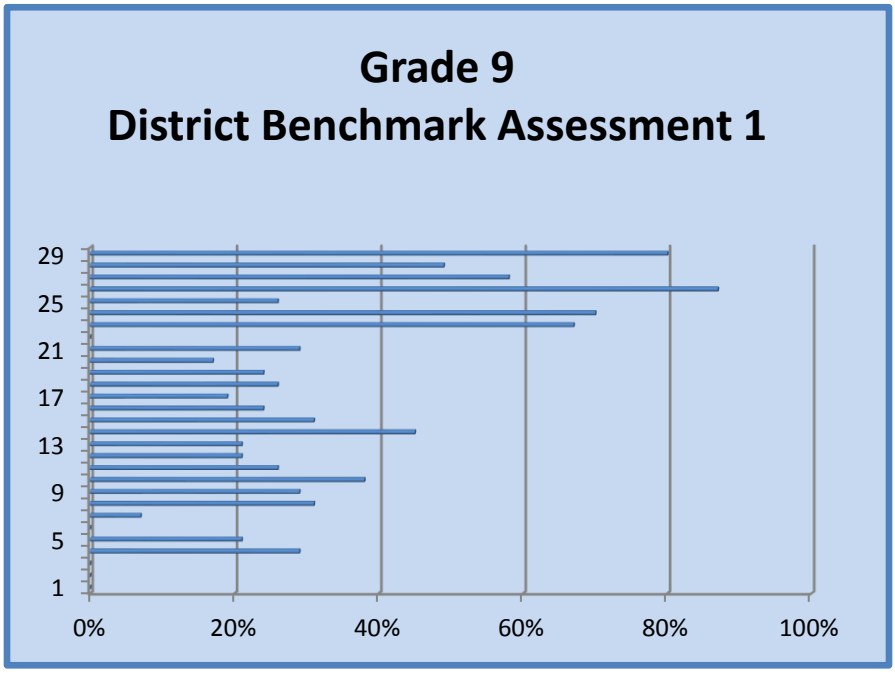
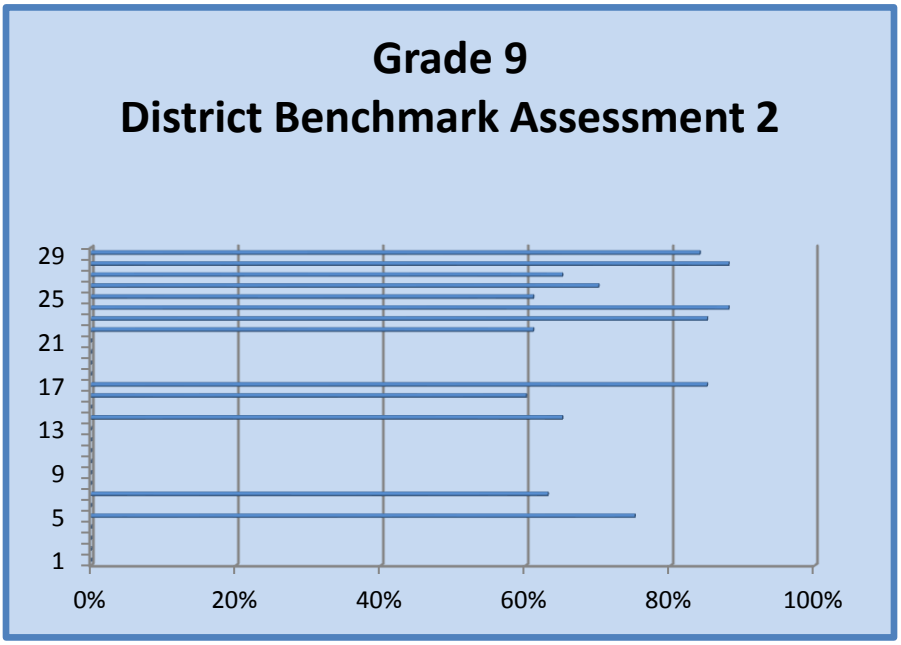
        - **KUTA (assessment tool)**
    - **Gender based instruction – 9th and 10th grade**
    - **Title 1 AIMS Mathematics Preparation course**
    - **Individual Mathematics Plans (IMP) are developed through collaboration and team meetings.**
- **Progress documentation and monitoring is conducted utilizing the following:**
    - **Student Assessment Logs**
    - **Pre and Post assessment for each of the Power Standards/concepts and performance based objectives.**
    - **District Benchmark Assessments**
    - **Mid-Term and Final Marks**
    - **Lesson Plans focused on individualized concepts**

Career Success High School District Benchmark Assessment SY: 2012 - 2012 Overall Growth = +4% Grade 9 - Mathematics		
Student	**Pre Assess 1**	**Post Assess 2**
G., Frania	0%	0%
K., Desiree	0%	0%
L., Andrew	0%	0%
L., Sylvia	29%	0%
M., Hubert	21%	75%
M., Beatrice	0%	0%
M., Jaylin	7%	63%
R., Alex	31%	0%
R., Rafael	29%	0%
C., Santos	38%	0%
G., Jackie	26%	0%
T., Cindy	21%	0%
T., Michelle	21%	0%
W., Jess	45%	65%
B., Dashonda	31%	0%
B., Dominick	24%	60%
B., Beranice	19%	85%
C., Francisco	26%	0%
C., Anthony	24%	0%
E., Miguel	17%	0%
G., Marie	29%	0%
B., Dequindre	0%	61%
C., Perla	67%	85%
C., Kelly	70%	88%
G., Guadalupe	26%	61%
H., Naomi	87%	70%
R., Fatima	58%	65%
S., Karla	49%	88%
S., Jamaica	80%	84%
T., Quentina	90%	78%
Average Score	31%	34%





2a. Percent Passing - Reading

- **A sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in reading through implementation of:**
  - **The Career Success High School district PLC is currently engaged in an ongoing sequential process of revising the full academic curriculum to ensure alignment with Common Core State Standards (CCSS) and 21st Century Skills. The rationale for the revision initiative is based on prior academic outcomes, changes in resources, changes in the material covered, and changes in instructional standards.**
  - **The Language Arts subcommittee meets quarterly to evaluate the Reading curriculum in order to ensure continued alignment with the Common Core State Standards and review and monitor student progress.**
  - **The Reading subcommittee will continue to explore metacognitive reading strategies that apply best practices related to types of text, reading assessments, fluency, motivation, vocabulary, and note taking.**
  - **Develop reading plans, plan cooperative learning, create reading lessons, explore best reading practices, and develop rubrics.**
  - **Career Success will ensure an effective Reading program which will be evident throughout the curriculum by utilizing the following:**
    - **Valid and reliable assessments**
    - **Instructional programs and aligned materials emphasizing the five essential components of effective reading instruction**
    - **Aligned professional development**
      - **Hiring or training Reading Specialists**
      - **Building instructional training into pre-service and ongoing professional development for teachers and principals.**

- **Using and maintaining ADE assessment data that will inform all Reading instruction.**

- **A wide spectrum of activities will be integrated into the curriculum that supports the educational goals and overall academic success for students. Additionally, increased emphasis placed on student proficiency in Reading will increase the likelihood of student success across the curriculum.**

- **Monitoring of the integration of Common Core State Standards is conducted through multiple classroom observations and review lesson plans.**
  - **1 – 3 minute classroom walkthroughs**
  - **30 - 60 minute classroom observations**
  - **Peer to Peer observations**
  - **Learning Objectives/Outcomes w/standards**
- **Student progress is continuously monitored and documented utilizing the following methods for Reading:**
  - **Student Assessment Logs**
  - **Pre and Post assessment for each of the Power Standards/concepts and performance based objectives.**
  - **District Benchmark Assessments**
  - **Mid-Term and Final Marks**
  - **Lesson Plans focused on individualized concepts**
  - **Pre/Post Diagnostic assessment scores**
  - **Local Benchmark assessment scores**
  - **Standardized assessment scores**

Career Success High School 2012 AIMS Grade 10 External Reading Results							
Grade/Cohort (High School defined by cohort year)	**Reading Number Tested (* indicates less than 11 students)**	**Reading Mean Scale Score**	**Reading Percent Falls Far Below**	**Reading Percent Approaches**	**Reading Percent Meets**	**Reading Percent Exceeds**	**Reading Percent Passing**
2014	49	666	14	41	45	0	**45**

Career Success High School 2011 AIMS Grade 10 External Reading Results							
Grade/Cohort (High School defined by cohort year)	**Reading Number Tested (* indicates less than 11 students)**	**Reading Mean Scale Score**	**Reading Percent Falls Far Below**	**Reading Percent Approaches**	**Reading Percent Meets**	**Reading Percent Exceeds**	**Reading Percent Passing**
2013	41	661	17	49	34	0	**34**

Arizona State Department of Education/2011 2012 Aims Results/Career Success High School – Main Campus

11% Growth Increase

2b. Composite School Comparison – Subgroup ELL and SPED

Alternative School

- **This measure received an "NR" for the current year Academic Framework due to the lack of students who met the criteria for this measure. This measure has been addressed in the current plan based on anticipated need to include a sustained improvement plan that includes evidence of increased student growth. The improvement plans are fully inclusive for all grades, but will provide additional RTI supports that specifically targets ELL and SPED students in Math and Reading in the areas of:**
    - **Curriculum (see 1a, 1b, 2a, 2c)**
    - **Instruction (see 1a, 1b, 2a, 2c)**
    - **Assessment (see 1a, 1b, 2a, 2c)**
    - **Professional Development (see 1a, 1b, 2a, 2c)**
    - **Accountability (see 3a)**
    - **Increasing Graduation Rate (see 3a)**
    - **Academic Persistence (see 3a)**

2c. Subgroup Comparison – FRL Reading

- **A sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in Reading in the Free and Reduced Lunch category.**
  - **Individuals at Career Success High School who qualify for the Title 1 Free and Reduced Lunch Program represent approximately 95% - 98% of the student population. Career Success High School has taken and implemented several steps in order to increase the probability that this subgroup is successful in mastering the AIMS or Stanford 10 assessment.**
  - **The Career Success High School district PLC is currently engaged in an ongoing process of revising the full academic curriculum to ensure alignment with Common Core State Standards (CCSS) and 21st Century Skills. The rationale for the revision initiative is based on prior academic outcomes, changes in resources, changes in the material covered, and changes in instructional standards.**
    - **Vital assessment data will be utilized so both the content and skills are articulated in a logical sequence from one grade to another in order to avoid duplication and to ensure proper alignment. Data was evaluated and analyzed through a basic study of student academic progress to include:**
      - ✓ **AIMS summary reports**
      - ✓ **District Benchmark assessments**
      - ✓ **Pre and Post assessments**
      - ✓ **Formative assessments**
      - ✓ **Stakeholder surveys**
  - **Supplemental curriculum, in the form of server based resources (APEX, Study Island and A+ ALS), have been integrated into the curriculum in order to enhance and support instruction.**

- **Monitoring and documentation of individual student progress and Common Core State Standards integration is conducted through quarterly formative assessment logs, classroom observations and lesson plans.**
  - **FRL student progress is continuously monitored and documented utilizing the following methods for Reading:**
    - ✓ **Student Assessment Logs**
    - ✓ **Pre and Post assessment for each of the Power Standards/concepts and performance based objectives.**
    - ✓ **District Benchmark Assessments**
    - ✓ **Mid-Term and Final Marks**
    - ✓ **Lesson Plans focused on individualized concepts**
    - ✓ **Pre/Post Diagnostic assessment scores**
    - ✓ **Local Benchmark assessment scores**
    - ✓ **Standardized assessment scores**
- **A professional development calendar is created for the school year focusing on areas of need which support student proficiency and effective implementation of evidence based practices in Reading. These areas are identified through the use of student outcome data to help guide professional development and teacher support. The purpose for using student outcome data in such an important area as reading is a way to help set priorities for Career Success Professional Development and has been proven through student growth that effective professional development has a measurable impact on student performance.**

English (Eng1)
Anja Kroekel
Spring, Summer 2012
Jul 12, 2012

			Tests/Quizzes	Daily Work	Pre-Test 6/4	First Day of School 6/4	Book Cover 6/5	Quiz 1 6/7	Writer's Journal 1 6/7	Character Map 1 6/7	Summary 2 6/13	Quiz 2 6/14	Writer's Journal 2 6/14	Timeline 3 6/19	participation timeline 6/19	Quiz 3 6/20	Reflection Part 1 6/20	Participation 6/21 6/21	Writer's Journal 3 6/21	Questions 4 6/25	my vignette 4 6/26	Quiz 4 6/26	Table 5 6/28	Minerva's poems 6/28	Quiz 5 6/28	Writer's Journal 4 6/28	alternative ending vignette 7/3	Reading outloud 7/5	Writer's Journal 5 7/5	AIMS practice packet 7/5	Quiz 6 7/5	AIMS post test 7/10	Reflection Part 2 7/11	THonMS Presentation 7/11	extra credit 7/12	
		Total	50	50	10	20	15	28	20	15	20	20	20	20	10	20	20	10	20	20		25	10	10	28	20			15	20	20	20	20	48		
Cordova, David	B	83.1%	66.8	99.3	10	/	15	27	20	15	20	19	20	20	10	11	13	5	20	20		19	10	8	22	20	+10	+10	15	17	20	20	20	/	+10	
Darling, Dayandre	A	92.0%	84.1	100.0	10	/	15	27	20	15	20	18.5	ex	20	10	20	20	10	20	20	+10	25	10	10	28	20		+10	15	20	/	20		34		
Diaz, Salvador	C	72.2%	71.8	72.5	10			19.5	20	11	18	19	20	20	/	12	20	8	15	20		22	/	/	/	/	+10		/	20	22	20		32		
Magno, Jacquiline	A	95.9%	84.5	107.3	10	20	15	27	20	15	20	18.5	20	20	10	20	20	10	20	20	+10	25	10	10	27	20	+10		15	20	20	/		38		
Mathews, Ellonte	F	52.3%	41.0	63.6	8	20	10	10	5	/	17	/	10	10	/	9	/	5	/	13		/	/	/	17	20	+10		15	20	13	/		32	+15+10	
Ramirez, Greicia	C	71.9%	72.9	70.9	10	20	15	23.5	20	15	15	11.5	20	20	10	20	/	10	/	15		20	10	10	28	/		+10	15	/	20	/		24		
Reyes, Alexander	A	90.1%	80.8	99.3	10	20	15	19	20	8	15	15	20	20	10	/	14	10	17	20	+10	25	9	10	28	20			15	20	22	20	20	38	+10	
Rodriguez, Juan	D	64.3%	71.8	56.7	10	20	15	23	15	10	17	11.5	/	17	10	17	/	8	/	17		11	10	10	25	/			15	/	20	17		22		
Russell, James	B	80.8%	74.5	87.1	8	20	15	ex	20	15	15		20	20	/	6.5	12	10	20	20			/	/		20	+10		/	20	20		20	38	+10	
Soto, Alex	D	68.2%	64.2	72.2	10						18	14	20	17	/	10	5	5	15	17		16	10	6	17	15			15	/	20	15		22	+10	
Truyllo, Michelle	C	76.9%	75.1	78.7	10						20	21	20	20	/	18	17	8	20	20		25	10	/	17	15			15	/	20	/	20	32		
Turman, Shawntavia	A	92.8%	84.1	101.5	10	20	15	27	20	14	20	17	20	20	10	19.5	20	10	20	20	+10	25	10	10	28	/	+10	+10	/	20	22	/		34	+10	
Williams, Omari	D	64.9%	51.5	78.2	8	20	10	/	15	/	/	14	15	10	/	/	15	8	15	20		18	10	10	18	10	+10	+10	15	20	20	/		32	+10	

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AIMS Practice Pre - Test Average =	9.5/10
AIMS Practice Post - Test Average =	19/20

3a. A – F Letter Grade State Accountability System

- **A sustained improvement plan that includes evidence of increasing student growth and proficiency not discussed in a previous measure.**

- **A sustained improvement plan to meet targets as described in the appropriate A-F Letter Grade Model not discussed in a previous model.**
  - **Growth strategies for all student groups: It is the goal of Career Success High School to continue with the practice of a multi-tiered response to intervention (RTI) for all students and to construct and personalize the learning experience for each individual. Career Success will implement the following aspects of personalizing education to include:**
    - **Decisions based on data;**
    - **Screening for at-risk students;**
    - **Stakeholder collaboration to help each student;**
    - **Progress monitoring; and**
    - **Evaluating the effectiveness of instruction and interventions.**

- **Retention Plan: The instructional staff has implemented an early alert system that will identify at risk students who may need extra attention and help and be able to respond through a support system of tutoring and extra-help. The school will continue to further support student club and extra-curricular activity participation that can help to build communities and allow a student's learning experience to be well-rounded.**

- **Graduation Rate: The Career Success Professional Learning Community will meet at the beginning of the school year to develop individualized learning plans which will be focused on those students who are nearing the completion of their academic studies.**
  - **Target students or groups of students who are deemed unlikely to graduate and increase the amount of help given to them.**
  - **Provide social services, including counseling and mentoring, in addition to educational services like tutoring to make students feel more important and to raise the level of importance of graduation.**
  - **For students whose first language is not English, provide assistance with ELL classes or translation services to ensure they understand the material. Create a community-**

- **based effort by involving the students and members of the community in the decisions made.**
- **Increase the reasons to stay in school by promoting the positive outcomes of an education.**
- **Improve communication between parents and school**

❖ **Dropout Prevention: The Career Success Professional Learning Community will meet monthly to discuss, collect and utilize data in order to identify those students who are at risk of not completing their education or who have already dropped out of school. The criteria used for the identification of at risk students and the methodology for data collection is as follows:**

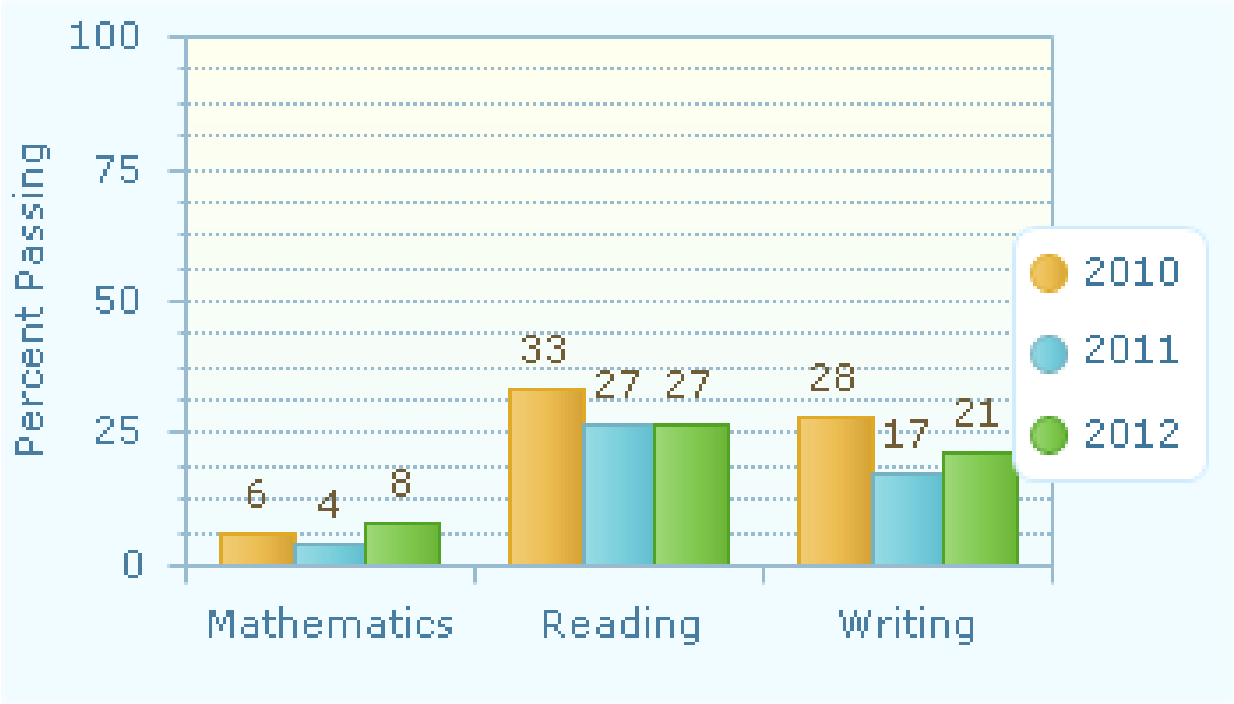
- **Weekly Progress Reports**
- **Pre and Post Diagnostic Assessments**
- **Mid-Term and Final Grades**
- **Attendance**
- **Behavioral Referrals**
- **Individualized Education Plan (SPED)**

The data will answer the following questions for each student and allow for both proactive and reactive interventions: Who is dropping out; Why (for what reasons); When (at what point in the student's career).

❖ **Monitoring of the plan is an on-going process that includes a variety of instructional practices to include:**

- **monitoring of district and common formative assessments**
- **administrators classroom visitations and observations**
- **lesson plans**
- **instructional team meetings**
- **monthly paraprofessional meetings**

❖ **Additional learning opportunities will be provided for all students through the implementation of Summer School. Classes in Reading and Mathematics will be offered with in instructional focus that will utilize both internal and external data sources in order to assist in the identification of those areas of weakness in both subjects.**



Career Success High School – Main Campus

School Performance 2011-2012

The A-F Letter Grade:

C-ALT

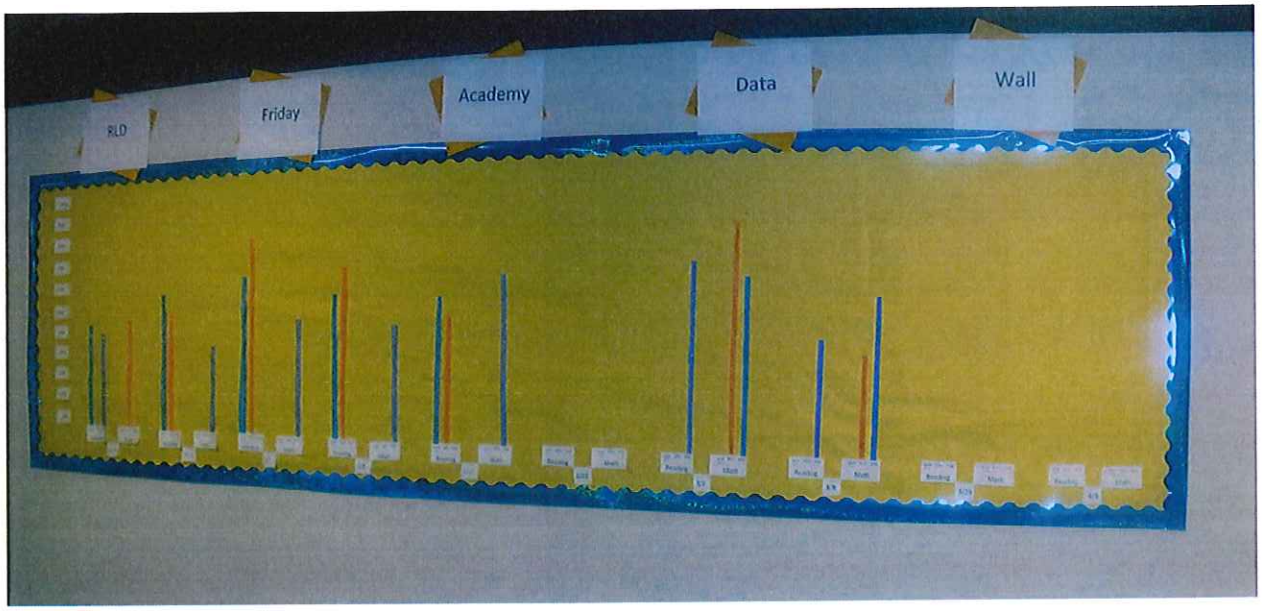
Federal School Improvement Status:

Focus

Annual Measurable Objectives:

Met

Arizona State Board for Charter Schools
Academic Performance Framework and Guidance



APPENDIX D: Demonstration of Sufficient Progress

Robert L. Duffy High School
Career Success Schools
Entity ID: 81126
2011-2012

APPENDIX D: Demonstration of Sufficient Progress for 2011-2012
Robert L. Duffy High School ~ Career Success Schools District
Entity ID 81126 Grades 9-12

1a: Overall Growth ~ Student Median Growth Percentile for Math & Reading

Curriculum

As an alternative high school in the fifth largest city in America, RLD not only strives to have students meet academic milestones, but to be able to demonstrate growth. In order to do that you must be able to address the individual needs of the student, which RLD is able to do with its various resources staff may rely on to encourage student achievement. This past year we began the process of creating a school that follows the RTI process. While in the early stages, in many ways is rudimentary, it has provided a foundation to create a culture of evaluating student growth through data.

Arizona State Standards and Common Core Standards are the driving force of the curriculum provided to RLD students. Teachers have the opportunity to develop coursework utilizing not only the various textbooks, workbooks and web-based curriculums provided by district but are encouraged to expose students to primary documents while incorporating 21st Century Skills through project-based assignments.

At the Tier 1 level of the RTI process, teachers are actively engaged in creating, implementing, evaluating and revising their curriculum. At the start of the school year, teachers collaborate through PLCs consisting of members of common subject matter, cohorts and across the curricular to establish horizontal and vertical alignment and interdisciplinary instruction. By working together, the math and English teachers assist other staff members in effectively integrating math and reading standards into their lessons. Evaluation and revisions occur at the start of each new term based on analyzing multiple data points such as pre-assessments, formative assessments, post-assessments, screeners and benchmarks. Teachers' progress is monitored by staff collaboration of standard mapping during staff meetings, 1:1 meetings between staff and administration, lesson planning and classroom observations.

Based on yearly analysis, Friday Academy was established as a component of Tier 2 intervention. Friday Academy provides focused instruction on the "Power Standards," based on analysis of student achievement results.

As an entire staff, intensive collaboration occurred at the start of the year. Staff analyzed data to determine current student achievement trends and/or lack of student achievement trends. RLD created a standard mapping guide, basic pacing guide, pre/post assessments and researched-based lessons. Each week staff meets to evaluate and revise

curriculum based on conclusions made disseminating the week's data, reflection of instructional strategies employed and analysis of assessment construction. Teachers are monitored by submitting weekly mapping guides, activity guides (lesson plans), classroom observations and staff data review teams.

This initial year of implementing a school model of the RTI process has been a journey for both teachers and students. An environment of analyzing and evaluating instructional strategies and assessment results has established a culture of accountability for all.

Instruction

Robert L. Duffy High Schools focus is to provide instruction that enables students to grow and be successful. When working with a student population that is behind both academically and emotionally additional measures must be provided.

As a district and site, interventions have been established to support the success of RLD students. RLD extended class periods exceeds the Department of Education's guidelines, providing an Advisory class to support the academic and emotional needs and tutoring on Friday's for all students to assist in mastering concepts. In an effort to continue to provide outstanding educational programs and enable student achievement, RLD most recently implemented a RTI process and mandatory Friday Academy.

The sites continuation of Advisory class is instrumental in developing relationships between teacher and student while providing a venue to discuss emotional/social issues that face youth today. It also provides academic support by providing additional tutoring time in math and reading and four-year planning and monitoring. Each year the program strengthens to meet the needs of the current student culture.

Transitioning to a RTI process was supported by extended class periods. Tier 1 teachers are expected to integrate math and reading standards in all subjects using differentiated instruction. Teachers are using researched-based instructional strategies, such as project-based instruction with implementation of graphic organizers more consistently than before.

Tier 2, Friday Academy provides more intense inventions for all students in math and reading. Teachers focus on key standards that students have not mastered. Lessons are balanced between hands-on activities with student-driven application. Friday Academy provides an environment for each student to have one-on-one attention- less teacher talk time, more student "doing" time.

Teachers' progress is monitored by staff collaboration of standard mapping during staff meetings, lesson planning, classroom observations and data analysis. Staff is monitored weekly, which supports the instructor in maintaining a high level of accountability, which encourages effectiveness.

Robert L. Duffy staff strives to provide instruction that is meaningful and driven by Arizona State Standards in conjunction to Common Core Standards. Providing the state standards as a foundation of instruction, while closely monitoring implementation of standards and instructional standards establishes a culture of accountability exhibited by the continued growth of students in all cohorts at RLD.

Assessment

As a site, RLD staff and students are making the transition to evaluating and analyzing data to determine academic progress and need.

Advisory class teachers and students work together to review academic progress through analysis of weekly grades, mid/final term grades, screeners, benchmark and standardized assessments. Students are transitioning to analyze assessment results that demonstrate achievement but also to recognize growth. Students use data to establish short and long-term goals empowering them to correlate their effort to being personally and academically successful.

Teachers are creating pre/post and formative assessments in their primary classes and have begun the process to disseminate the data to determine whether the student achievement or lack of it, is based on student or instructor ineffectiveness.

Friday Academy teachers are instrumental in determining performance measures based on AZ State Standards. Teachers collaborate weekly to create pre/post assessments that are clearly aligned to the standards. Both teacher and students review and analyze assessment scores weekly to determine the level of student achievement. Friday Academy post assessment scores are then posted in the lobby by cohort on the school-wide data wall to track school-wide progress.

As a site, staff collaborates weekly to analyze and evaluate the data, to determine how to proceed in addressing student achievement. Discussions focus on standards addresses, instructional strategies applied, assessment construction and overall data trends. Staff incorporates findings in revising the following week's Friday Academy focus.

Professional Development

At RLD the expectations of growth expected of students is the same for the development of its staff. Professional development is planned both at the district and site level.

The professional development plan is determined based on increasing student achievement in math and reading across all disciplines in conjunction to teacher learning needs.

Staff's needs are evaluated based on their training, experience and performance in the classroom demonstrating increased student achievement. Student performance on multiple data points assist in determining the needs of professional development.

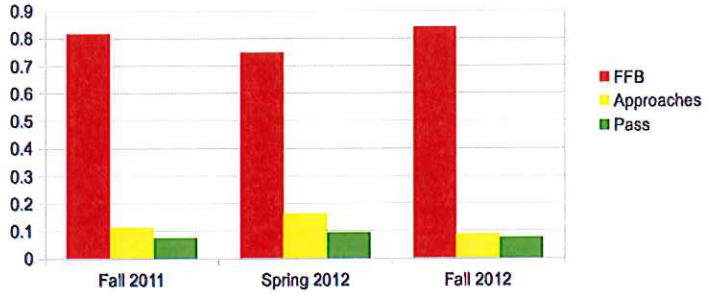
Each year a district professional development calendar is created based on district staffing and student needs. Each site supplements the district professional development calendar with trainings on researched-based instructional strategies that will address specific learning targets for that school.

At RLD, teachers are required to participate in all district and site professional development, and then complete activity log sheets demonstrating they have implemented current training concepts into the classroom. Staff reflects on the effectiveness of each new strategy and adjusts according to the need of the students.

Robert L. Duffy High School
1a : Overall Growth Math

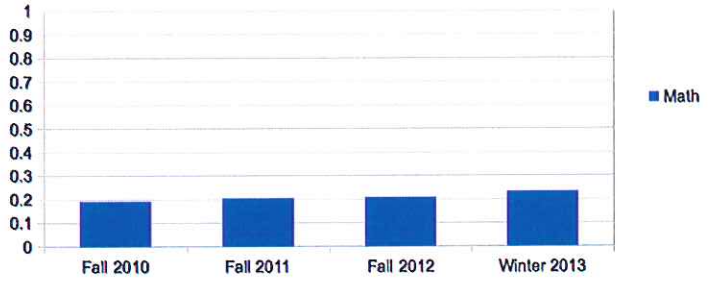
AIMS Math - Growth - Combined Cohorts

Fall 2011 - Spring 2012 - Fall 2012 Testing Sessions



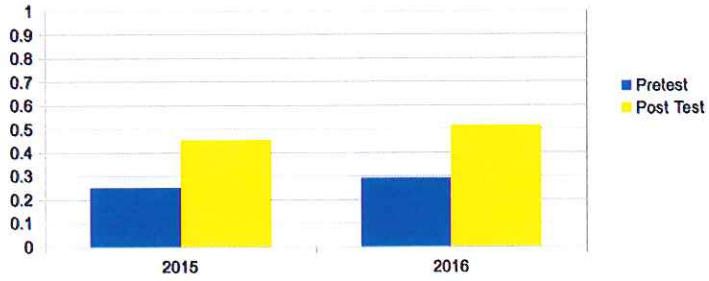
District Benchmark - Math Assessments - Combined Cohorts

Fall 2010 to Spring 2013 Testing Seasons



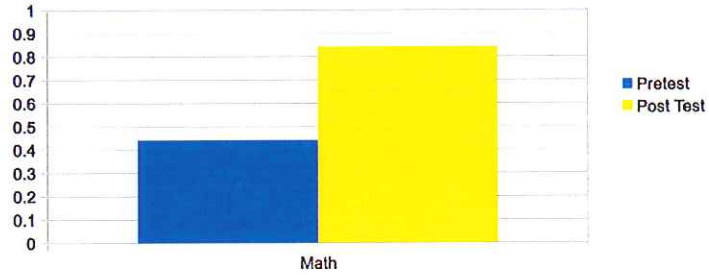
Friday Academy - Math Cohorts 2015 and 2016

Pretest - Post Test Average



APEX Math - Cohort 2015

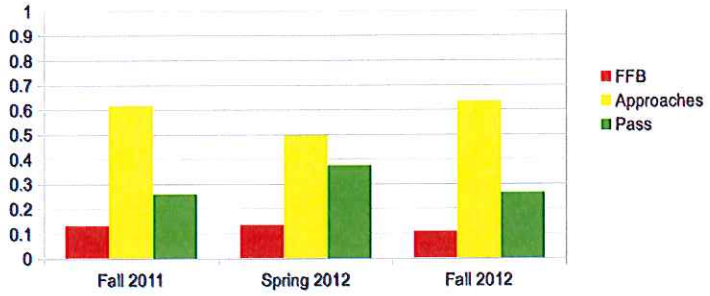
Pretest - Post Test Average



Robert L. Duffy High School
1a : Overall Growth Reading

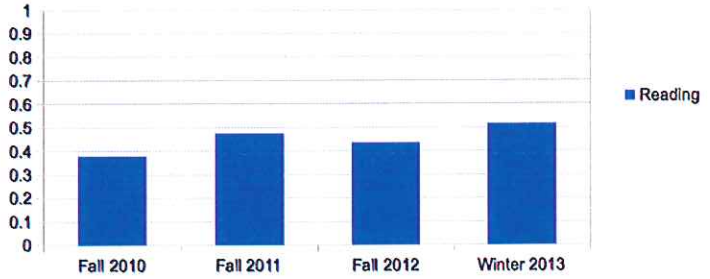
AIMS Reading - Growth - Combined Cohorts

Fall 2011 - Spring 2012 - Fall 2012 Testing Sessions



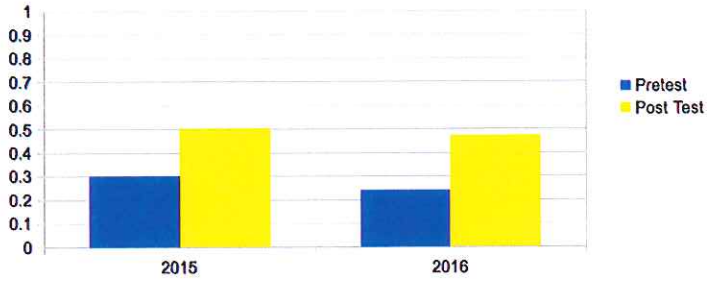
District Benchmark - Reading Assessments - Combined Cohorts

Fall 2010 - Winter 2013 Testing Seasons



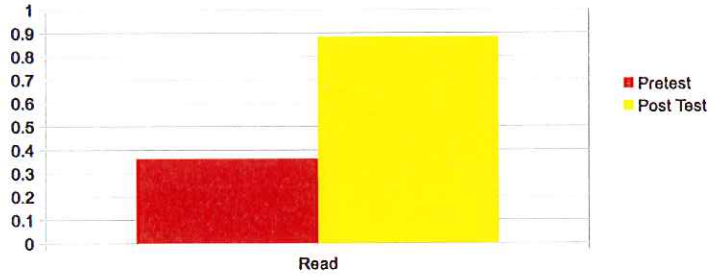
Friday Academy - Reading Cohorts 2015 and 2016

Pretest - Post Test Average



APEX Reading - Cohort 2015

Pretest - Post Test Averages



APPENDIX D: Demonstration of Sufficient Progress for 2011-2012
Robert L. Duffy High School ~ Career Success Schools District
Entity ID 81126 Grades 9-12

1b: Growth of Lowest-Performing Students for Math & Reading

Curriculum

In an effort to meet the needs of all students, Robert L. Duffy in conjunction with Career Success Schools continuously looks for curriculum and instructional strategies to increase student achievement and to demonstrate student growth.

Implementation of a school-wide RTI process has enabled the school to focus on the specific learning outcomes while consistently analyzing the academic needs of the student population.

As stated in other indicators, RLD's staff is instrumental in the creation, implementation, evaluation and revision of curriculum in Tier 1 and Tier 2. The staff addresses all components necessary in establishing effective curriculum.

Tier 3 intervention involves the creation of a RTI class Monday through Thursday each class period and the introduction of an additional curriculum, Study Island to address individual student needs.

At the start of the school year, teachers methodically and systematically created the format and curriculum for the RTI room, to ensure it was aligned to AZ State Standards for math, reading and writing. Each term teachers evaluate and revise accordingly.

Staff will begin to utilize Study Island, a researched-based, web-based curriculum to assist students in addressing gaps in concepts. Analysis of non-proficient students' assessment analyzed and a benchmark assessment administered to tailor lessons specifically for the student. Highly qualified instructors will ensure each lesson is consistently aligned to AZ State Standards.

Although RLD's RTI process is in the initial stages, staffs' willingness to work collaboratively to create, implement, evaluate and revise is evident in the dedication to insightful analysis and evaluations during staff meetings, the implementation of data collection and the willingness to monitor and adjust instruction accordingly.

Instruction

As a site, we strive to consistently provide a learning environment that is rich in diversity of instructional strategies while maintaining the integrity of the Arizona State Standards.

As RLD implements the initial stages of a school-wide RTI process, the focus of Tier 3 is to decrease the achievement gap. In order to do so, students at the lowest performance level must have their educational needs addressed. In order to do so, all curriculum and instructional strategies for Tier 1 and Tier 2 are implemented to all students with the additional strategies listed below to assist students in progressing to higher performance levels.

The RTI classroom provides a quiet, academically focused environment where students go when they arrive late to school, or need an alternative placement during a specific class period deemed appropriate by either the student or teacher.

Students are able to complete the class assignment with the assistance of an RLD teacher assigned to the class for the hour. Students complete their assignment, receive tutoring, complete AIMS prep assignments and receive attendance credit with the support of a teacher.

Since each teacher on staff is required to provide the day's assignment to the RTI room, each lesson is in alignment with the AZ State Standards and is monitored through lesson planning and quarterly review.

AIMS prep materials are in alignment through the pacing guides established through Friday Academy planning. The RTI staff members review with the staff at weekly staff meetings and one-on-one with instructors for each class.

The implementation of Study Island will be introduced during the fourth term, at which time staff will document alignment of supplemental lesson planning in their lesson plans. Students will be monitored weekly and data will be disseminated during weekly staff meetings.

This is the first year of implementation, so data is limited on its effectiveness, but the immediate improvement clearly observed is the decrease of classroom interruptions, students earning more credit enabling them to not fall as far behind and receive additional support on concepts they might not ordinarily receive.

Students and staff view RTI as a support system, not punitive, encouraging students to request to work in the RTI room if they need additional assistance.

Assessment

The staff at RLD utilizes data provided throughout the year from site, district, and standardized assessment to evaluate student progress.

To address the achievement gap, of our lowest performing students, staff analyzes the assessment data collected within their courses, the results of the universal screener, district benchmark, Friday Academy assessments and AIMS results. Through analysis of a variety of data points, current student performance trends are recognized and teachers work collaboratively to determine how to adjust curriculum alignment with instructional strategies to support student growth.

While universal screeners and district benchmark assessments are offered only several times a year, staff uses the data collected during weekly Friday Academy in combination to formative and post assessment scores in math and English classes from the week.

Analyzing data weekly allows staff to evaluate instructional effectiveness and student performance immediately and make necessary adjustments without losing much educational time.

Staff and students review and analyze student data results school-wide in core, elective, Advisory, RTI and Friday Academy classes as a tool to empower students to connect time on task with academic results. It has become common practice to hear students, staff and administration refer to data results when addressing students concerns about their academic success.

RLD staff is instrumental in the creation and implementation of aligning curriculum with state standards, concurrently determining appropriate performance measures while creating pre-assessments, formative assessments, and post-assessment to evaluate student achievement. It is this hands-on approach that enables the staff, and students to be actively engaged in the learning process and to show growth within their own cohort as a RLD community member.

Professional Development

At RLD, teachers play an integral part in the evaluation and analysis of implementation of instructional strategies, curriculum, and programs administered to students. Since teachers are actively engaged in creating a culture of student achievement, they are continually involved in becoming stronger instructional leaders.

District level trainings provide professional development that continues to develop the instructional strategies necessary in Tier 1 instruction. A district calendar is provided and staff are required to attend. Site administrators determine the level of implementation of strategies presented and the timeline for implementation in the classroom. Staff is monitored through lesson planning, activity logs, professional development reflection sheets and classroom observations.

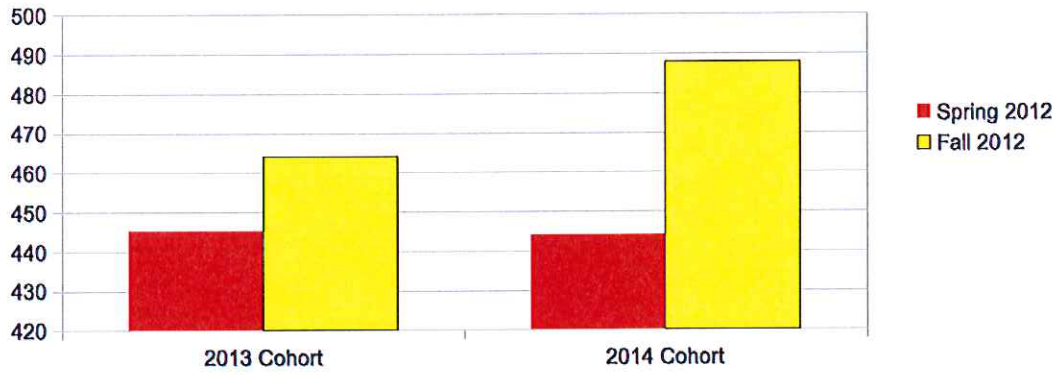
RLD staff receive additional professional development specific to its site's needs, aligned to improved instructional effectiveness and are typically strategies needed for Tier 2 and Tier 3 instruction. Through analysis of staff's professional effectiveness and student achievement professional development topics are planned.

Staff's participation in staff development is hands-on, allowing teachers to work collaboratively and then incorporate strategies into their classes, RTI class or Friday Academy classes. Staff's implementation of new skills is monitored through lesson planning, activity logs, reflection sheets and classroom observations.

Robert L. Duffy High School
1b : Growth of Lowest Performing Students - Math

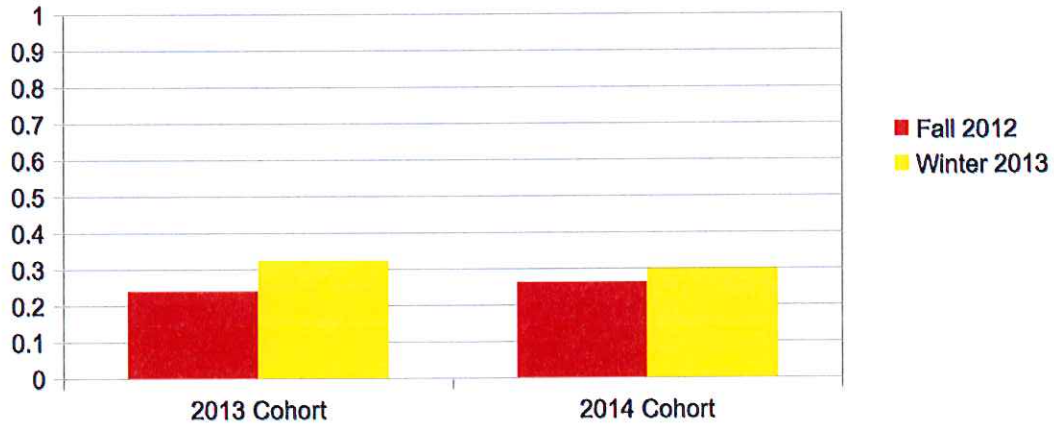
AIMS Math - Lowest Performers - 2013 & 2014 Cohorts

Spring and Fall 2012 Testing Season



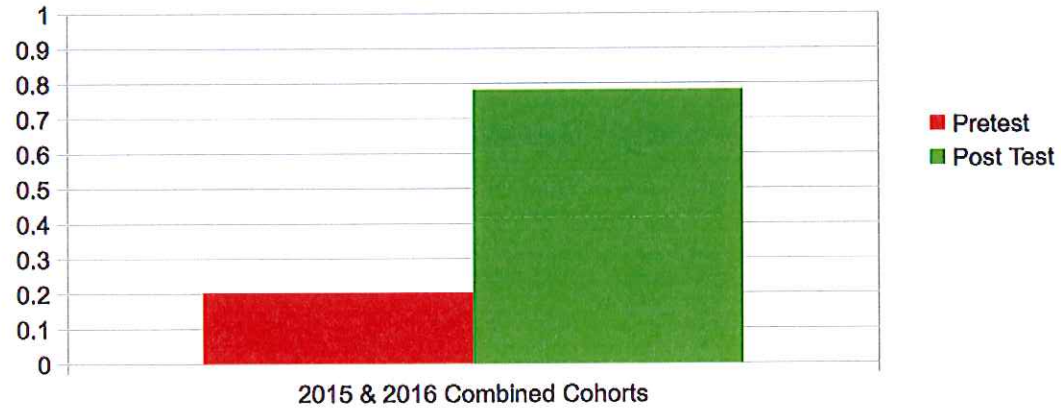
Benchmarks Math - Lowest Performers - 2013 & 2014 Cohorts

Fall 2012 and Winter 2013



APEX Math - Lowest Performers - Combined 2015 & 2016 Cohorts

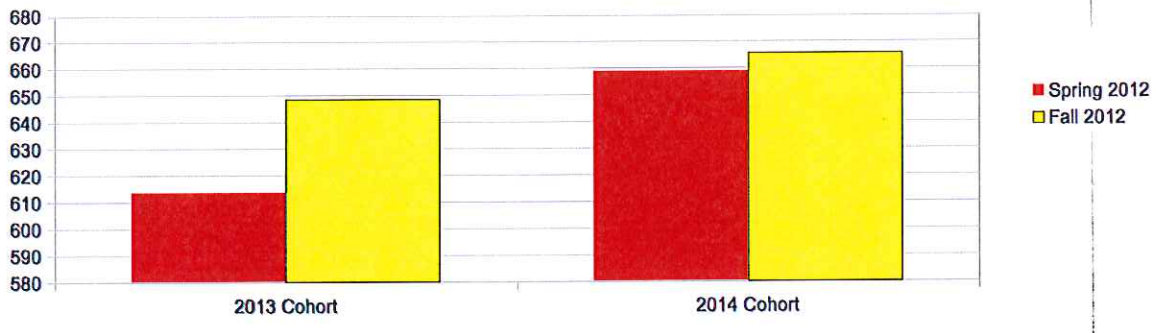
Fall 2013 and Winter 2013



Robert L. Duffy High School
1b : Growth of Lowest Performing Students - Reading

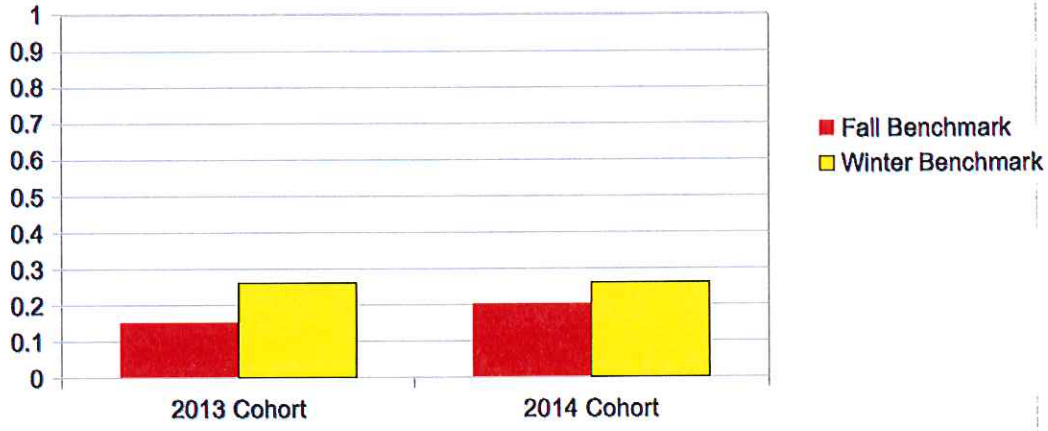
AIMS Reading - Lowest Performers - 2013 & 2014 Cohorts

Spring and Fall 2012 Testing Season



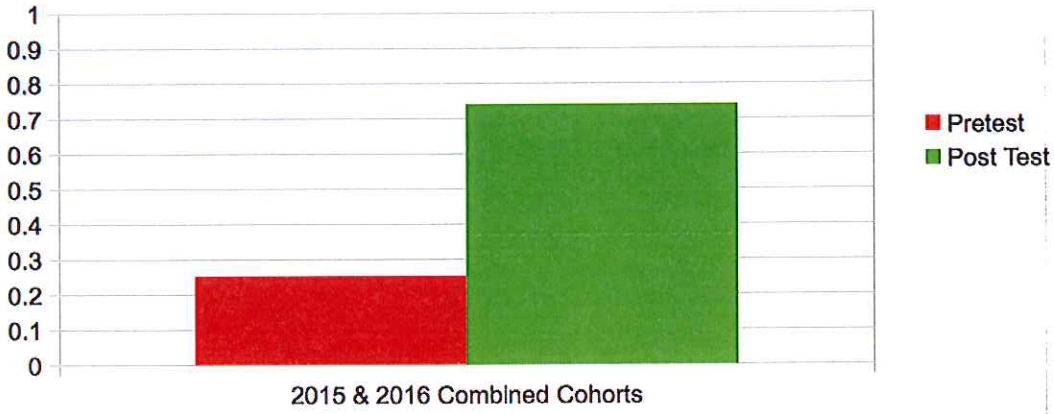
Benchmark Reading -Lowest Performers - 2013 & 2014 Cohorts

Fall 2012 and Winter 2013 Testing Seasons



APEX Reading - Lowest Performers - Combined 2015 & 2016 Cohorts

Fall 2013 and Winter 2013



APPENDIX D: Demonstration of Sufficient Progress for 2011-2012
Robert L. Duffy High School ~ Career Success Schools District
Entity ID 81126 Grades 9-12

2a: Percent Passing for Math & Reading

Curriculum

Robert L. Duffy High School in conjunction with Career Success Schools District utilizes not only the Arizona State Standards, but also the Common Core Standards as its primary foundation for its "curriculum" for not only math and reading, but for all subjects.

Utilizing various instructional materials, such as traditional learning materials as textbooks and workbooks to web-based curriculums are incorporated in the classroom. An emphasis in project-based learning with a focus on 21st Century Skills is used enabling instructors the flexibility needed in addressing the individual academic needs of RLD's at-risk youth population.

Through district and site level professional learning communities, staff is actively engaged in creating and implementing a system to monitor the execution of required state standards, such as "standard mapping" to ensure that key concepts are addressed vertically and horizontally with current curriculums.

Initially RLD's "standard" alignment, for all staff, in all subjects are created annually, but implementation, evaluation and revising of such standards occurs each term to ensure initial implementation is effective.

Math and reading committees work collaboratively across all curricular to support all staff in aligning math and reading standards within each subject areas.

At the end of each year, staff reviews overall curriculum effectiveness based on the results of student achievement on site and district assessment scores and analysis of instructional strategies to make their recommendations to the district regarding continued implementation of current curriculums provided.

Staff submits recommendations of curriculum to site leadership for further review at the district level.

Since the inception of Robert L. Duffy High School, state standards has been an integral part of the direction of instruction but implementing a systematic approach of ensuring implementation and effectiveness of the mapping and instruction of standards has been within the last year.

Instruction

The focus of high-level instruction based on continuous analysis and evaluation of both student and teacher success is exemplified from district level policies down to site-based implementation as demonstrated by evidence provided.

RLD's implementation of the following strategies has had a positive impact on student success:

- block scheduling, which exceeds state requirement for minutes per class
- two term requirements to earn a half-credit in math courses
- common focus of reading/writing standards in all courses
- instructional time-on-task executed by class agendas, bell activities and clear lesson objectives with state standards posted

While incorporating the above, the following systematic approach has been executed in order to monitor, evaluate and provide continuous improvement in reaching math and reading student achievement:

- Standard Mapping Check List
- Weekly Lesson Plan Check List
- Classroom Walk-Throughs
- Classroom Observations/Evaluations
- 1:1 Teacher/Principal Mentoring

RLD collaborates as a staff to ensure a systematic approach to Standard Mapping by recording dates on a common log chart focusing on math and reading standards. Additionally, all teachers submit weekly lesson plans that include math and reading Az State Standards with Common Core Standards that are concurrently recorded on a checklist to ensure standards are consistently being addressed.

Classroom walk-throughs and lesson evaluations throughout each term are provided as direct feedback to staff regarding the delivery of instructional strategies with alignment with stated standards on lesson plans.

Establishing a system that provides data for staff and administrators to have the ability to evaluate the execution of AZ / Core standards in the planning and lesson delivery has been instrumental in ensuring all math and reading standards are consistently addressed in all subjects.

Assessment

Collaboration through PLC's at the district and site level has provided an opportunity for teachers to develop skills in the creation, implementation and evaluation of assessments, propelling RLD into becoming a data driven instructional institution.

RLD's staff develops pre-assessments, formative assessments, and post assessments across the curricular, with an emphasis on the "power" standards as its performance measure.

Assessment results are evaluated to determine student mastery of concepts, and to evaluate instructional effectiveness. By analyzing class assessments, universal screeners, district benchmarks and state standardized scores, staff has the ability to see trends of overall mastery, areas of improvement and most importantly, areas of growth.

Staff concurrently makes necessary adjustments to instructional strategies and implementing interventions when necessary to promote student achievement and growth.

Currently staff is provided results from universal screeners, district benchmarks, and state standardized assessments according to scheduled testing seasons, annually, bi-annually and tri-annually. Teachers utilize assessment results in conjunction with course specific assessments such as pre-assessments, formative assessments and post-assessments within each term to analyze student achievement in specific performance measures.

While RLD is in the initial stages of being a data driven learning institution, the change of culture of both staff and students is evident by the analysis of data through staff collaboration, student class discussions and the school-wide data board displayed in the main lobby. Growth takes time, but it is evident when closer analysis occurs, specific to Robert L. Duffy High School's accomplishments.

Professional Development

At the site level, continuous professional development is provided using such researched based models of Wong, Jones, Hunter, Marzano to name a few, in order to enhance the individual skills of each teacher and to strengthen the staff, as a team.

Analysis of current staff's educational training, current level of instructional skills and experience with working with at-risk youth in conjunction with current student achievement needs are used to determine the direction of creating a district and site-based professional development plan.

Annually administration reviews the staff's Highly Qualified status completing the Attestation form administered through the AZ Department of Education as a baseline of overall staff ability level. Review of past staff performance utilizing observation and evaluation tools, student achievement results of the site, district and standardized assessments and staff professional goal setting forms are also incorporated in determining the overall main focus of professional development for the year.

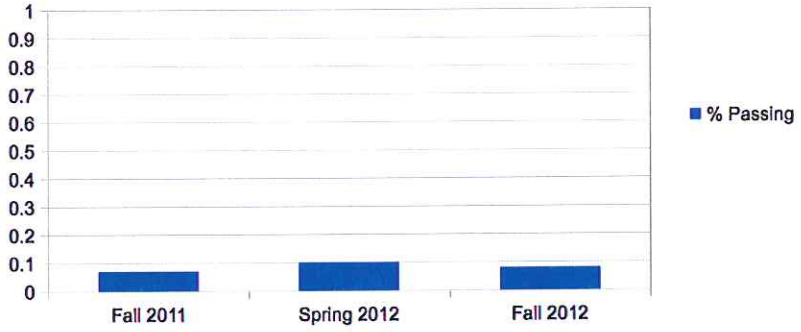
Throughout the year, RLD continues to evaluate and revise the professional development calendar based on analysis of current student and staff trends.

The results of providing professional development program that not only educates but also holds teachers' accountable of implementing such instructional methodologies and strategies into their instruction have established a universal culture devoted to continuous school improvement that will increase student achievement.

Robert L. Duffy High School
2a : Percent Passing - Math

AIMS Math - Percent Passing - Combined Cohorts

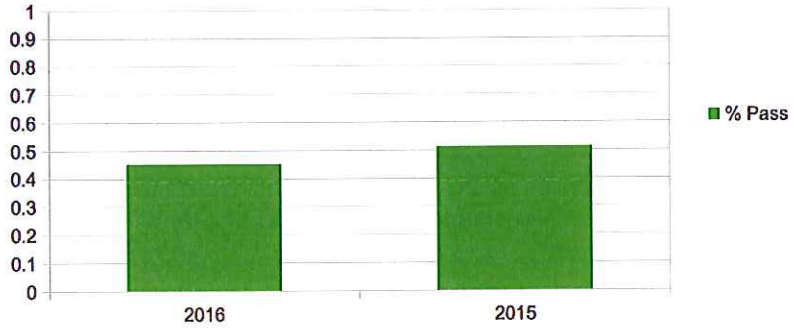
Fall 2011 - Spring 2012 - Fall 2012 Testing Seasons



District Benchmark Math Assessments – Fall 2012				
Math Areas Passed – Cohorts 2015 & 2016				
	Number Sense	Estimation		
2016	16%	47%		
2015	60%	46%		
combined	38%	46%		
Data Analyisis, Probability, and Discrete Mathematics				
	Data Analysis	Probability	Systemic Listening & Counting	
2016	7%	13%	13%	
2015	15%	23%	10%	
combined	12%	18%	12%	
Patterns, Algebra,Functions				
	Patterns	Functions	Algebraic Rep	Analysis of Change
2016	34%	28%	22%	8%
2015	35%	38%	12%	13%
combined	35%	33%	17%	10%
Geometry and Measurement				
	Geometric Properties	Transformation of Shapes	Coordinate Geo	Measurement
2016	20%	8%	24%	11%
2015	17%	28%	20%	17%
combined	18%	18%	22%	14%
Structure and Logic				
Algorithms and Algorithmic Thinking		Logic, Reasoning, Problem Solving		
2016	37%	27%		
2015	35%	34%		
combined	36%	31%		

Friday Academy - Math - Cohorts 2015 & 2016

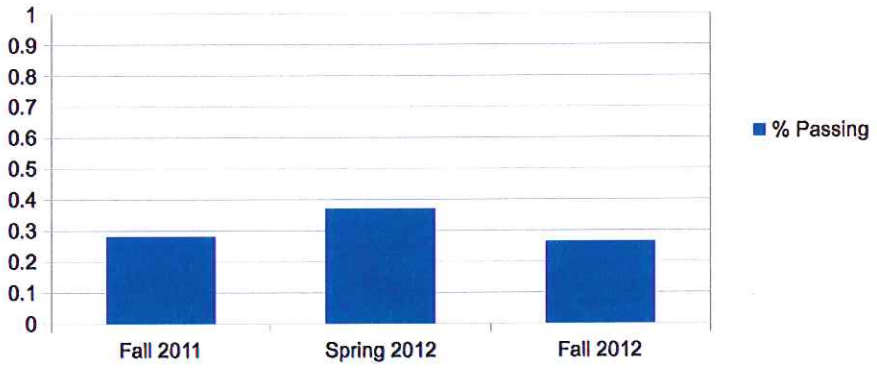
Percent Pass - 3rd Quarter



Robert L. Duffy High School
2a : Percent Passing - Reading

AIMS Reading - Percent Passing- Combined Cohorts

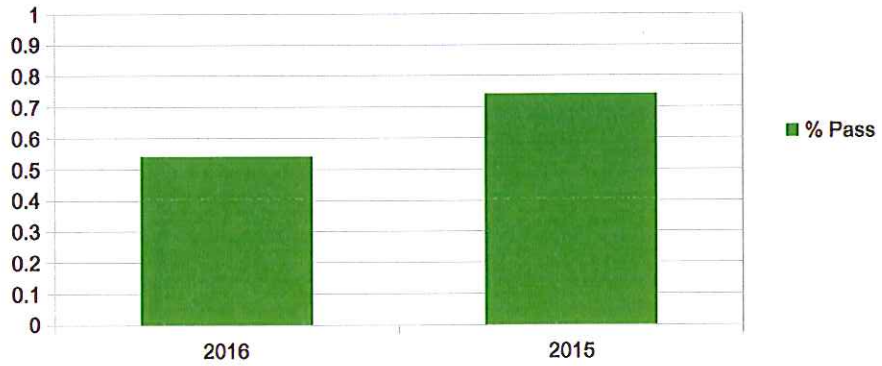
Fall 2011 - Spring 2012 - Fall 2012 Testing Seasons



District Benchmark Reading Assessments – Fall 2012			
Reading Areas Passed – Cohorts 2015 & 2016			
	Areas Passed		
	Vocabulary	Comprehension Strategies	
2016	45%	60%	
2015	49%	54%	
combined	47%	57%	
	Elements of Literature	Historical & Cultural Aspects of Lit	
2016	46%	13%	
2015	48%	24%	
combined	47%	19%	
	Expository Text	Functional Text	Persuasive Text
2016	42%	28%	34%
2015	51%	40%	33%
combined	47%	34%	34%

Friday Academy - Reading - Cohorts 2015 & 2016

Percent Pass - 3rd Quarter



APPENDIX D: Demonstration of Sufficient Progress for 2011-2012
Robert L. Duffy High School ~ Career Success Schools District
Entity ID 81126 Grades 9-12

2b: Composite School Comparison for Math & Reading Including Not Rated Measures

Curriculum

Robert L. Duffy, an alternative high school, is faced with the same challenges as any inner-city high school. Typically, the "sub-group" demographic categories found in more traditional school settings are actually the majority when servicing an at-risk youth population.

AZ State Standards and Common Core Standards prevail as the foundation for the curriculum at RLD, staff is encouraged to consistently analyze and evaluate instructional materials provided at the site level to determine its impact on student achievement.

After on-going evaluation of RLD's curriculum for math and reading, and the muti-level needs of the students, recommendations were discussed at the annual committee meeting to incorporate a curriculum that would address the needs of students who may fall into what Arizona Department of Education deems as a subgroup category. RLD had the opportunity to implement APEX for math and reading for the 2012-2013 school year.

APEX is a web-based curriculum, aligned to AZ State Standards and Common Core Standards. The program has the flexibility to offer individualized instruction through a virtual learning or a blended learning format that is teacher driven.

Throughout the entire process of implementation of the curriculum, RLD math and reading teachers have been instrumental at determining curriculum alignment, mapping and pacing of the programs provided by APEX to the needs of RLD students. Staff concurrently evaluates the implementation of the program based on student achievement determined by data collected through the APEX program and teacher observation. As data is retrieved and analyzed, the math and reading committee makes necessary revisions as deemed necessary to encourage student achievement.

When working with an at-risk population, in order to improve student academic achievement, attention must be given to the emotional-social needs of the students. RLD utilizes the researched-based curriculum School Connect in conjunction with the objectives of ECAP to support the overall success of students.

The focus of Advisory class is to help support students with needs that are not necessarily apparent for students attending a traditional school setting. Areas such as short and long term goal setting, improving academic success, preparing for post-secondary education or career placement and learning healthy problem solving skills to address emotional /social issues facing today's youth.

At the beginning of each school year, the initial curriculum alignment, mapping and pacing guides are aligned vertically and horizontally. Staff continues to create, implement evaluate and revise the curriculum with current student needs throughout the year, and systematically at the start of each term.

Robert L. Duffy High School staff strives to improve the effectiveness of all programs within the school on an on-going basis, as evidenced by the formal strategic meetings on Friday's and the informal discussions often heard amongst staff throughout the week.

Instruction

RLD focuses on providing instruction that not only addresses the academic standards but the emotional needs of its at-risk student population.

Academically RLD offers instruction that is driven by the AZ State Standards and Common Core Standards, offering alternative curriculum to meet the specific academic needs of students and has created a learning environment that exceeds the time requirements set forth by the Department of Education. However, when addressing the needs of a student population that usually falls into a subgroup category but is your school's majority, the school has an obligation to provide additional support.

To address the academic, emotional-social needs of students and increase achievement of students in the subgroup categories, RLD has systematically implemented a focused math and reading curriculum utilizing APEX and has incorporated the ECAP objectives through the researched based curriculum of School Connect.

Initially at the start of the year, teaches work collaboratively to determine the AZ Standard "mapping" for implementation of APEX, School Connect and ECAP objectives. Quarterly staff evaluates and revises according to effectiveness based on assessment results. Teachers are not only required to record AZ State Standards on lesson plans, but to complete a reflection of overall student progress based on student assessment results. Standard "mapping" is monitored by checklists and teacher observations quarterly and through annual teacher evaluations based on student achievement scores.

Both staff and student achievement is monitored through a multi-tiered system of accountability.

Assessment

Teachers are provided data from standardized assessment scores, district benchmark exams, pre-post assessments from APEX, mid-term and final course grades, surveys of learning and career interest surveys throughout the school year.

Collaboratively staff works to establish clear performance measures based on AZ State Standards in conjunction with Common Core Standards. Quarterly teachers analyze performance measures based on course assessments and district benchmarks. Initially teachers have focused on student level of mastery, but teaches are transitioning to evaluating instructional effectiveness and adjusting curriculum focus and implementation of various instructional strategies to increase student achievement.

RLD has four terms a year, each term teacher's review with students their current grades, record grades onto their four year plans, benchmark scores and standardized scores, creating a student data portfolio. The data is used for short and long-term goal setting and strategizing how students are going to attain their academic goals.

Advisory teachers and students work together in utilizing data attained based on surveys and interest inventories to determine what future plans students may have and how they will attain the careers of interest.

Robert L. Duffy students and staff are transitioning to becoming a collaborative team in assessing student achievement through data collection and data analysis to measure success.

Professional Development

Throughout the year, the faculty is expected to participate in district and site based professional development in-service days. It is during in-service days that staff is trained on new curriculums, programs and compliance requirements including researched-based instructional strategies to increase student achievement.

Analysis of staff professional development needs are based on the staff members' current instructional skill level and student achievement as evidenced by the implementation of APEX and the continued use of School Connect and ECAP objectives.

During the 2012-2013 school year, the math and reading team was trained on the software, focus and expectations of implementing APEX curriculum into their courses. Based on their initial and on-going trainings, teachers have been accountable for analyzing and evaluating the progress of implementing the curriculum and have collaborated on how to continue to use it to maximize its effectiveness specific to RLD students' needs.

Staff continued to be monitored on the implementation of School Connect, which they were provided professional development classes from the previous year. Through PLCs staff worked collaboratively to continue to implement the curriculum to increase student achievement. Staff were required to submit curriculum pacing guides to ensure content correlated with student need.

Finally, staff was introduced to the formal guidelines of ECAP. While RLD had already been informally addressing many of the goals of ECAP, the staff was able to develop specific topics to be addressed to prepare students for post-secondary opportunities. Both staff and students have been held accountable of goal setting by completing documentation to be added to each student's Advisory portfolio and inputted into our SchoolMaster data management system.

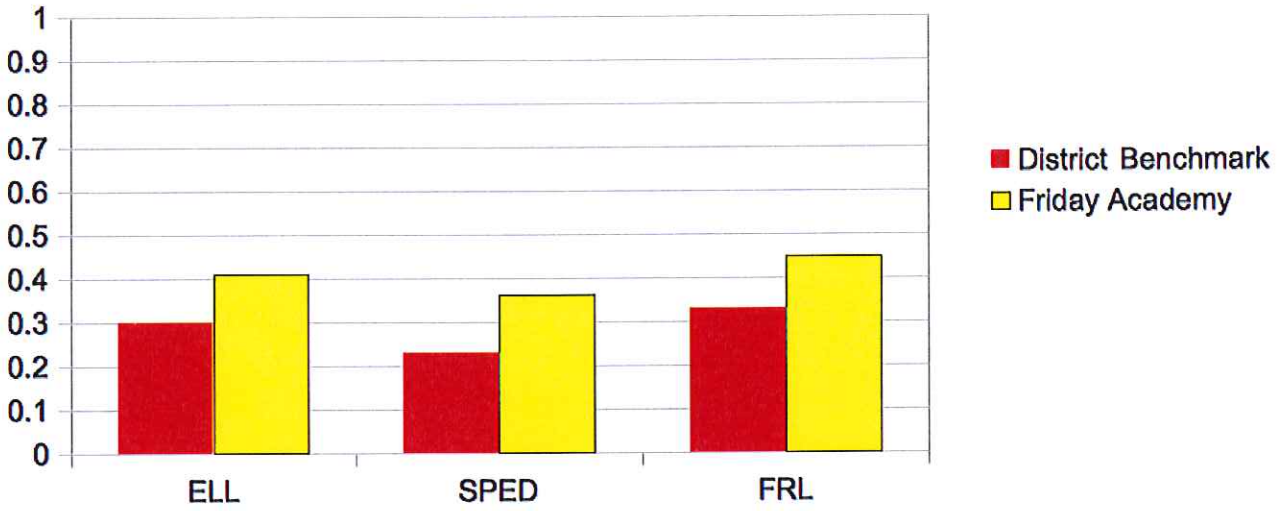
Robert L. Duffy High School's staff is provided professional development for implementation of curriculum to increase student achievement, but is also trained on researched-based instructional strategies to improve the overall development of the teacher.

Addressing the overall needs within the 2b- Composite School Comparison for Math and Reading, all interventions applied are utilized for all subgroups, even if results were not rated in the Academic Performance Rating Framework. Servicing at-risk youth is typically the foundation of students enrolled within an alternative school setting, making the "sub-group" actually the majority.

Robert L. Duffy High School
2b : Composite School Comparison - Math

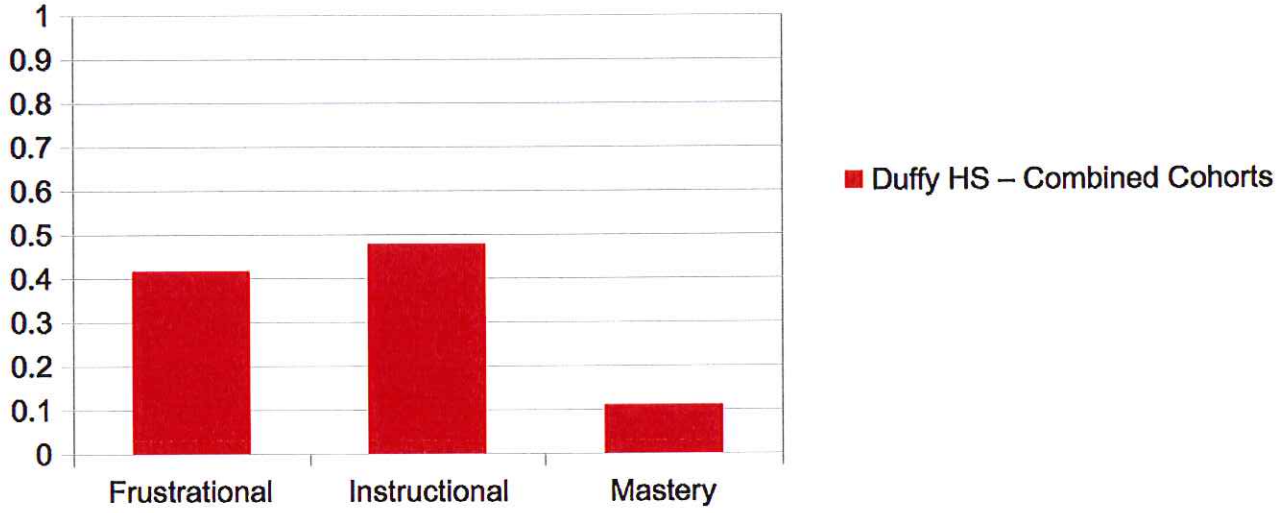
District Benchmark vs Friday Academy Post Assessment - Math

Combined Cohorts



iSteep Benchmark - October 2012

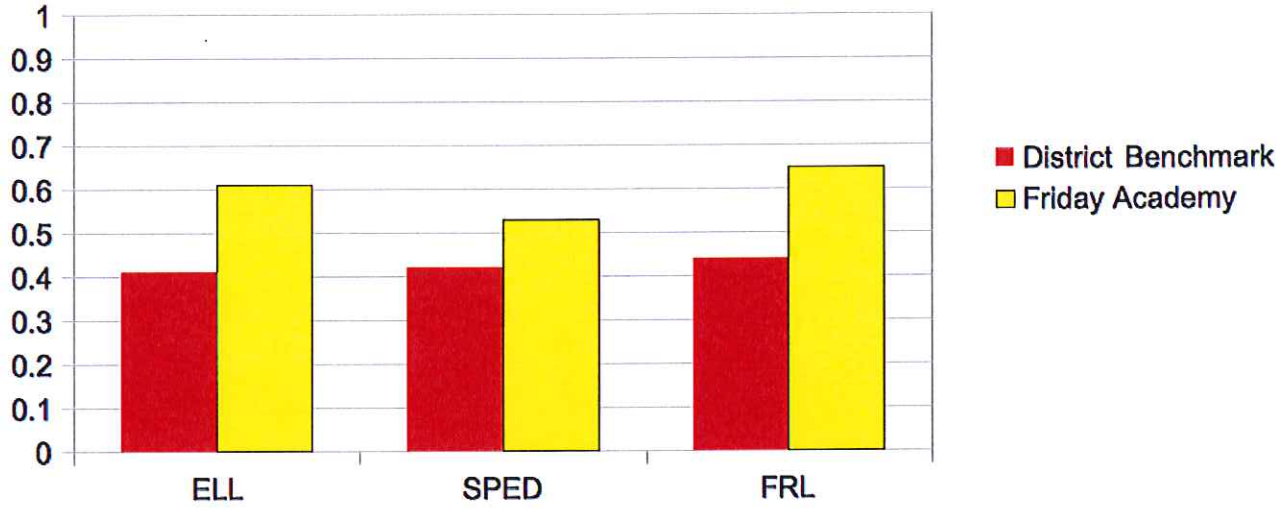
Math Levels 9-12



Robert L. Duffy High School
2b : Composite School Comparison - Reading

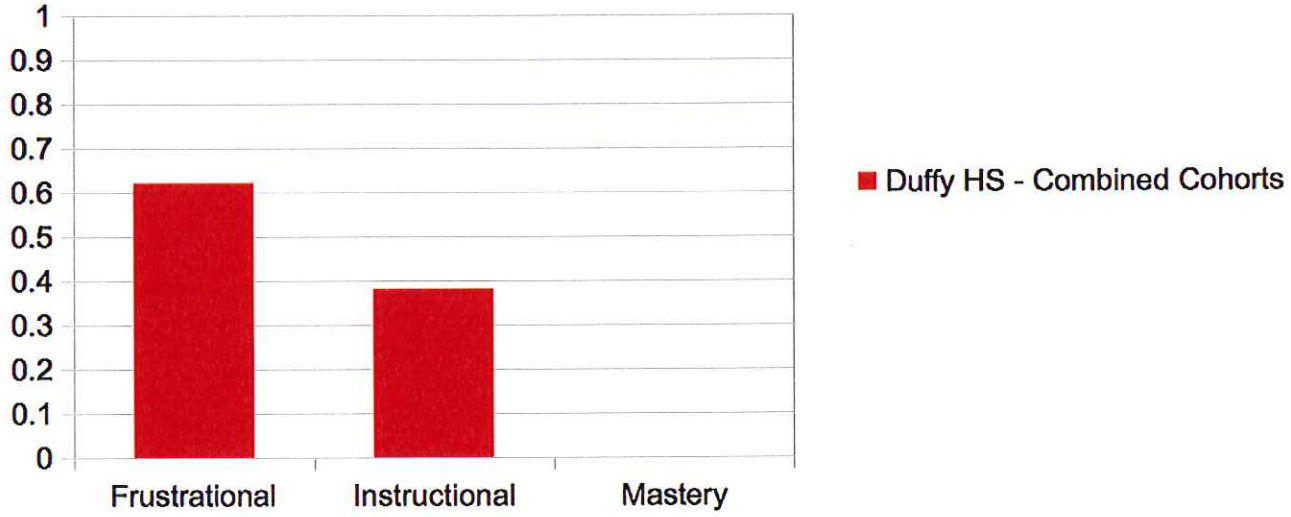
District Benchmark vs Friday Academy Post Assessment - Reading

Combined Cohorts



iSteep Benchmark - October 2012

Reading Levels 9-12



APPENDIX D: Demonstration of Sufficient Progress for 2011-2012
Robert L. Duffy High School ~ Career Success Schools District
Entity ID 81126 Grades 9-12

3a: A-F Letter Grade State Accountability

Curriculum

Robert L. Duffy High School, an alternative high school is faced with the same challenges as any inner-city high school; poor attendance, transient students, low-student achievement, students below grade-level, teen parents, drug and alcohol addictions and students who are on probation/parole. While there may be "similarities" of other schools based on basic demographics, each school has its own strengths and areas of improvement determined by the challenges it faces.

Since the 2010-2011 school year, RLD has experienced many changes, from location, to staffing initiating the necessity of creating a new culture. The strength of the new culture is evident in the analysis of data based on individual student growth.

During this time, staff has transitioned from utilizing traditional learning materials to web-based curriculums, consistently supplemented by primary, secondary and tertiary sources. Creating lessons that are high level thinking skills yet individualized for the students' ability.

Teachers have embraced aligning their curriculum to state standards creating mapping guides to ensure student achievement. Concurrently, learning how to monitor and adjust the focus of curriculum to meet students' needs.

The culture today, is of a staff that collaborates to create, implement, evaluate and revise math and reading AZ State Standards across the curriculum to provide students with solid instruction and intervention strategies to raise the achievement gap.

Instruction

RLD's focus on integrating effective instructional strategies with an emphasis on the "Power Standards" to increase student achievement has been a priority across the curriculum.

One of the greatest areas of improvement would be in the level of instructional focus at RLD over the course of the last two years.

The school-wide culture of standards established for staff and students are exemplified by the increased time-on-task and teaching bell-to-bell.

Each class provides and daily agenda for students that includes Arizona State Standards, objective of the day, lesson activities for the day and a bell work assignment. All teachers integrate math and reading into their lessons. Both staff and students are focused on the lesson for the day increasing student productivity.

Teachers follow a universal standards based lesson plan format that includes the documentation of Arizona State Standards with Common Core Standards, instruction format, differentiated instructional strategies, assessments and academic achievement reflections. This high-level lesson plan format, establishes clear lesson outcomes to support student achievement.

The Arizona Standards are easily monitored in the detailed lesson plans, lesson plan reviews, classroom observations and standard checklists.

Assessment

Teachers work collaboratively and are actively engaged in creating comprehensive assessments for their courses, and site benchmark exams that clearly define performance measures based on Arizona State Standards.

As a staff, analysis and evaluation of data occurs quarterly, bi-quarterly and weekly to address performance measures of concern. Modifications to curriculum and instructional strategies are employed and standards are reassessed for student progress.

As a school culture, RLD is reviewing data with students providing structured, student led discussion forums to analyze and evaluate student assessment results. This is most evident during Friday Academy class when student take a pre-assessment and post-assessment on the current standards. Results for cohorts are posted on the school-wide data board.

Developing a common language of high academic standards demonstrated through data is becoming the driving force of raising student achievement. Both staff and students are actively engaged in strategizing in strategies on how to demonstrate improvement with each passing week.

Professional Development

Robert L. Duffy High School's leadership is focused on providing professional development that is meaningful and relevant to raising student achievement based on the instructional level of all staff members.

A yearly calendar is created based on the instructional level of incoming staff and the student achievement results from the year. Topics are covered that will enhance the overall school focus of student management and integration of math and reading standards across the curriculum.

Additional in-service days are added as needed based on the analysis of student achievement and classroom observations of instructional strategies.

Staff's participation and integration of professional development strategies is monitored through activity log sheets, reflection sheets, lesson planning and classroom observation.

Ultimately, as teachers continue to implement and integrate strategies, additional concepts will be integrated to continue individualized staff professional growth.

Robert L. Duffy High School
3a : A-F Letter Code State Accountability

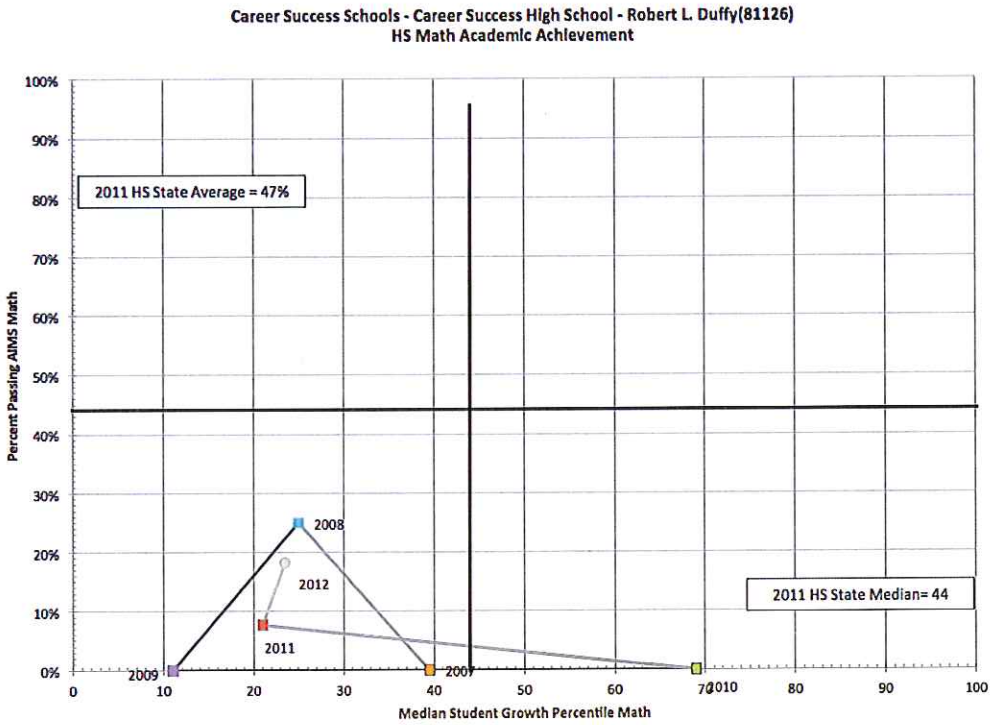
2012 AIMS
Math Results
Grade 10

Grade/Cohort (High School defined by cohort year)	Math Number Tested (*indicates less than 11 students)	Math Mean Scale Score	Math Percent Falls Far Below	Math Percent Approaches	Math Percent Meets	Math Percent Exceeds	Math Percent Passing
2014	46	456.8	78	4	15	2	17

2011 AIMS
Math Results
Grade 10

Grade/Cohort (High School defined by cohort year)	Math Number Tested (*indicates less than 11 students)	Math Mean Scale Score	Math Percent Falls Far Below	Math Percent Approaches	Math Percent Meets	Math Percent Exceeds	Math Percent Passing
2013	28	444.3	93	7	0	0	0

Arizona Department of Education/ 2012-2011 AIMS Results/ Robert L Duffy High School



Robert L. Duffy High School
3a : A-F Letter Code State Accountability

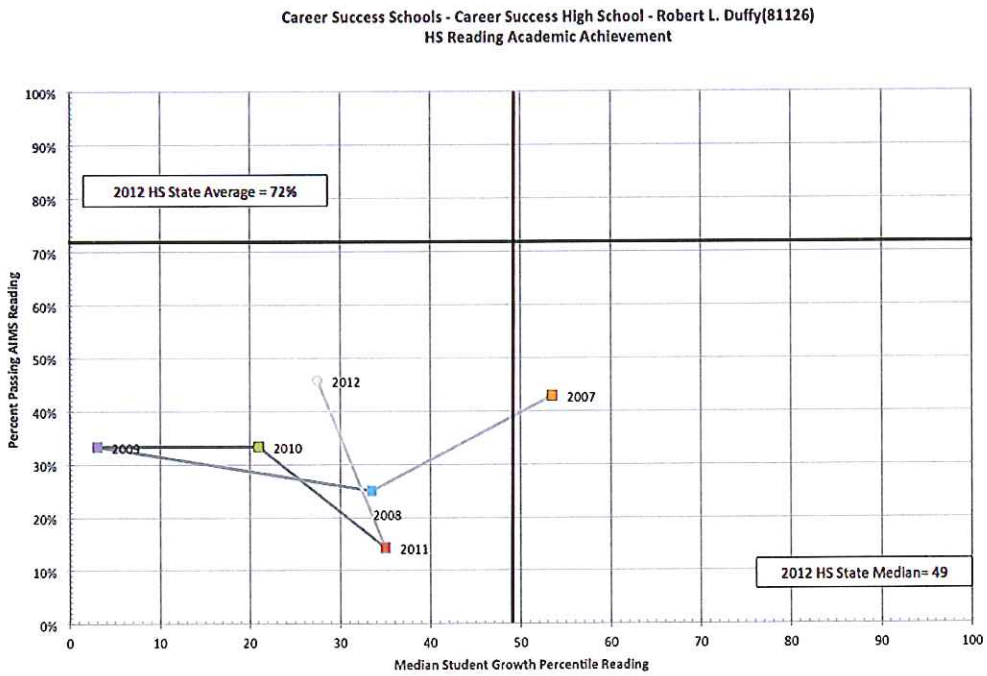
2012 AIMS
Reading Results
Grade 10

Grade/Cohort (High School defined by cohort year)	Reading Number Tested (*indicates less than 11 students)	Reading Mean Scale Score	Reading Percent Falls Far Below	Reading Percent Approaches	Reading Percent Meets	Reading Percent Exceeds	Reading Percent Passing
2014	47	673.7	6	47	45	2	47

2012 AIMS
Reading Results
Grade 10

Grade/Cohort (High School defined by cohort year)	Reading Number Tested (*indicates less than 11 students)	Reading Mean Scale Score	Reading Percent Falls Far Below	Reading Percent Approaches	Reading Percent Meets	Reading Percent Exceeds	Reading Percent Passing
2013	25	649.7	16	56	28	0	28

Arizona Department of Education/ 2012-2011 AIMS Results/ Robert L Duffy High School



APPENDIX D: Demonstration of Sufficient Progress for 2011-2012
Robert L. Duffy High School ~ Career Success Schools District
Entity ID 81126 Grades 9-12

4a: Increasing Graduation Rate

Robert L. Duffy High School, as a member of the Career Success Schools charter, embraces the message of the district's Mission Statement to provide an educational program that teaches necessary skills to transition to adulthood in a supportive environment. The very essence of the Arizona Department of Education's recent focus to increase retention and graduation rates for Arizona students has been the core foundation of this district.

At RLD, we have established a comprehensive approach to encouraging students to remain in high school and graduate by providing an educational program that addresses the educational, mental, emotional, and social needs of our at-risk student population.

At the site level, attention to student needs to increase student success has been at the forefront of the overall structure of the school:

- Master schedule that exceeds the Department of Education's time requirements.
- Students assigned to a yearlong Advisory teacher, who acts as a mentor supporting students both mentally and emotionally.
- Student teacher ratios, typically 25:1 that promote individualized instruction to address student specific academic needs.
- Individualized student scheduling.
- Grading policy that permits students to have additional time to earn credits.
- Childcare center to address the needs of our teen-parents.
  universal student management system that has created a safe learning environment.
- Multi-tiered advisement system that addresses academic and emotional needs.
- Extra-curricular activities such as athletics and clubs.

Instructionally, teachers provide differentiated instruction rich in 21st Century skills, driven by Arizona State Standards. The emphasis is to focus on topics relative and meaningful that will prepare students with skills that will enable them to transition to college, trade school, military or the workforce.

RLD students are enrolled in an Advisory class that supports students for post-secondary readiness by providing academic goal setting and education/career planning.

Advisory teachers maintain a student portfolio, driven by the ECAP Attributes that manages the students' academic achievement on all site, district and standardized assessments, report cards and four-year planning guides.

Concurrently teachers provide students with opportunities to explore post-secondary career paths through interest surveys and skill inventories. Students are actively engaged in researching education/career path requirements, financial planning, resume writing and strengthening interviewing skills.

Robert L. Duffy High School's comprehensive approach to ensure students remain in school and graduate is consistently monitored. Staff assists students each term to review progress and goals. Staff counsels students on obstacles that might be preventing them from achieving their goals and connects them with resources within the site, district or community when necessary. Students are required to update their monitoring sheets so they are empowered to be active participants in the planning, preparing and execution of their post-secondary education/career path.

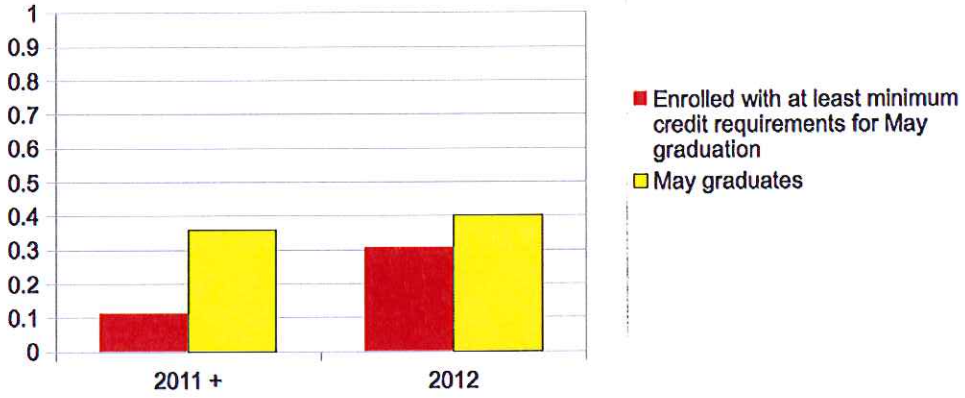
Students participate in extracurricular clubs and athletics provided on campus. Based on student interest surveys, students are enrolled in activities for eight-week increments, at which time they have the opportunity to select another activity.

At RLD, ECAP plans are monitored, reviewed and updated quarterly.
Students approaching graduation conference more frequently with their advisor to ensure all requirements are completed and submitted into their portfolios for college/career preparedness.

Robert L. Duffy High School
4a : Increasing Graduation Rate

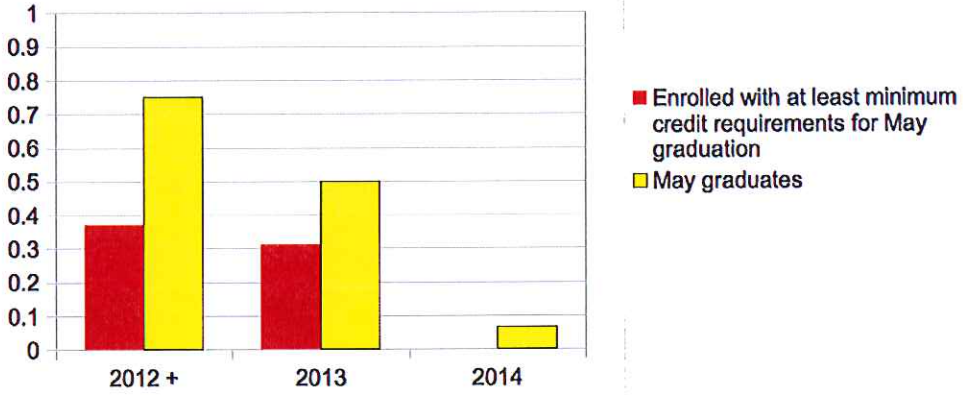
2011-2012 School Year

Credits Earned to Graduate in 5 Years



2012-2013 School Year

Credits Earned to Graduate within 5 Years



Graduation Rate

4th & 5th Year Combined Cohorts