Demonstration of Sufficient Progress

MESA CAMPUS

Student Growth Percentiles – Math

Mathematics Curriculum Adoption

American Leadership Academy (ALA) has a formal curriculum adoption process that includes a review of student performance data, evaluation of curriculum alternatives, and administrative debate. During the curriculum adoption process, several forms of data are used to evaluate the effectiveness of the existing mathematics program. This data can include Galileo benchmark scores, campus observations, teacher feedback, administrative meetings, educational trends, the current district budget, and state-wide assessment data. If sufficient student growth is not demonstrated through collected data then curriculum options are explored by the Academic Department depending on the district's current budget. Curriculum options are chosen for review by the Academic Department based upon math programs that are used by highly performing schools, and programs that align with ALA's educational philosophy. If the Academic Department determines that a curriculum adoption should be considered, then key data for both the proposed and existing curricula is summarized and presented to members of the Governing Board. If the Governing Board determines that one of the new programs should be adopted this information is then shared with the curriculum mapping team and the Academic Department. If a new program is not adopted, then the curriculum team and the Academic Department determine the actions that are required to improve the existing curriculum using available data.

ALA's process for reviewing and adopting curriculum is exemplified in our 2013 move from Singapore math to Saxon math. Over the course of the two years preceding the change, ALA Administration noted a drop in student growth percentiles in mathematics. Despite efforts to provide on-going professional development in the Singapore method, student growth continued to decrease. After a review of Galileo benchmark data, state-wide assessment data, and discussions with schools utilizing the Singapore method it was determined that a curriculum adoption needed to be proposed. Deficiencies noted within the Singapore program included lack of continual review, lack of a formalized process to ensure math fact fluency, and lack of remediation tools for students new to the approach or students with low performance. The Academic Department summarized their key findings, and reviewed highly performing schools in Arizona to determine which mathematics program would be proposed for adoption to the Governing Board. It was determined that the Saxon program would be proposed, along with required actions should Singapore remain. The Governing Board reviewed all relevant student performance data and was able to compare the Saxon and Singapore models. After this review, it was decided that Saxon would be fully implemented across all American Leadership Academy K-6 schools for the 2013-2014 school year.

Saxon was chosen by the Governing Board because it is a time-proven math curriculum that allows for students to receive explicit instruction in core concepts with daily review of previously taught concepts. The extensive concept review that is seen in the Saxon model allows for students to demonstrate mastery of all concepts. Reteaching and enrichment activities are provided by Saxon as a supplement to the core student materials, and are used based upon student's mastery of various concepts. It was also determined that beginning in the 2013-2014 school year all students in grades kindergarten through sixth grade would complete the Saxon program one year ahead of schedule to increase ALA's overall student growth in mathematics. The 2013-2014 school year was the first full academic year that Saxon was implemented across the entire ALA district.

Mathematics Curriculum Implementation

With the decision made to fully adopt a new mathematics program, it was determined that a curriculum mapping team would need to be assembled to ensure appropriate pacing and the full implementation of Saxon. During the summer of 2013, a curriculum team consisting of top teachers within our district created curriculum maps and pacing guides for mathematics. Once the curriculum maps were completed, copies were shared with all teachers during summer training, and all teachers were required to attend a Saxon training course (see *Mathematics Professional Development Plan* section).

After the start of the school year, administration reports to the Academic Team regarding pacing according to the curriculum map on a weekly basis in Administrative Performance Development Meetings (PDM's). Administration gathers pacing information to report to district staff during weekly Professional Learning Community (PLC) meetings and from weekly lesson plans. During the 2013-2014 school year, the Academic Department was able to note Saxon implementation concerns through the review of information submitted during the weekly PDM report at the Mesa campus. Specifically it was noted that returning 4th-6th grade teachers were failing to implement the Saxon curriculum correctly due to a disagreement with the pedagogy of Saxon. To increase buy-in with the Saxon program, district staff asked administration to meet with each teacher on a weekly basis to provide additional Saxon coaching. Once administration was asked to do this, the concerns regarding Saxon subsided based on feedback provided during weekly PDM meetings with the Academic Department.

Despite positive reports from administration, the Academic Department and other district staff continued to observe administration and teachers at the Mesa campus throughout the year. During this time, administration was evaluated using the administrative formal evaluation tool, and it was during this process that several concerns were noted based on the performance of campus administration. Several of these concerns included lack of consistent participation in weekly PLC meetings, and lack of consistent teacher observations. Despite the coaching that was provided, administrative performance continued to be a concern and new campus administration was selected for the Mesa campus for the 2014-2015 school year. Since the change in administration has occurred, curriculum implementation has improved dramatically according to informal observations and PLC discussions.

To effectively resolve curriculum implementation concerns, ALA district staff and ALA Mesa campus administration have taken several steps. First, campus administration is meeting with each PLC team on a weekly basis, and feedback from these meetings is shared with the Academic Department. Second, lesson plans are reviewed and compared to the district curriculum maps so that feedback can be provided to teachers. Also, additional staff has been added to assist campus administration and the Academic Department for the 2014-2015 school year to allow for more frequent observations of teachers over the course of the school year. Additionally, a third party Saxon representative has been asked to conduct observations on each campus over the course of the school year, and provide feedback to teachers and administration based on Saxon implementation. Finally, documentation will be made of teachers continuing to inconsistently implement the Saxon math program during formal teacher evaluations, and teacher evaluation data will be used to renew or terminate employment.

Mathematics Standard Alignment

To ensure that ALA's math program is aligned to the state standards, ALA selected a program which provides an Arizona College and Career Ready standards alignment. Using the standards alignment provided by Saxon, a standards checklist was created which allows for both teachers and administrators to ensure that all standards are incorporated into the curriculum maps. This checklist also ensures that students will achieve mastery of grade level standards

through ALA's provided curriculum. Teachers are required to submit weekly lesson plans, which also outline the standards that they plan to cover during each core instructional block for the upcoming week. Administrators are required to review submitted lesson plans each week so that feedback can be provided electronically through the shared system known as Google Drive. This system allows for teachers to make corrections to lesson plans as needed according to the feedback they receive, and ensures that administrators are familiar with the standards and content that is covered in each class.

Administrators also reference weekly lesson plans and district curriculum maps during formal and informal observations to ensure that the standards-aligned Saxon curriculum is implemented with fidelity. Professional development has been offered to all teachers on the teacher evaluation process and the Google Drive system (see *Mathematics Professional Development Plan* section).

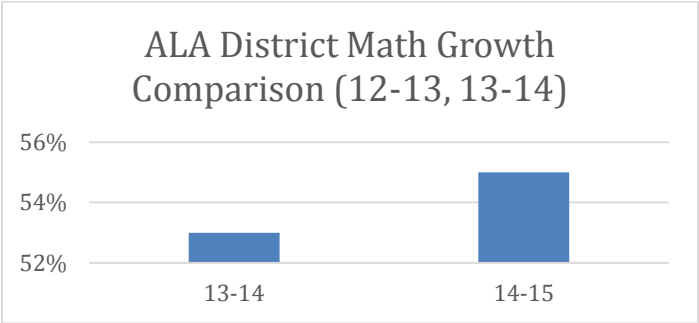
Mathematics Curriculum Evaluation

Gaps in the curriculum according to state standards are found through the curriculum mapping process, and then again by reviewing Galileo benchmark data. Galileo is an assessment system that is aligned to the Arizona Ready for College and Career Ready standards. Galileo provides data through the Intervention Alert report which identifies standards that students have not yet mastered. This data is then used to determine the focus of each teacher's RTI (response-to-intervention) instructional block. RTI instructional decisions are documented within PLC meeting minutes, and are then updated within each teacher's weekly lesson plan. The RTI block is 30 minutes per day and allows for each teacher to provide remediation or enrichment based on each student's mastery of the grade level standards. For students requiring additional remediation, each teacher provides one hour of free tutoring per week based on student need.

Starting in September of the 2014-2015 school year, the Academic Department will conduct monthly campus visits to ensure that the actions listed above are conducted on each campus. During these observations, the Academic Department compares benchmark data to the current pacing and implementation of curriculum as observed in the classroom. Each quarter, the Academic Department also hosts curriculum and curriculum map discussions with the curriculum mapping team and teachers from each campus to gain feedback on the effectiveness of Saxon mathematics in the classroom. Throughout the year, the Academic Department also attends professional development opportunities provided by the Arizona Department of Education to learn of current trends in education to determine if our existing mathematics program will continue to meet the advanced rigor as set by the new state standards (see Mathematics Professional Development Plan section).

To finalize the curriculum evaluation process, state assessment results are received at the end of the year and student growth percentiles for math are reviewed. Based on information gathered using all of the data previously mentioned, the Academic Department begins to formulate conclusions regarding existing curriculum. If necessary, curriculum revisions or adoptions are considered. During the 2014-2015 school year, the district saw an average overall increase in student growth. This data confirms that ALA's decision to implement Saxon one year ahead of schedule in grades 3-6 was appropriate, and that efforts will continue to be given to increasing the full implementation of Saxon at the Mesa campus (see Table 1). Mathematics benchmark data is currently unavailable for the 2014-2015 school year. October, 2014 marks the beginning of benchmark testing for the 2014-2015 school year, and once benchmark data is received the process as outlined for the evaluation of curriculum will begin for the Mesa campus.

Table 1



Mathematics Standards in Instruction

In monitoring the implementation of the Arizona College and Career Ready standards within mathematics instruction, several accountability measures have been created. First, each grade level team is required to meet for a minimum of 90 minutes per week within their Professional Learning Communities (PLCs). The purpose of the PLC meetings are to make data-driven instructional decisions based on recent standards-based assessments, and to discuss questions or concerns related to student performance and curriculum. Teachers administer quarterly Galileo mathematics benchmarks that are based on the state standards, and this data is reviewed to create response-to-intervention plans for each class. Administrators are required to attend one 45 minute PLC session across all grade levels to ensure that each team is making informed instructional decisions, and that they are utilizing the instructional resources that have been provided. Increases in overall benchmark performance allows campus administration to measure the effectiveness of each grade level's PLC meetings along with PLC meeting minutes and agenda's.

Along with required PLC participation and lesson plan reviews, administrators are required to conduct six informal walk-throughs and two formal evaluations per teacher each year. During each type of observation, administrators are asked to refer to the district curriculum maps to determine the pacing of instruction that each teacher is maintaining. Formal and informal observations provide administrators the opportunity to ensure that the state standards outlined in each teacher's lesson plan are being explicitly taught, and that decisions made during grade-level PLC's are carried out during math. The first formal observation each year is to be conducted within language arts, and the second formal observation is to be conducted within math. These specific focuses allow for each administrator to ensure that both the reading and mathematics programs are implemented with fidelity, and that state standards are incorporated into each lesson. Both formal and informal teacher observation data will be documented within Galileo to track teacher performance across the school year.

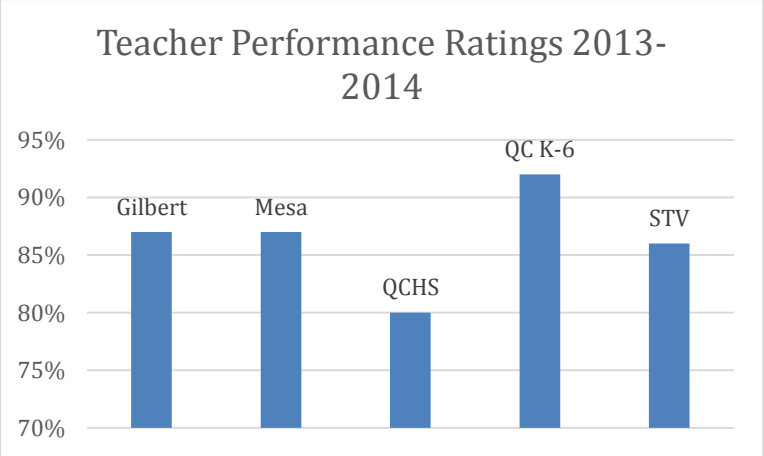
Evaluation of Instruction in Mathematics

American Leadership Academy has developed a systematic teacher evaluation process based on recommendations made by the Arizona Department of Education. Teachers are formally evaluated twice per year, and several measures have been put into place to ensure that the evaluation process is valuable for the teacher and administration. First, teachers are required to meet with administration prior to their classroom observation to discuss their lesson plan. After the preconference, a full lesson is observed by administration and feedback is provided through the Galileo Instructional Effectiveness module. After each formal observation, teachers are required to debrief with administration and conduct a self-review of their lesson. It

is during this post-conference that teachers are provided with coaching based on their performance. Teachers are also informally observed at least six times per year, and this feedback is also provided through Galileo. Data collected during teacher observations is gathered and used to plan further professional development opportunities. While many of these components were in place previously for the evaluation of instruction, several adjustments were made from last school year to this school year. Teachers and administrators were provided with explicit training in the teacher evaluation process for the 2014-2015 school year (see *Mathematics Professional Development Plan* section).

In reviewing ALA's formal teacher evaluation data for 2013-2014 within Galileo, it was noted that teachers were not provided with accurate ratings based on their performance due to the ineffectiveness of our previous teacher evaluation instrument (see Table 2). The data in Table 2 shows that the average score for each teacher within our AIMS 5-7 group across the district scored at or above 80% on our teacher evaluation instrument. However, after reviewing individual teacher performance on each campus with the campus administrators, this data does not accurately reflect those that were released due to poor performance. Because of this, the state adopted Danielson Framework was selected by our Governing Board with the intent to more accurately evaluate teacher's classroom instruction and overall performance. During the formal evaluation process using the Danielson Framework, it is required that administrators identify areas of strengths, areas of improvement, and suggested professional development for each teacher using data from their evaluation.

Table 2



**Data does not include student- level performance*

Feedback on Evaluation of Instruction in Mathematics

To improve our teacher evaluation process for the 2014-2015 school year, a group of school leaders created a committee where the teacher evaluation process was analyzed and recommendations for improvement were presented to the Governing Board. The committee took time to revise the Danielson Framework to ensure alignment with ALA's philosophy, and provide sample teacher goal documents. It was through this committee that the decision was made to propose the Danielson Framework and their accompanying tools for adoption to the Governing Board. ALA looks forward to providing on-going professional development for all teachers with identified learning needs through the teacher evaluation process.

Comprehensive Mathematics Assessment System

As a district, ALA utilizes ATI Galileo Assessment software to monitor student performance in math on a regular basis. As a district, ALA provides Galileo training for teachers and administrators during summer training sessions to support district-wide use of Galileo (see *Mathematics Professional Development Plan* section). At minimum, students are assessed on all mathematics standards for their grade level on a quarterly basis. Teachers are also trained on how to utilize Galileo to track student performance on curriculum-based assessments each week. As previously mentioned, it is during each grade level PLC meeting that instructional decisions are made using most recent assessment data. Teachers utilize the Intervention Alert report within Galileo which to identify the state standards that have not been yet mastered in each class. Data from the Intervention Alert report is then used to determine the focus of each teacher's RTI (response-to-intervention) instructional block.

To document growth for students in math, the Categorical Growth report is utilized within Galileo. The Categorical Growth report provides data on whether the teachers or selected schools have maintained the expected growth of their students in the selected subjects. The Categorical Growth analysis of student scores is based on the comparison between the earliest and most recent district-wide assessments. While ALA does not yet have Categorical Growth scores for the 2014-2015 school year, ALA intends to use this data upon the completion of the first benchmark in October to analyze student growth according to the state standards for math.

Along with the Galileo data, teachers and administrators utilize formative and summative curriculum-based assessment data to guide instructional decisions in between benchmark assessment windows. Formative and summative assessments are reviewed by the PLC team using the student information system known as Infinite Campus. Teachers and administrators can quickly analyze formative and summative curriculum student data within Infinite Campus by running the Section Summary report within a teacher's gradebook. Saxon provides both formative and cumulative assessments, including math fact fluency assessments.

As a Leader in Me school, teachers promote self-efficacy amongst students by creating classroom goals using the Intervention Alert report provided by Galileo. Teachers review the standards on this report that the majority of the class is deficient in, and set goals accordingly to increase student growth and achievement. Teachers also encourage students to create personal goals based on areas of needed improvement according to the Galileo Intervention Alert report (see Table 3).

Table 3

✔ *At least 75% of students have taken test.*
— *Less than 75% of students have taken test.*
Less than 75% of students have met the learning standard based on test results.

2014-15 ATI AZ-CCRS Math 04 Gr. _Pretest-IE	Question count	Mesa K-6	American Leadership Academy
	Demonstrated Mastery Of Learning Standards		
		✔	✔
AZ-4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. [From cluster: Use the four operations with whole numbers to solve problems]	2	47.27%	50.14%
AZ-4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (See Table 2) [From cluster: Use the four operations with whole numbers to solve problems]	1	70.91%	68.12%
AZ-4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	3	85.45%	82.90%
AZ-4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. [From cluster: Gain familiarity with factors and multiples]	4	85.45%	88.70%

Mathematics Assessment Data Analysis

Upon the release of Galileo benchmark assessment data, administrators are required to submit a summary of their campus level data to the Academic Department for review. Campus administrators also share this data with teachers and discuss areas of concern in weekly PLC meetings. PLC meeting minutes and agendas are viewed by campus administrators to ensure that assessment data is analyzed each week during these meetings.

Mathematics Professional Development Plan

Before the start of each school year, the Academic Department reviews previous school year data, current educational trends (ex: Common Core), ALA curriculum, administrative reports, and teacher feedback to create professional development schedules for the coming year for mathematics. The professional development timeline for the 2014-2015 school year began in the spring of 2014, and will continue throughout the 2014-2015 school year. All professional development activities outlined in this section are created for both teachers and administrators. In reviewing American Leadership Academy's professional development efforts for the 2013-2014 school year, it was determined that a more advanced professional development tracking system for the 2014-2015 school year was needed. With this decision in mind, several tracking software systems were reviewed, and GoSignMeUp was purchased. This system will be used beginning September, 2014 to collect survey data to determine the success of ALA trainings.

In March of 2014, the Academic Department created curriculum map survey's for each grade level so that teachers were able to provide feedback on their experiences with the curriculum maps during the 2013-2014 school year. This data was collected and provided to the 2014-2015 curriculum mapping team to provide guidance on the revisions that needed to be made to the curriculum maps for the new school year. The Academic Department took time during the spring and summer of 2014 to work with the curriculum mapping team to make the necessary revisions to the curriculum maps.

To ensure that the hard work of the curriculum mapping team was utilized by all teachers and administrators in the district, the Academic Department created a robust summer training schedule which offered curriculum and instruction professional development opportunities. Table 4 provides the 2014-2015 professional development schedule. To illicit student growth for all students in math, summer training was offered in Saxon, Galileo, and district curriculum maps.

As previously mentioned, Saxon math was chosen to increase student growth and proficiency in mathematics. Participants in the Saxon math training learned all of the components within the program including how explicit instruction and daily mixed review lends to student growth. To ensure the full implementation of Saxon after the Saxon summer training, a third party Saxon representative will be conducting observations along with campus administrators in the fall of 2014. The purpose of these campus observations will be to determine whether or not the Mesa campus has effectively implemented the Saxon mathematics program, and will be an opportunity for teachers and administrators further their understanding of the Saxon program.

During the Galileo training, participants learned how to interpret the data provided the software program and how this data could be used to make data-driven decisions for math during PLC's. As previously mentioned, each grade level team meets twice a week to review new data, and creates plans for the upcoming week in their PLC teams. It is during these PLC

meetings that administrators also provide on-going professional development based on student needs and current trends in education.

Additionally, the curriculum maps training provided teachers with the opportunity to understand the rigorous pace set for math and how this pace would ensure student growth at the end of the year. Follow-up curriculum maps training is offered throughout the school year as representatives from each grade level and campus meet with the curriculum mapping team to discuss concerns and questions. Additional summer training for all new teachers included training in the shared Google Drive system and Student Information Systems (IC).

The Academic Department at ALA frequently attends professional development opportunities provided by the Arizona Department of Education and the Arizona Charter Association to learn of trends in education and best practice. The Academic Department then shares this information with campus administrators during weekly Assistant Director (AD) meetings. During these AD meetings, other topics of discussion include district-wide initiatives, and campus needs as identified in grade level PLC meetings. As previously mentioned, campus administrations also report to the Academic Department on a weekly basis to report current curriculum pacing and concerns during the Performance Development Meeting (PDM).

Additional professional development occurs throughout the year when feedback from informal and formal observations is shared with teachers by administration. Each teacher is formally observed twice per year, and a minimum of six informal observations are conducted for each staff member. Formal observations include a pre-conference and post-conference meeting where teachers are given one-on-one time with their campus administrators to assist in improving their craft. Training on American Leadership Academy's teacher evaluation process was provided by the Academic Department to both teachers and administrators to ensure consistency across all campuses. Data collected from teacher observations and Galileo benchmarks are shared during meetings with campus administration and the Academic Department to determine what training topics are needed for upcoming professional development days.

Aside from summer training, professional development days are scheduled once a month throughout the school year, and teachers are required to attend the session(s) that they have been assigned to by campus administration. Teachers requiring additional support are assigned to attend professional development during fall and spring break as necessary. All of the above professional development opportunities are designed to increase student growth in math for all students. As previously mentioned, Table 4 outlines the professional development opportunities that have been provided, or will be made available to administrators and teachers at the Mesa campus.

Table 4

Reading Training	Mathematics Training	Reading and Mathematics Training
Junior Great Books	Saxon Overview	Galileo
DIBELS	Saxon Curriculum Implementation Review by Third Party	Teacher Evaluation Process
Spalding	Saxon Adaptations Training	Professional Learning Communities (PLC)
Core Knowledge	Formal and informal observations	Google Drive
SRA Reading Mastery and Corrective Reading		Infinite Campus
Formal and informal observations		Curriculum Maps

		Differentiation and Inclusion
		Curriculum Map Review
		Administrative Meetings
		Monthly District Audits
		Weekly PDM and AD Meetings

Mathematics Professional Development Resources and Support

Teachers are provided with resources to assist in the implementation of the information learned during the mathematics professional development opportunities. These resources include Saxon student and teacher materials, Galileo accounts that provide student-level mathematics data, mathematics curriculum maps, and weekly opportunities for each grade level teams to plan mathematics instruction during PLC meetings.

Mathematics Professional Development Follow-Up

To ensure that teachers are using the resources provided to them to assist with implementation of the information gained through professional development, several follow-up measures have been put into place. First, campus administrators observe teachers informally and formally to provide feedback on Saxon implementation. Administrators also attend weekly PLC meetings to determine if current assessment data is utilized by each teacher, and weekly lesson plans are reviewed to determine if the pacing set by the district curriculum map is taken into consideration when planning. Additional follow-up to the Saxon training will occur when the third party Saxon representative provides feedback on curriculum implementation at the Mesa campus. Also, district staff will conduct monthly audits at the Mesa campus to monitor curriculum implementation

Student Growth Percentiles – Reading

Reading Curriculum Adoption

As mentioned previously within the section titled, *Mathematics Curriculum Adoption,* American Leadership Academy utilizes a systematic process to create and adopt curriculum. During the 2012-2013 school year, a recommendation was made to the Governing Board to adopt Junior Great Books to increase student reading performance according to the new requirements set by the Arizona state standards. Within the Arizona College and Career Ready standards, six instructional shifts are outlined for schools to consider when selecting curriculum. Two of the six instructional shifts require students to provide text-based answers and to write from sources to make an argument or defend a position. In reviewing several reading programs, it was determined that the Junior Great Books curriculum would prepare students for the increased rigor seen in the new state standards (see Table 5).

This decision was supported by the Board, and therefore Junior Great Books was adopted for the 2013-2014 school year. However, after reviewing the effectiveness of Junior Great Books during the 2013-2014 school year, one key deficiency within the program was noted: the Junior Great Books program does not give sufficient deference to informational text.

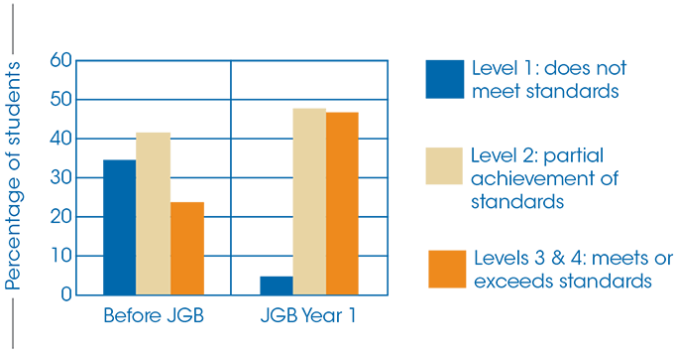
In response to this finding, the Academic Department and curriculum mapping team worked together to determine the appropriate actions using the existing reading curriculum. To remediate the deficiencies within Junior Great Books, the curriculum mapping team aligned most of the language arts units to the Core Knowledge history and science domains being taught concurrently throughout the school year. This alignment allows for more informational text to be explored during the reading block as well as a deeper immersion into the relevant history or

science domain. The curriculum mapping team utilized the Pearson Core Knowledge student readers and textbooks as well as Reading A-Z to select the appropriate informational text.

Along with the revision of existing reading curriculum, it became apparent that the amount of time dedicated to language arts had to be extended. During the 2013-2014 school year, thirty minutes was dedicated to Spalding, which allowed for teachers to provide instruction on phonemic awareness and high-frequency vocabulary. The remaining components of Spalding, which include reading and writing, were neglected. To remediate this, an additional 15 minutes was added to the Spalding instructional block, reducing Specials (music, art, PE, and Spanish) from 60 minutes to 45 minutes.

Table 5

New York State ELA test results
Bronx CS 134, grade 4



Reading Curriculum Implementation

Review the section titled, *Mathematics Curriculum Implementation,* for a complete listing of the actions that have been taken to ensure that the selected reading curricula is implemented with fidelity.

Reading Curriculum Evaluation

Reading curriculum is evaluated using the process as outlined in the section titled, *Mathematics Curriculum Evaluation,* along with additional DIBELS reading data. As previously mentioned, a revision in reading curriculum was needed for the 2014-2015 school year due to a decrease in overall student growth according to AIMS. After reviewing AIMS standards mastery information based upon 2013-2014 results provided by the Arizona Department of Education (ADE), it was determined that ALA needed to incorporate additional informational text into the reading curriculum. In the analysis of the standards, three out of the six reading standards with overall average percentage passing below 70% related specifically to informational text (see Table 6). Using this information, the Academic Department and curriculum mapping team worked over the summer of 2014 to embed a proper balance of informational and narrative text into each grade level curriculum map. ALA looks forward to reviewing reading Galileo benchmark data in October to determine the effectiveness of the revisions made to existing reading curriculum.

Table 6

R S1 C1 %	R S1 C3 %	R S1 C4 %	R S1 C6 %	R S2 C1 %	R S2 C2 %	R S3 C1 %	R S3 C2 %	R S3 C3 %
66.3	77.8	72.5	67.9	67.7	74.7	67.7	68.7	65.4

This table outlines the reading standards that were measured on the AIMS assessments, and provides an overall average of how each class within the ALA district performed on each standard. Strand 3 Concepts 1-3 relate specifically to informational text.

Reading Standards Alignment

Review the section titled, *Mathematics Standards Alignment* for a complete description of the actions that have been put into place to ensure that all reading standards are taught within the school year within each classroom.

Reading Standards in Instruction

The sections titled, *Reading Standards Alignment and Mathematics Standards in Instruction* provide listings of the actions taken by teachers and school leaders to ensure that state standards are incorporated into instruction.

Evaluation of Instruction in Reading

The section titled, *Evaluation of Instruction in Mathematics* provides a listing of the actions taken by school leaders to further develop ALA's evaluation of reading instruction.

Comprehensive Reading Assessment System

In addition to the assessments outlined in the section titled, *Comprehensive Mathematics Assessment System,* ALA utilizes the DIBELS reading assessment program to further assess reading fluency and comprehension. Galileo ATI's quarterly benchmarks assess the likelihood of each student to meet expectations according to the state-wide assessment, and also measures which reading standards each student has mastered. The DIBELS assessment system measures additional reading skills such as phonological awareness, alphabetic phonics, phonics accuracy, fluency comprehension, vocabulary, and oral language. Additionally, the Spalding program provides curriculum-based measures that are administered monthly to grades Kindergarten through 4th grade. These curriculum-based measures monitor each student's mastery of multi-letter phonograms and high-frequency vocabulary to assist with each student's overall reading fluency and comprehension.

Reading Assessment Data Analysis

In the section titled, *Mathematics Assessment Data Analysis* an overview is provided of how Galileo and curriculum-based assessments are analyzed by teachers and administrators. In addition to Galileo and curriculum-based assessments, DIBELS is also analyzed by teachers and administrators each quarter. Students that fall within the *Strategic* or *Intensive* categories according to the DIBELS scale are progress monitored on a monthly and bi-monthly basis. Progress monitoring data allows for teachers and administrators to determine the effectiveness of the provided reading interventions. Students that fall within the *Intensive* category within DIBELS and within *Falls Far Below* for Galileo are considered for placement into the reading intervention program known as SRA Reading Mastery and SRA Corrective Reading. Please refer to the section titled, *Differentiated Reading Curriculum* for more information regarding ALA's reading intervention program.

Reading Professional Development Plan

As previously mentioned, Table 4 provides an overview of professional development opportunities provided for the 2014-2015 school year. The professional development opportunities designed to improve reading during the summer of 2014 included Junior Great Books, DIBELS, Spalding, and Core Knowledge.

The Core Knowledge curriculum map training provided teachers with an overview of how balanced literacy in reading would be achieved in each grade level through a detailed

curriculum map. Participants learned during the curriculum maps training that informational and narrative text must both be explicitly taught and given the same time allocation during the school year. Follow-up curriculum map training is offered throughout the school year as representatives from each grade level and campus meet with the curriculum mapping team on a quarterly basis to discuss questions and concerns.

To ensure the full implementation of the Spalding method, both first and second year teachers to ALA were required to attend introductory Spalding training while in 2013. This change in expectations was made due to the fact that teachers who had previously received Spalding training were not implementing the Spalding method with fidelity based on observations made in 2013-2014. Both first and second year teachers were provided with an overview of the Spalding method during this training as well as an opportunity to model a Spalding lesson.

Finally, the Junior Great Books training provided all teachers with an understanding of how the program meets several of the rigorous requirements of the new state standards. As previously mentioned, this program was adopted during the 2013-2014 school year to boost student's ability to write from sources and provide text-based evidence.

Reading Professional Development Resources and Support

Teachers are provided with several resources to aide them as they plan to implement the information learned during professional development opportunities. First, teachers are provided with teacher materials for Junior Great Books, Spalding, and Core Knowledge. Copies of the district curriculum maps are provided through a staff resource site, and hard copies were provided during summer training. Additional support is provided as each teacher is given collaborative planning time each week with their grade level team to ensure that reading instruction meets the needs of all students.

Reading Professional Development Follow-Up

As mentioned in the section titled, *Mathematics Professional Development Follow-Up,* professional development follow-up is provided by administration during weekly PLC meetings and teacher observations. Additional follow-up to the Spalding training will be offered during the first round of formal teacher evaluations, and teachers will be invited to provide feedback on the curriculum maps each quarter. Teachers that missed the Junior Great Books training will be invited to attend a make-up webinar training, and make-up Core Knowledge training is offered as requested by campus administration throughout the course of the year.

Bottom 25% Student Growth Percentiles – Math

Differentiated Mathematics Curriculum

As previously mentioned, ALA has incorporated 30 minutes of RTI into each day for remediation or enrichment. Saxon math offers an adaptation program that is recommended to be used in tandem with the core Saxon curriculum to support students in Tier 2 and Tier 3. The adaptation curriculum includes cumulative progress monitoring tools that offer prescriptive options depending on each learner's needs. The adaptation curriculum has been purchased for each campus, and is utilized by Special Education and is used in the general education classroom for student intervention needs.

Monitoring Mathematics Instruction - Bottom 25%

The Danielson Framework provides a focus on differentiated instruction within domains 1 and 3 (Planning and Instruction). It also outlines specific practices that can be observed to measure a teacher's effectiveness when working with students in the bottom 25% for math. The Danielson Framework is used for both formal and informal observations, and teachers are provided with explicit feedback on their performance in this area. Special Education teachers that instruction students within the bottom 25% are also informally observed, as well as formally evaluated using the Danielson Framework. Additionally, teachers are required to submit lesson plans on a weekly basis which are also evaluated by administration to ensure that each teacher is planning appropriate instructional activities for all students.

Comprehensive Mathematics Assessment System - Bottom 25%

Students within the bottom 25% are identified by using the Galileo assessment system. Administrators are provided with this information after each benchmark, and this information is discussed during PLC's. Action plans for students within the bottom 25% are also discussed during PLC's, and decisions are documented through meeting minutes. Students within the bottom 25% are also monitored in between benchmark assessments using Saxon curriculum-based measures.

Mathematics Professional Development Plan - Bottom 25%

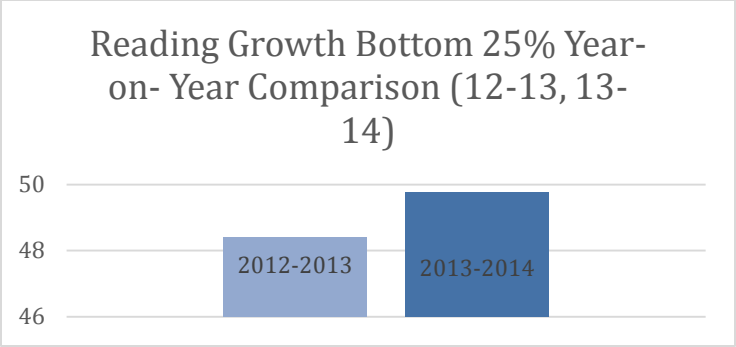
As previously mentioned in the sections titled, *Mathematics Professional Development Plan and Reading Professional Development Plan,* teachers were provided with explicit training in the use of the Galileo assessment system. Additionally, training in the Saxon Adaptations materials has been provided, as well as Differentiation and Inclusion training. The Differentiation and Inclusion training provided participants with tools to adapt instruction to meet all student's needs (see Table 4).

Bottom 25% Student Growth Percentiles – Reading

Differentiated Reading Curriculum

To support students within the bottom 25% for reading, the SRA Reading Mastery/Corrective Reading program was selected and adopted in 2013 after extensive research and a visit to a highly performing school in Utah that utilizes the program. As previously mentioned, Galileo and DIBELS scores are analyzed to determine if a student would benefit from ALA's reading intervention program. In comparing the growth of students with the bottom 25% from 2013 to 2014 using AIMS data the American Leadership Academy district had an overall average growth percentile gain of 1.3 points (See Table 7). This data confirms that ALA's reading intervention program is effective, and that efforts must be given to the correct implementation of the reading intervention program at the Mesa campus.

Table 7



Monitoring Reading Instruction- Bottom 25%

Refer to the section titled, *Monitoring Mathematics Instruction- Bottom 25%* to better understand how teachers that instruct students within the bottom 25% are evaluated.

Comprehensive Reading Assessment System- Bottom 25%

Refer to the sections titled, *Differentiated Reading Curriculum, Reading Assessment Analysis, and Comprehensive Mathematics Assessment System- Bottom 25% to* better understand how the DIBELS and Galileo assessment systems meet the needs of students within the bottom 25% for reading. Additionally, curriculum-based assessments are provided through SRA Reading Mastery and Corrective Reading to measure student progress. Student performance data gathered through the curriculum-based measures is submitted to campus administration on a weekly basis for review of reading intervention effectiveness.

Reading Professional Development Plan - Bottom 25%

Table 4 outlines all of the professional development opportunities provided for teachers of ALA Mesa. Special Education teachers and reading intervention paraprofessionals received explicit training in the SRA Reading Mastery and Corrective Reading programs to ensure correct program implementation. During the 2013-2014 the SRA Reading Mastery/ Corrective Reading program was incorrectly implemented at the Mesa campus. To resolve this concern, current administration has attended the required Reading Mastery training, and additional guidance and monitoring has been given to campus administrators by the district staff since the start of 2014-2015 school year. As previously mentioned, additional staff have been provided to the Academic Department to allow for monthly campus visits so that curriculum implementation can be more closely monitored, and new administration have been assigned to the Mesa campus to improve overall student performance.

Composite School Comparison- Math

According to the Arizona State Board for Charter School's Academic Dashboard, ALA Mesa failed to meet the expectations within the Composite School Comparison for Mathematics. This is due to inconsistent implementation of the Saxon mathematics program during the 2013-2014 school year at the Mesa campus. As previously mentioned within the sections above, actions have been taken to remediate this concern including the removal of prior administration.

Demonstration of Sufficient Progress

QUEEN CREEK 7-12 CAMPUS

AMERICAN LEADERSHIP ACADEMY | 2350 E. GERMANN RD. CHANDLER, AZ 85286

Student Growth Percentiles – Math

Mathematics Curriculum Adoption

American Leadership Academy (ALA) has a formal curriculum adoption process that includes a review of student performance data, evaluation of curriculum alternatives, and administrative debate. During the curriculum adoption process, several forms of data are used to evaluate the effectiveness of the existing mathematics program. This data can include Galileo benchmark scores, campus observations, teacher feedback, administrative meetings, educational trends, the current district budget, and state-wide assessment data. If sufficient student growth is not demonstrated through collected data then curriculum options are explored by the Academic Department depending on the district's current budget. Curriculum options are chosen for review by the Academic Department based upon math programs that are used by highly performing schools, and programs that align with ALA's educational philosophy. If the Academic Department determines that a curriculum adoption should be considered, then key data for both the proposed and existing curricula is summarized and presented to members of the Governing Board. If the Governing Board determines that one of the new programs should be adopted this information is then shared with the curriculum mapping team and the Academic Department. If a new program is not adopted, then the curriculum team and the Academic Department determine the actions that are required to improve the existing curriculum using available data.

ALA's process for reviewing and adopting curriculum was exemplified in our 2013 move from Singapore math to Saxon math. Over the course of the two years preceding the change, ALA Administration noted a drop in student growth percentiles in mathematics. Despite efforts to provide on-going professional development in the Singapore method, student growth continued to decrease. After a review of Galileo benchmark data, state-wide assessment data, and discussions with schools utilizing the Singapore method it was determined that a curriculum adoption needed to be proposed. Deficiencies noted within the Singapore program included lack of continual review, lack of a formalized process to ensure math fact fluency, and lack of remediation tools for students new to the approach or students with low performance.

The Academic Department summarized their key findings, and reviewed highly performing schools in Arizona to determine which mathematics program would be proposed for adoption to the Governing Board. It was determined that the Saxon program would be proposed, along with required actions should Singapore remain. The Governing Board reviewed all relevant student performance data and was able to compare the Saxon and Singapore models. After this review, it was decided that Saxon would be fully implemented across all American Leadership Academy schools in grades K-6, and for 7th grade students below grade level for the 2013-2014 school year. Because of ALA's rigorous educational model, 7th-12th grade students performing on grade-level according to the most recent state assessment would be placed in math courses providing instruction in state standards one year ahead of schedule.

Saxon was chosen by the Governing Board as a remediation program for 7th grade students as it is a time-proven math curriculum that allows for students to receive explicit instruction in core concepts with daily review of previously taught concepts. The extensive concept review that is seen in the Saxon model allows for students to demonstrate mastery of all concepts. Reteaching activities are provided by Saxon as a supplement to the core student materials, and are used based upon student's mastery of various concepts. The 2013-2014 school year was the first full academic year that Saxon was implemented across the entire ALA district.

While the Saxon mathematics program represents a traditional approach to mathematics, the Pearson Common Core math curriculum was selected and introduced in the 2012-2013 school year for students performing on grade level in grades 7-12 specifically for Algebra 1, Algebra 2, Geometry, Pre-Calculus, College Math, and Calculus. Pearson mathematics was selected for Junior High and High School students due to the robust online resources that better prepare students for the technology-based learning approach adopted by many colleges and universities. Additionally, Pearson Common Core allows for extensive review of previously learned concepts and in-depth problem solving as required by next generation assessments (i.e. PARCC). The Pearson mathematics program is fully aligned to the Arizona College and Career Ready Standards, and was adopted using the same process as outlined for the adoption of the Saxon mathematics curriculum.

Mathematics Curriculum Implementation

With the decision made to fully adopt Saxon and strengthen the implementation of Pearson, it was determined that a curriculum mapping team would need to be assembled to ensure appropriate pacing and use of each program. The decision to assemble a curriculum mapping team was made after the 2012-2013 school year when it was realized that the Junior High and High School (JH/HS) mathematics programs were not fully aligned to the Arizona state standards. Unfortunately, this discovery was not made until after the first semester which prevented the students from achieving mastery in all state standards prior to AIMS. To ensure that this did not happen again, a curriculum team consisting of top teachers within our district created curriculum maps and pacing guides for mathematics. Once the curriculum maps were completed, copies were shared with all teachers during summer training, and all teachers were required to attend Saxon and Pearson training courses (see *Mathematics Professional Development Plan* section).

To monitor curriculum implementation, campus administration reports to the Academic Team regarding pacing according to the curriculum map on a weekly basis in Administrative Performance Development Meetings (PDM's). Campus administration gathers pacing information to report to district staff during bi-weekly Professional Learning Community (PLC) meetings and from weekly lesson plans. During the 2013-2014 school year, the Academic Department was able to note Saxon and Pearson implementation concerns through the review of information submitted during the weekly PDM report at the American Leadership Academy-Queen Creek (ALA QC) campus. Specifically it was noted that the mathematics team lead failed to correctly implement the Saxon and Pearson curriculum correctly due to a disagreement with the pedagogy of both programs. To increase buy-in with the Saxon and Pearson programs, district staff asked campus administration to meet with the mathematics team lead to provide additional professional development and determine if the disagreement could be resolved. It was determined after many conversations with this individual, that a new team lead for mathematics would be selected for the 2014-2015 based on their belief in the pedagogy of Saxon and Pearson.

To ensure that curriculum implementation concerns that were noted in 2013-2014 would not reoccur, ALA district staff and ALA QC campus administration have taken several steps. First, campus administration is meeting with the Junior High and High School mathematics PLC teams on a bi-weekly basis, and feedback from these meetings is shared with the Academic Department. Second, lesson plans are reviewed and compared to the district curriculum maps so that feedback can be provided to teachers. Also, additional staff has been added to assist campus administration and the Academic Department for the 2014-2015 school year to allow for more frequent observations of teachers over the course of the school year. Additionally, a

third party Saxon representative has been asked to conduct observations on each campus over the course of the school year, and provide feedback to teachers and administration based on Saxon implementation. Finally, documentation will be made of teachers continuing to inconsistently implement the Saxon math program during formal teacher evaluations, and teacher evaluation data will be used to renew or terminate employment.

Mathematics Standard Alignment

To ensure that ALA's math program is aligned to the state standards, ALA selected the Saxon and Pearson programs which provide an Arizona College and Career Ready standards alignment. Using the standards alignment provided by both programs, a standards checklist was created which allows for both teachers and administrators to ensure that all standards are incorporated into the curriculum maps. This checklist also ensures that students will achieve mastery of grade level standards through ALA's provided curriculum. Teachers are required to submit weekly lesson plans, which also outlines the standards that they plan to cover during each core instructional block for the upcoming week. Administrators are required to review submitted lesson plans each week so that feedback can be provided electronically through the shared system known as Google Drive. This system allows for teachers to make corrections to lesson plans as needed according to the feedback they receive, and ensures that administrators are familiar with the standards and content that is covered in each class.

Administrators also reference weekly lesson plans and district curriculum maps during formal and informal observations to ensure that the standards-aligned curriculum is implemented with fidelity. Professional development has been offered to all teachers on the teacher evaluation process and the Google Drive system (see *Mathematics Professional Development Plan* section).

Mathematics Curriculum Evaluation

Gaps in the curriculum according to state standards are found through the curriculum mapping process, and then again by reviewing Galileo benchmark data. Galileo is an assessment system that is aligned to the Arizona Ready for College and Career Ready standards. Galileo provides data through the Intervention Alert report which identifies standards that students have not yet mastered. This report allows the curriculum team to identify trends and patterns in standards that have not yet been mastered due to incorrect pacing.

To finalize the curriculum evaluation process, state assessment results are received at the end of the year and student growth percentiles for math are reviewed. Based on information gathered using all of the data previously mentioned, the Academic Department begins to formulate conclusions regarding existing curriculum. If necessary, curriculum revisions or adoptions are considered. After conducting the curriculum evaluation process prior to the 2014-2015 school year, it was noted the ALA QC campus did have a slight increase in student growth related to mathematics after utilizing common curriculum maps (see Table 1). However, additional refinements were made to the curriculum maps for the 2014-2015 school year to ensure greater gains in student growth.

The first refinement that was made requires teachers to utilize cloze notes which are created using the student textbook. The use of cloze notes presents information from the student textbook in a more clear and concise manner allowing all students easier access to the material. Cloze notes also elicit greater student participation as students are required to fill-in key information throughout the lesson. Secondly, teachers are required to present all content using Direct Instruction which allows for students to receive explicit modeling when each

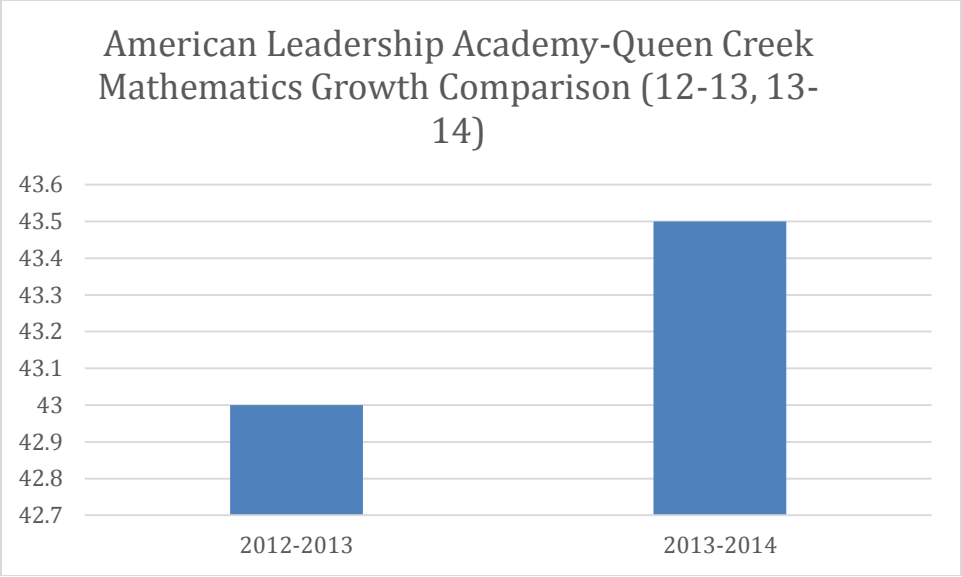
concept is introduced. Additionally, the pacing of the mathematics courses was slightly altered to better meet the requirements of the state standards.

Along with ALA's grade-level mathematics classes, ALA has created honors, AP, and dual-enrollment mathematics courses which are specially designed to challenge high-performing students and to prevent their growth from being stifled. Within the honors courses, students are presented with more rigorous material at a faster pace as compared to their peers in the standard mathematics classes.

Just as honors courses meet the needs of highly-performing students, intervention courses known as application labs were first developed in the 2013-2014 school year, and refined for the 2014-2015 school year. Application labs were created to provide remediation for students below grade level according to Galileo, placement tests, and the state achievement assessment. The application lab course is required to be taken in conjunction with the student's grade-level mathematics course, and the students are provided an incentive to obtain growth as they can earn their way out of the application lab through continued on-level performance.

However, it was noted after the 2013-2014 school year that more time needed to be given to the application labs and that the content presented in the application labs needed to better connect to the concepts learned in the grade-level mathematics courses. To accommodate these findings, the application labs were provided with an additional 45 minutes and application lab teachers were required to pre-teach the grade-level lesson that the students would be taught in their grade-level course. The integration of pre-teaching within the intervention courses have allowed students below grade level to participate in their grade level courses in a meaningful way as they receive instruction on each grade-level lesson twice. Mathematics benchmark data is currently unavailable for the 2014-2015 school year. October, 2014 marks the beginning of benchmark testing for the 2014-2015 school year, and ALA will be able to determine the effectiveness of the refinements made to the curriculum maps and the respective courses as outlined above.

Starting in October of the 2014-2015 school year, the Academic Department will conduct monthly campus visits to ensure that the actions listed above are conducted on each campus. During these observations, the Academic Department compares benchmark data to the current pacing and implementation of curriculum as observed in the classroom. During each PLC, campus administration conducts curriculum map discussions with each PLC team. Throughout the year, the Academic Department also attends professional development opportunities provided by the Arizona Department of Education to learn of current trends in education to determine if our existing mathematics program will continue to meet the advanced rigor as set by the new state standards (see *Mathematics Professional Development Plan* section).



Mathematics Standards in Instruction

In monitoring the implementation of the Arizona College and Career Ready standards within mathematics instruction, several accountability measures have been created. First, each subject team is required to meet for a minimum of 30 minutes bi-weekly week within their Professional Learning Communities (PLCs). The purpose of the PLC meetings are to make data-driven instructional decisions based on recent standards-based assessments, and to discuss questions or concerns related to student performance and curriculum. Teachers administer quarterly Galileo mathematics benchmarks that are based on the state standards, and this data is reviewed to create remediation and enrichment plans for each class. Administrators are required to attend one 30 minute PLC session for both Junior High and High School teams to ensure that each team is making informed instructional decisions, and that they are utilizing the instructional resources that have been provided. Increases in overall benchmark performance allows campus administration to measure the effectiveness of each team's PLC meetings along with PLC meeting minutes and agenda's.

Along with required PLC participation and lesson plan reviews, administrators are required to conduct six informal walk-throughs and two formal evaluations per teacher each year. During each type of observation, administrators are asked to refer to the district curriculum maps to determine the pacing of instruction that each teacher is maintaining. Formal and informal observations provide administrators the opportunity to ensure that the state standards outlined in each teacher's lesson plan are being explicitly taught, and that decisions made during grade-level PLC's are carried out during math. Both formal and informal teacher observation data will be documented within Galileo to track teacher performance across the school year.

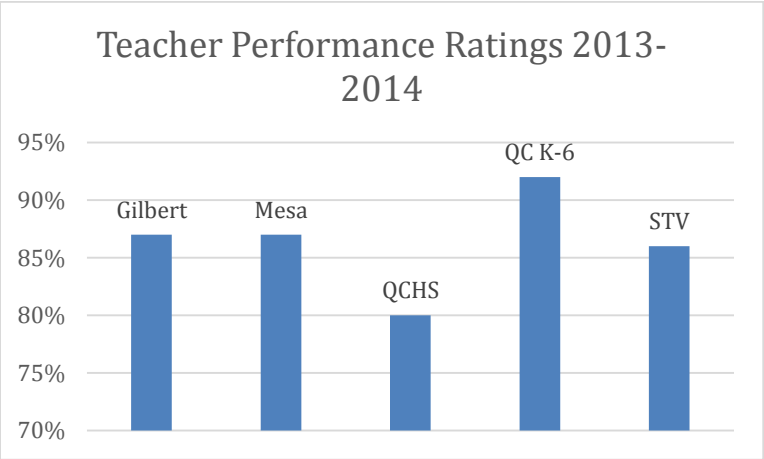
Evaluation of Instruction in Mathematics

American Leadership Academy has developed a systematic teacher evaluation process based on recommendations made by the Arizona Department of Education. Teachers are formally evaluated twice per year, and several measures have been put into place to ensure that the evaluation process is valuable for the teacher and administration. First, teachers are required to meet with administration prior to their classroom observation to discuss their lesson plan. After the preconference, a full lesson is observed by administration and feedback is

provided through the Galileo Instructional Effectiveness module. After each formal observation, teachers are required to debrief with administration and conduct a self-review of their lesson. It is during this post-conference that teachers are provided with coaching based on their performance. Teachers are also informally observed at least six times per year, and this feedback is also provided through Galileo. Data collected during teacher observations is gathered and used to plan further professional development opportunities. While many of these components were in place previously for the evaluation of instruction, however, several adjustments were made from last school year to this school year. Teachers and administrators were provided with explicit training in the teacher evaluation process for the 2014-2015 school year (see *Mathematics Professional Development Plan* section).

In reviewing ALA's formal teacher evaluation data for 2013-2014 within Galileo, it was noted that teachers were not provided with accurate ratings based on their performance due to the ineffectiveness of our previous teacher evaluation instrument (see Table 2). The data in Table 2 shows that the average score for each teacher within our AIMS 5-7 group across the district scored at or above 80% on our teacher evaluation instrument. However, after reviewing individual teacher performance on each campus with the campus administrators, this data does not accurately reflect those that were released due to poor performance. Because of this, the state adopted Danielson Framework was selected by our Governing Board with the intent to more accurately evaluate teacher's classroom instruction and overall performance. During the formal evaluation process using the Danielson Framework, it is required that administrators identify areas of strengths, areas of improvement, and suggested professional development for each teacher using data from their evaluation.

Table 2



**Data does not include student- level performance*

Feedback on Evaluation of Instruction in Mathematics

To improve our teacher evaluation process for the 2014-2015 school year, a group of school leaders created a committee where the teacher evaluation process was analyzed and recommendations for improvement were presented to the Governing Board. The committee took time to revise the Danielson Framework to ensure alignment with ALA's philosophy, and provide sample teacher goal documents. It was through this committee that the decision was made to propose the Danielson Framework and their accompanying tools for adoption to the Governing Board. ALA looks forward to providing on-going professional development for all teachers with identified learning needs through the teacher evaluation process.

Comprehensive Mathematics Assessment System

As a district, ALA utilizes ATI Galileo Assessment software to monitor student performance in math on a regular basis. As a district, ALA provides Galileo training for teachers and administrators during summer training sessions to support district-wide use of Galileo (see *Mathematics Professional Development Plan* section). At minimum, students are assessed on all mathematics standards for their grade level on a quarterly basis. Teachers are also trained on how to utilize Galileo to track student performance on curriculum-based assessments each week. As previously mentioned, it is during each grade level PLC meeting that instructional decisions are made using most recent assessment data. Teachers utilize the Intervention Alert report within Galileo which to identify the state standards that have not been yet mastered in each class. Data from the Intervention Alert report is then used to adjust pacing as necessary in all mathematics courses.

To document growth for students in math, the Categorical Growth report is utilized within Galileo. The Categorical Growth report provides data on whether the teachers or selected schools have maintained the expected growth of their students in the selected subjects. The Categorical Growth analysis of student scores is based on the comparison between the earliest and most recent district-wide assessments. While ALA does not yet have Categorical Growth scores for the 2014-2015 school year, ALA intends to use this data upon the completion of the first benchmark in October to analyze student growth according to the state standards for math.

Along with the Galileo data, teachers and administrators utilize formative and summative curriculum-based assessment data to guide instructional decisions in between benchmark assessment windows. Formative and summative assessments are reviewed by the PLC team using the student information system known as Infinite Campus. Teachers and administrators can quickly analyze formative and summative curriculum student data within Infinite Campus by running the Section Summary report within a teacher's gradebook. Saxon provides both formative and cumulative assessments, including math fact fluency assessments.

As a Leader in Me school, teachers promote self-efficacy amongst students by creating classroom goals using the Intervention Alert report provided by Galileo. Teachers review the standards on this report that the majority of the class is deficient in, and set goals accordingly to increase student growth and achievement. Teachers also encourage students to create personal goals based on areas of needed improvement according to the Galileo Intervention Alert report (see Table 3).

Table 3

✔ *At least 75% of students have taken test.*
— *Less than 75% of students have taken test.*
Less than 75% of students have met the learning standard based on test results.

2014-15 ATI AZ-CCRS Math 08 Gr. _Pretest-IE	Question count	Alg 1 Honors 8 - A: Omer: 49739 T1	Algebra 1 8 - A: Leatham: 49763 T1	Algebra 1 8 - A: Leatham: 50096 T1	Algebra 1 8 - A: Leatham: 50097 T1	Algebra 1 8 - A: Leatham: 50098 T1	Algebra 1 8 - A: Morgan-Mooney: 52520 T1	Algebra 1 8 - A: Smith: 50157 T1	Algebra 1 8 - A: Willis: 50141 T1	Algebra 1 8 - A: Willis: 50142 T1	Algebra 1 8 - A: Willis: 50143 T1	Geometry 8 - A: Leatham: 50102 T1	Geometry 8 - A: Leatham: 50103 T1	Geometry Honors 8-A: Humphreys: 49778 T1	Geometry Honors 8-A: Humphreys: 49779 T1	JR Alg App Lab-A: Morgan-Mooney: 52524 T1	JR Alg Applications - Masters-Hic: 50116 T1	JR Alg Applications Lab-A: Castillo: 50166 T1	JR Alg Applications Lab-A: Castillo: 50173 T1	Selected classes	Queen Creek High School Campus	American Leadership Academy
		Demonstrated Mastery Of Learning Standards																				
		✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
AZ-8.NS.A.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. [From cluster: Know that there are numbers that are not rational, and approximate them by rational numbers]	2	63.16%	54.55%	52.17%	72.00%	50.00%	55.56%	50.00%	61.54%	80.00%	52.38%	58.82%	63.64%	76.19%	55.56%	56.00%	58.33%	52.38%	36.36%	60.67%	60.67%	60.67%
AZ-8.NS.A.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., pi^2). For example, by truncating the decimal expansion of SQRT2, show that SQRT2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations. [From cluster: Know that there are numbers that are not rational, and approximate them by rational numbers]	2	94.74%	50.00%	47.83%	48.00%	75.00%	44.44%	76.92%	61.54%	76.00%	42.86%	88.24%	81.82%	76.19%	100.00%	20.00%	62.50%	52.38%	45.45%	66.67%	66.67%	66.67%
AZ-8.EE.A.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 3^2 × 3^-5 = 3^-3 = 1/3^3 = 1/27. [From cluster: Work with radicals and integer exponents]	1	78.95%	59.09%	56.52%	44.00%	62.50%	50.00%	42.31%	38.46%	48.00%	47.62%	64.71%	36.36%	57.14%	66.67%	36.00%	54.17%	47.62%	54.55%	52.33%	52.33%	52.33%

Mathematics Assessment Data Analysis

Upon the release of Galileo benchmark assessment data, administrators are required to submit a summary of their campus level data to the Academic Department for review. Campus administrators also share this data with teachers and discuss areas of concern in weekly PLC meetings. As previously mentioned, curriculum-based assessments are reviewed in between benchmarks to measure student growth and proficiency. PLC meeting minutes and agendas are viewed by campus administrators to ensure that assessment data is analyzed during these meetings.

Mathematics Professional Development Plan

Before the start of each school year, the Academic Department reviews previous school year data, current educational trends (ex: Common Core), ALA curriculum, administrative reports, and teacher feedback to create professional development schedules for the coming year for mathematics. The professional development timeline for the 2014-2015 school year began in the spring of 2014, and will continue throughout the 2014-2015 school year. All professional development activities outlined in this section are created for both teachers and administrators. In reviewing American Leadership Academy's professional development efforts for the 2013-2014 school year, it was determined that a more advanced professional development tracking system for the 2014-2015 school year was needed. With this decision in mind, several tracking software systems were reviewed, and GoSignMeUp was purchased. This system will be used beginning September, 2014 to collect survey data to determine the success of ALA trainings.

In March of 2014, the Academic Department created curriculum map survey's for each subject team so that teachers were able to provide feedback on their experiences with the curriculum maps during the 2013-2014 school year. This data was collected and provided to the 2014-2015 curriculum mapping team to provide guidance on the revisions that needed to be made to the curriculum maps for the new school year. The Academic Department took time during the spring and summer of 2014 to work with the curriculum mapping team to make the necessary revisions to the curriculum maps.

To ensure that the hard work of the curriculum mapping team was utilized by all teachers and administrators in the district, the Academic Department created a robust summer training schedule which offered curriculum and instruction professional development opportunities. Table 4 provides the 2014-2015 professional development schedule. To illicit student growth for all students in math, summer training was offered in Saxon, Pearson, Galileo, and district curriculum maps.

As previously mentioned, Saxon math was chosen to increase student growth and proficiency for 7th grade students performing below grade level. Participants in the Saxon math training learned all of the components within the program including how explicit instruction and daily mixed review lends to student growth. To ensure the full implementation of Saxon after the Saxon summer training, a third party Saxon representative will be conducting observations along with campus administrators in the fall of 2014. The purpose of these campus observations will be to determine whether or not the ALA QC campus has effectively implemented the Saxon mathematics program, and will be an opportunity for teachers and administrators further their understanding of the Saxon program.

As previously mentioned, Pearson was selected to increase student growth and proficiency through its robust online resources, extensive review, and in-depth problem solving. Professional development was offered for the mathematics department during summer training when teachers were shown how to access the Pearson Common Core mathematics online resources through the Pearson SuccessNet and MathXL platforms. It is through these platforms that students can access the online student textbook, homework, and remediation and enrichment resources. Additional Pearson curriculum implementation training occurs during bi-weekly PLC meetings with administration.

During the Galileo training, participants learned how to interpret the data provided the software program and how this data could be used to make data-driven decisions for math during PLC's. As previously mentioned, each grade level team meets twice a week to review new data, and creates plans for the upcoming weeks in their PLC teams. It is during these PLC meetings that administrators also provide on-going professional development based on student needs and current trends in education. Additional summer training for all new teachers included training in the shared Google Drive system and Student Information Systems (IC).

The Academic Department at ALA frequently attends professional development opportunities provided by the Arizona Department of Education and the Arizona Charter Association to learn of trends in education and best practice. The Academic Department then shares this information with campus administrators during weekly Assistant Director (AD) meetings. During these AD meetings, other topics of discussion include district-wide initiatives, and campus needs as identified in grade level PLC meetings. As previously mentioned, campus administrations also report to the Academic Department on a weekly basis to report current curriculum pacing and concerns during the Performance Development Meeting (PDM).

Additional professional development occurs throughout the year when feedback from informal and formal observations is shared with teachers by administration. Each teacher is formally observed twice per year, and a minimum of six informal observations are conducted for each staff member. Formal observations include a pre-conference and post-conference meeting where teachers are given one-on-one time with their campus administrators to assist in improving their craft. Training on American Leadership Academy's teacher evaluation process was provided by the Academic Department to both teachers and administrators to ensure consistency across all campuses. Data collected from teacher observations and Galileo benchmarks are shared during meetings with campus administration and the Academic Department to determine what training topics are needed for upcoming professional development days.

Aside from summer training, professional development days are scheduled once a month throughout the school year, and teachers are required to attend the session(s) that they have been assigned to by campus administration. Teachers requiring additional support are assigned to attend professional development during fall and spring break as necessary. All of the above professional development opportunities are designed to increase student growth in math for all students. As previously mentioned, Table 4 outlines the professional development opportunities that have been provided, or will be made available to administrators and teachers at the American Leadership Academy-Queen Creek campus.

Table 4

Reading Training	Mathematics Training	Reading and Mathematics Training
Junior Great Books	Saxon Overview	Galileo
SRA Corrective Reading	Pearson Math XL and Success Net training	Teacher Evaluation Process
Formal and informal observations	Pearson Common Core training with administration	Professional Learning Communities (PLC)
Read Theory	Saxon Curriculum Implementation Review by Third Party	Google Drive
Six Minute Solution	Saxon Adaptations Training	Infinite Campus
	Formal and informal observations	Curriculum Maps
		Differentiation and Inclusion
		Curriculum Map Review
		Administrative Meetings
		Monthly District Audits
		Weekly PDM and AD Meetings

Mathematics Professional Development Resources and Support

Teachers are provided with resources to assist in the implementation of the information learned during the mathematics professional development opportunities. These resources include Saxon student and teacher materials, Pearson student and teacher materials, Galileo, Google, and Infinite Campus accounts. Teachers are also provided with mathematics curriculum maps, and weekly opportunities for each grade level teams to plan mathematics instruction during PLC meetings.

Mathematics Professional Development Follow-Up

To ensure that teachers are using the resources provided to them to assist with implementation of the information gained through professional development, several follow-up measures have been put into place. First, campus administrators observe teachers informally and formally to provide feedback on curriculum implementation. Administrators also attend bi-weekly PLC meetings to determine if current assessment data is utilized by each teacher, and weekly lesson plans are reviewed to determine if the pacing set by the district curriculum map is taken into consideration when planning. Additional follow-up to the Saxon training will occur when the third party Saxon representative provides feedback on curriculum implementation at the ALA QC campus. Also, district staff will conduct monthly audits at the American Leadership Academy-Queen Creek campus to monitor curriculum implementation.

Student Growth Percentiles – Reading

Reading Curriculum Adoption

As mentioned previously within the section titled, *Mathematics Curriculum Adoption,* American Leadership Academy utilizes a systematic process to create and adopt curriculum. During the 2012-2013 school year, a recommendation was made to the Governing Board to adopt Junior Great Books as a supplement to ALA's existing reading program to increase student reading performance according to the new requirements set by the Arizona state standards. Within the Arizona College and Career Ready standards, six instructional shifts are outlined for

schools to consider when selecting curriculum. Two of the six instructional shifts require students to provide text-based answers and to write from sources to make an argument or defend a position. In reviewing several reading programs, it was determined that the Junior Great Books curriculum would prepare students for the increased rigor seen in the new state standards. This decision was supported by the Board, and therefore Junior Great Books was adopted for the 2013-2014 school year.

Reading Curriculum Implementation

Review the section titled, *Mathematics Curriculum Implementation,* for a complete listing of the actions that have been taken to ensure that the selected reading curricula is implemented with fidelity.

Reading Curriculum Evaluation

Reading curriculum is evaluated using the process as outlined in the section titled, *Mathematics Curriculum Evaluation.* In reviewing state achievement assessment results, it was determined that American Leadership Academy- Queen Creek was able to see an overall increase in reading growth (see Table 5). While this growth demonstrated that the adoption of Junior Great Books had a positive impact on student learning, ALA QC did not achieve average growth expectations. Due to this, several refinements were made to all levels of English curriculum maps. The first refinement included an alignment of literature to historical time periods to allow for a deeper immersion into each historical domain, and a broader understanding of each time period through the selected literature. Additionally, literature within the honors English courses was increased after reviewing the Lexile levels for each novel.

As previously mentioned, application labs were given an additional 45 minutes totaling their class periods at 90 minutes every other day due to the block schedule that is followed by ALA QC. Separate 90 minute labs are required of students that are low in both math and reading. Along with an increase in instructional minutes, students within English application labs now receive explicit reading fluency and comprehension practice through the Six Minute Solution program. This program was selected for students below grade level after extensive research, and piloting the program in several classes during the 2013-2014 school year. Table 6 provides an overview of research reviewed prior to selecting the program. In addition to Six Minute Solutions, students in application labs are required to strengthen their reading comprehension through a free supplemental online resources known as Read Theory. Read Theory individualizes reading comprehension instruction as students move through lessons at their own pace by demonstrating mastery of each lesson.

Table 5

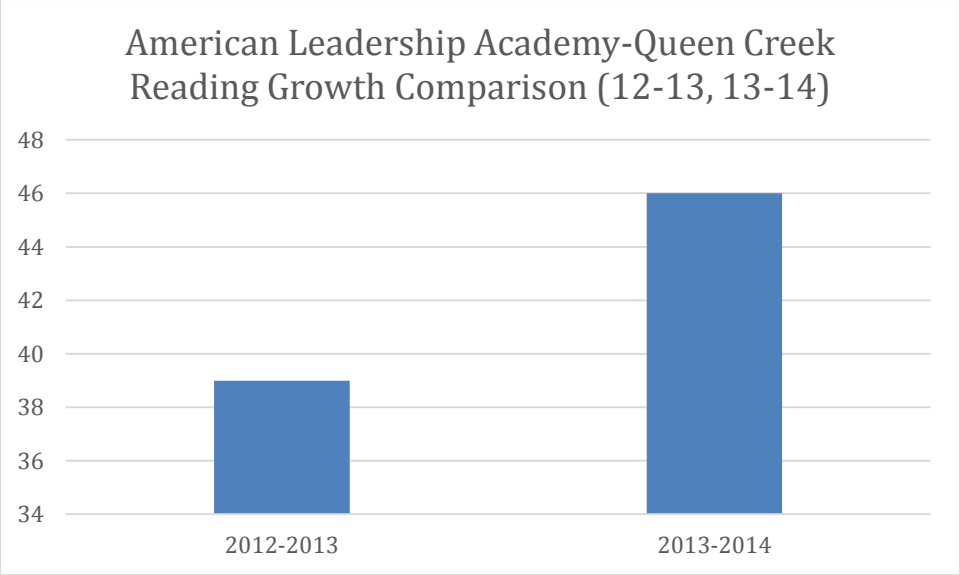
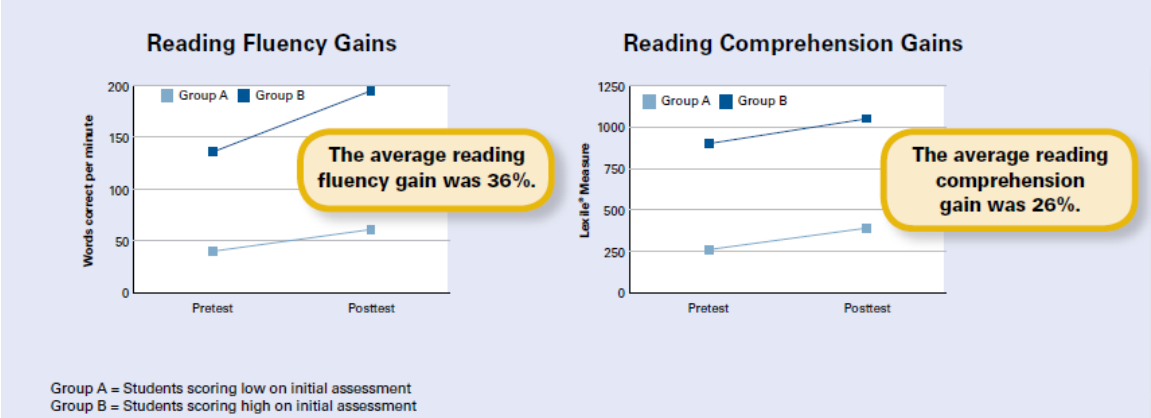


Table 6



Reading Standards Alignment

Review the section titled, *Mathematics Standards Alignment* for a complete description of the actions that have been put into place to ensure that all reading standards are taught within the school year within each classroom.

Reading Standards in Instruction

The sections titled, *Reading Standards Alignment and Mathematics Standards in Instruction* provide listings of the actions taken by teachers and school leaders to ensure that state standards are incorporated into instruction.

Evaluation of Instruction in Reading

The section titled, *Evaluation of Instruction in Mathematics* provides a listing of the actions taken by school leaders to further develop ALA's evaluation of reading instruction.

Comprehensive Reading Assessment System

In addition to the assessments outlined in the section titled, *Comprehensive Mathematics Assessment System,* both the Six Minute Solution and Read Theory programs provide assessment data on the effectiveness of the reading program used within the application labs. Additionally, curriculum-based assessments are recorded in ALA's student information system (Infinite Campus) and are used to document the progress of each student within the chosen curriculum. Table 7 provides a sample listing of the assessments within Infinite Campus that have been given in an English applications lab that are reviewed during bi-weekly PLC meetings.

Table 7

Term Q1 Quarter Grade Assignments

	Category	Abbrev	Name	Description	Due Date	Assigned Date	Multiplier	Pts Poss
1	Test	ConQ	Context Clues Quiz		08/14/2014	08/14/2014	1.000	10
2	Test	VQ	Vocabulary in Context Quiz		08/22/2014	08/22/2014	1.000	10
3	Test	APQui	Author' Purpose Quiz		09/02/2014	09/02/2014	1.000	10
4	Test	M&TQ	Mood and Tone Quiz		09/11/2014	09/11/2014	1.000	10
5	Test	IQuiz	Inferences Quiz		09/19/2014	09/19/2014	1.000	10
6	Test	RdT	Post Reading Test		09/25/2014	09/25/2014	1.000	50

Reading Assessment Data Analysis

In the section titled, *Mathematics Assessment Data Analysis* an overview is provided of how Galileo and curriculum-based assessments are analyzed by teachers and administrators.

Reading Professional Development Plan

As previously mentioned, Table 4 provides an overview of professional development opportunities provided for the 2014-2015 school year. The professional development opportunities designed to improve reading during the summer of 2014 including Junior Great Books, Galileo, and SRA Corrective Reading.

During summer training, teachers were provided with the curriculum maps for their subject area(s) which were reviewed by each subject team. Follow-up curriculum map training is offered throughout the school year as administration meets with each subject team during PLC meetings.

The SRA Corrective Reading program was selected after extensive research, and is provided to students with reading disabilities. Explicit training in this program was offered to Special Education teachers and paraprofessionals who were chosen to provide instruction in the SRA program.

Finally, the Junior Great Books training provided all teachers with an understanding of how the program meets several of the rigorous requirements of the new state standards. As previously mentioned, this program was adopted during the 2013-2014 school year to boost student's ability to write from sources and provide text-based evidence. Once school began, teachers were provided training in Read Theory and Six Minute Solutions by campuses administrators during bi-weekly PLC's.

Reading Professional Development Resources and Support

Teachers are provided with several resources to aide them as they plan to implement the information learned during professional development opportunities. Copies of the district curriculum maps are provided through a staff resource site, and hard copies were provided during summer training. Teachers were also provided with Galileo, Infinite Campus, Google, Read Theory, and Infinite Campus accounts. Application lab teachers were given Six Minute Solution materials to increase student growth. Additional support is provided as each teacher is given collaborative planning time each week with their grade level team to ensure that reading instruction meets the needs of all students.

Reading Professional Development Follow-Up

As mentioned in the section titled, *Mathematics Professional Development Follow-Up,* professional development follow-up is provided by administration during bi-weekly PLC meetings and teacher observations. Teachers that missed the Junior Great Books training will be invited to attend a make-up webinar training, and other make-up training is offered as requested by campus administration throughout the course of the year.

Bottom 25% Student Growth Percentiles – Math

Differentiated Mathematics Curriculum

As previously mentioned, ALA has incorporated an additional 45 minutes of remediation into the schedule allowing students below grade level to receive up to 180 minutes of intervention in both math and reading every other day due to the block schedule followed by the ALA QC campus. It is during these 90 minute math application labs that the teacher pre-teaches the lesson that will be taught in the corresponding grade-level math class the next day. For students in 7th grade, Saxon math offers an adaptation program that is recommended to be used in tandem with the core Saxon curriculum to support students in Tier 2 and Tier 3. The adaptation curriculum includes cumulative progress monitoring tools that offer prescriptive options depending on each learner's needs. The adaptation curriculum has been purchased for each campus, and is utilized by Special Education as well as the general education classroom.

Along with Saxon, students that are on-grade level in mathematics receive support in their mathematics class through weekly tutoring, cloze notes, and Direct Instruction. Teachers are required to provide free tutoring three days a week for all students to receive support in the core content. As previously mentioned, cloze notes and Direct Instruction provide students with the ability to access the content more easily through guided support. According to 2014 AIMS data, ALA QC saw a decline in mathematics growth from 2013 to 2014 due to incorrect implementation of the Saxon and Pearson programs. Since this was discovered, the mathematics team lead was replaced and the Galileo benchmark data will be analyzed to determine if the above measures have made a positive difference amongst students within the bottom 25% for mathematics.

Monitoring Mathematics Instruction - Bottom 25%

The Danielson Framework provides a focus on differentiated instruction within domains 1 and 3 (Planning and Instruction). It also outlines specific practices that can be observed to measure a teacher's effectiveness when working with students in the bottom 25% for math. The Danielson Framework is used for both formal and informal observations, and teachers are provided with explicit feedback on their performance in this area. Special Education teachers that instruction students within the bottom 25% are also informally observed, as well as formally evaluated using the Danielson Framework. Additionally, teachers are required to submit lesson plans on a weekly basis which are also evaluated by administration to ensure that each teacher is planning appropriate instructional activities for all students.

Comprehensive Mathematics Assessment System - Bottom 25%

Students within the bottom 25% are identified by using the Galileo assessment system. Administrators are provided with this information after each benchmark, and this information is discussed during PLC's. Action plans for students within the bottom 25% are also discussed during PLC's, and decisions are documented through meeting minutes. Students within the bottom 25% are also monitored in between benchmark assessments using curriculum-based measures provided by Saxon and Pearson.

Mathematics Professional Development Plan - Bottom 25%

As previously mentioned in the sections titled, *Mathematics Professional Development Plan and Reading Professional Development Plan,* teachers were provided with explicit training in the use of the Galileo assessment system. Additionally, training in the Saxon Adaptations materials has been provided, as well as Differentiation and Inclusion training. The Differentiation and Inclusion training provided participants with tools to adapt instruction to meet all student's needs. Along with Differentiation and Inclusion, teachers were provide with explicit training in the Pearson Math XL platform which provides remediation resources for those that struggle with core concepts.

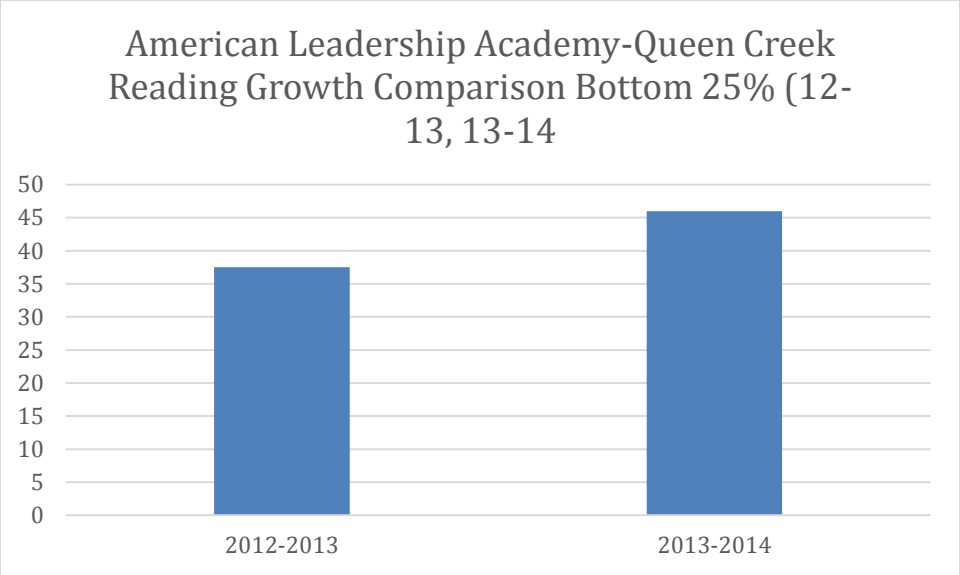
Bottom 25% Student Growth Percentiles – Reading

American Leadership Academy improved the student growth percentiles for the bottom twenty-five percent of students from 33.5 in 2013 to 45 in 2014 on the ASBCS dashboard. This move indicates that the efforts we are taking to improve student growth are working. As we continue to implement the program described below, we are confident in our ability to surpass a median SGP of 50.

Differentiated Reading Curriculum

To support Special Education students within the bottom 25% for reading, the SRA Reading Mastery/Corrective Reading program was selected and adopted in 2013 after extensive research and a visit to a highly performing school in Utah that utilizes the program. In comparing the growth of students with the bottom 25% from 2013 to 2014 using AIMS data the American Leadership Academy district had an overall average growth percentile gain (See Table 7). This data confirms that ALA's reading intervention program is effective, and that continued efforts need to be given to strengthening the reading intervention program through Six Minute Solutions, Read Theory, and SRA Corrective Reading.

Table 7



Monitoring Reading Instruction- Bottom 25%

Refer to the section titled, *Monitoring Mathematics Instruction- Bottom 25%* to better understand how teachers that instruct students within the bottom 25% are evaluated.

Comprehensive Reading Assessment System- Bottom 25%

Refer to the sections titled, *Differentiated Reading Curriculum, Reading Assessment Analysis, and Comprehensive Mathematics Assessment System- Bottom 25% to* better understand how the Galileo assessment system meet the needs of students within the bottom 25% for reading. Additionally, curriculum-based assessments are provided through SRA Corrective Reading, Six Minute Solutions, and Read Theory to measure student progress. Student performance data gathered through the curriculum-based measures is submitted to campus administration on a weekly basis for review of reading intervention effectiveness.

Reading Professional Development Plan - Bottom 25%

Table 4 outlines all of the professional development opportunities provided for teachers of ALA QC. Special Education teachers and reading intervention paraprofessionals received explicit training in the SRA and Corrective Reading programs to ensure correct program implementation. Additionally, teachers received training in Six Minute Solutions and Read Theory. As previously mentioned, additional staff have been provided to the Academic Department to allow for monthly campus visits so that curriculum implementation can be more closely monitored.

Composite School Comparison- Math and Reading

According to the Arizona State Board for Charter School's Academic Dashboard, ALA QC failed to meet the expectations within the Composite School Comparison for mathematics and reading. This is due to inconsistent implementation of the Saxon and Pearson mathematics

program during the 2013-2014 school year, and below average student growth in reading. As previously mentioned within the sections above, actions have been taken to remediate this concern including the removal of the previous mathematics team lead, and the adoption of additional reading intervention programs.

State Accountability

In 2013, American Leadership Academy – Queen Creek, was rated as a "C" school by the Arizona Department of Education. For 2014, the rating increased from a "C" to a "B." This increase in rating indicates that the measures implemented to improve student performance during the 2014 school year were effective. It is the objective of American Leadership Academy to have every school rated as an "A" school. As such, we continue to work intensively at all campuses to ensure that all of the necessary programs and supports are in place to ensure student success.