Demonstration of Sufficient Progress
Student Choice High School Tempe

SCHOOL OVERVIEW

Student Choice High School is a North Central Association (AdvancED) accredited alternative high school that serves students between the ages of 14 and 22 who are not able to function in the traditional school setting. Our mission is to educate and graduate students who have not been successful in a traditional high school. Typically, our students leave the traditional schools because of poor attendance, behavior problems and /or credit deficiencies. Our belief is that all students can learn, but some may need more time and a more flexible schedule. We offer a "work at your own pace" program which gives the student additional time to complete classes, if needed. We follow a trimester calendar; however, open enrollment allows students to continue their classes past the end of the grading period based on their enrollment date and withdrawal grades from their previous school. Using the data from School Master, our state reporting system, this site has enrolled a total of 270 students and 127 students were withdrawn (4 reenrolled) for the following reasons:

- Transferred 46
- Graduated 23
- Attendance 49
- Suspended 2
- Dropped out 1
- Detained 3
- GED 3

We enroll students throughout the year so a large number of our enrollments come during the school year as other students leave and we have space to accommodate new enrollments. There were 64 full academic year students at this location and 48 of those students were required to take at least one of the AIMS tests.

What follows is the summary of how we addressed the performance of this school in the areas that are not meeting the board's standards and expectations.

1a: STUDENT MEDIAN GROWTH PERCENTILE (SGP)

Math

Curriculum

In the summer of 2012, the board approved the purchase of A+LS (A+LS stands for A+nywhere Learning Software). It is a comprehensive, K-12 e-learning instruction program for online, traditional and alternative schools. Student Choice High School chose this curriculum to accommodate our open-enrollment policy and for their commitment to align and update software to meet Common Core Standards. Individualized curriculum is assigned to every student upon enrollment based on transcripts, prior classes, and classes needed to fulfill their required math credits. A+LS curriculum is delivered to every student via computer to align with our individualized, self-paced program where students work independently. A pretest is given in each math class to determine what lessons each individual student will be assigned for that class. If a student shows mastery in certain skills/concepts, the software removes those lessons from the student's "clipboard". Typically, a clipboard has between 60 and 100 lessons in each half credit class. A student must pass each lesson with a minimum of a 70% in order to move on to the next lesson. Students are expected to complete one to two math lessons each day. If a student does not achieve the desired proficiency, the math teacher will do "mini lessons" and tutoring to ensure that they can move along to the next lesson. Classrooms are designed for independent learning with one-on-one instruction, as needed. However, an effective tracking system for teachers to demonstrate tutoring success, time spent with each student, and the daily lessons covered has yet to be created. As we prepare for the new school year, our plan is to develop and implement a plan for this. Because teachers are moving from student to student, we have not perfected a documentation system that does not take away teaching time from students.

Laurus Math was purchased as a supplemental tool for those students needing to pass the AIMS test. It is an online standards based math curriculum that allows all students, regardless of grade, age or credit status to be exposed to the standards that they need in order to be successful on the AIMS exam. Students take a pretest to determine the standard strand in which they will need to study. The benefit of Laurus is the live teaching component for over 60 math lessons. Laurus allows 24/7 access to video tutorials, printable notes, unlimited review problems with immediate feedback, and quizzes to measure mastery of material and can be accessed anywhere internet is available. This software is utilized for small group and individualized tutoring, as well as, independent learning.

Galileo was used to primarily assess students through benchmark tests. After each benchmark, the data from student results is analyzed, with the assistance of the school coach, so that teachers can plan what standards to focus on for small group instruction, bell work and individual student assistance. In terms of curriculum, it was used to generate practice problems and quizzes that are highly aligned to the AIMS exam for use in these activities. Based on fall/winter results from Galileo, the teachers created a blended learning approach in their classroom. Small group and individual intervention was given during the spring semester with an intense and deliberate focus on AIMS concepts for teaching students during spring semester. Our goal is to take what we learned this year and make better use of our knowledge/experience for next year.

Instruction

Formal/traditional lesson plans are not created by the teachers for A+LS. Lessons are generated and presented to students via their computer-based curriculum in A+LS. Teachers monitor the students' daily work via the student monitoring system in A+LS software. This allows teachers to oversee their independent learning classrooms by aggregating the following reports: attendance (amount of time in class/lesson), grading (scores on lessons) and lessons completed. When necessary, these reports and daily teacher observation give them the tools needed for individual intervention plans. Based on the AIMS results for the 2012-2013 school year,

steps were also taken to help students improve and retain math skills. Teachers implemented Galileo, an Arizona College and Career Ready assessment tool, to monitor students' progress and growth in a series of benchmark tests. Based on fall/winter results from Galileo, 2013 FAME scores and A+LS pre and post-tests, the teachers created a blended learning approach in their classroom. Small group and individual intervention/teaching/instruction was given during the spring semester with an intense and deliberate focus on AIMS concepts for teaching students during the spring semester. Our goal is to take what we learned this year and make better use of our knowledge/experience for next year.

Laurus, Odysseyware, and Buckle Down were all chosen because the lessons are already created and teachers were there to monitor and assist students in their daily learning needs. Blended learning was incorporated more this year, along with strategic individualized and small group instruction. Teachers are monitored daily for their ability to manage the classroom instruction, behavior, and student performance by their Director. Directors, by accessing the A+ management system, can oversee all students and their progress in each class. The Director can run reports in the A+LS management system to view pre and post testing, daily lessons, and grading, in order to manage their teacher's effectiveness in the classroom.

Assessment

Finding an assessment tool for our "at-risk" student population was/is difficult because they are a very transient group. Hoping to find a valid assessment tool this year was of utmost importance. Assessment of a transient population is often difficult in math and we are hoping that implementing Galileo Assessment Technologies will help us successfully evaluate our students and give the teachers a strong resource to see exactly the skill levels of each student to better accommodate his/her learning needs. (See Figure 1) There were technical difficulties in getting Galileo set up at the beginning of the year. That did not allow for as many testing cycles as we would have liked to schedule; therefore, we were unable to have full year data. Changing the test dates/delivery method and perhaps creating another assessment for 9th graders and post-AIMS/ PARCC tests will be addressed with Galileo this summer. We believe that our students could have tried harder and done better; therefore, next year, we plan to find a better way to motivate the students to do their best. Figure 3 shows the average growth from pretest to posttest in A+LS by making the weight of the test count more in their overall grade.

Professional Development

During the week prior to school opening in August, two days were devoted to staff training including special education procedures and training on the A+LS curriculum. One half day on September 18th was spent with a trainer for the Laurus math program who met with all math teachers and aides. After we implemented the Galileo testing program and students were given pre-tests in Math, our Quality Schools trainer met with staff at each school. Individual coaching sessions with staff and coaching sessions with full staff were done to evaluate data and to discuss the use of the Galileo program to increase student skill levels. Those two hour sessions were done in September and October with a four hour session in February with all three sites meeting together to develop an intervention plan**.** During these sessions, the standards that needed to be retaught via bellwork, small group and other assignments were planned. Additionally, after the second benchmark each teacher had an individual meeting in which an instructional plan was discussed as well as ways to measure whether interventions were successful. Usually the Galileo system was used to create AIMS aligned quizzes so they could validly assess whether students were increasing in proficiency.

Figure 1

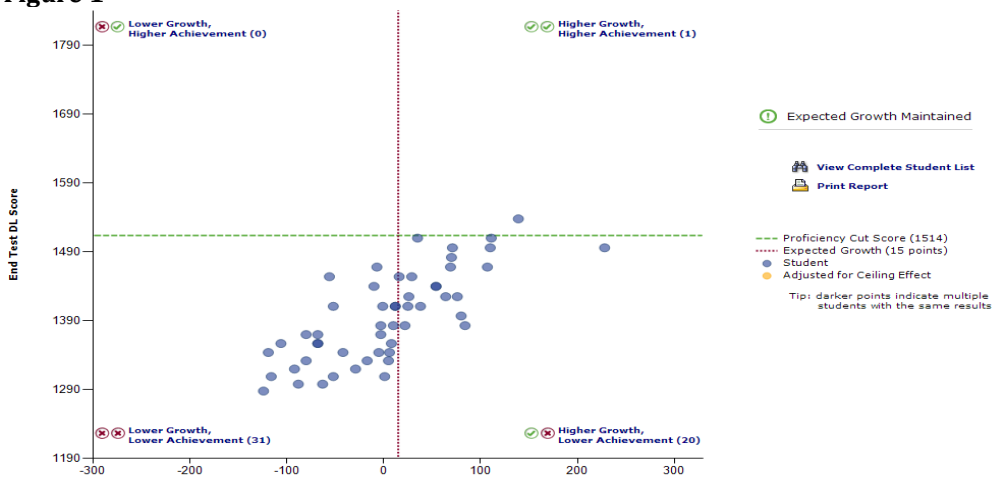


Figure 2

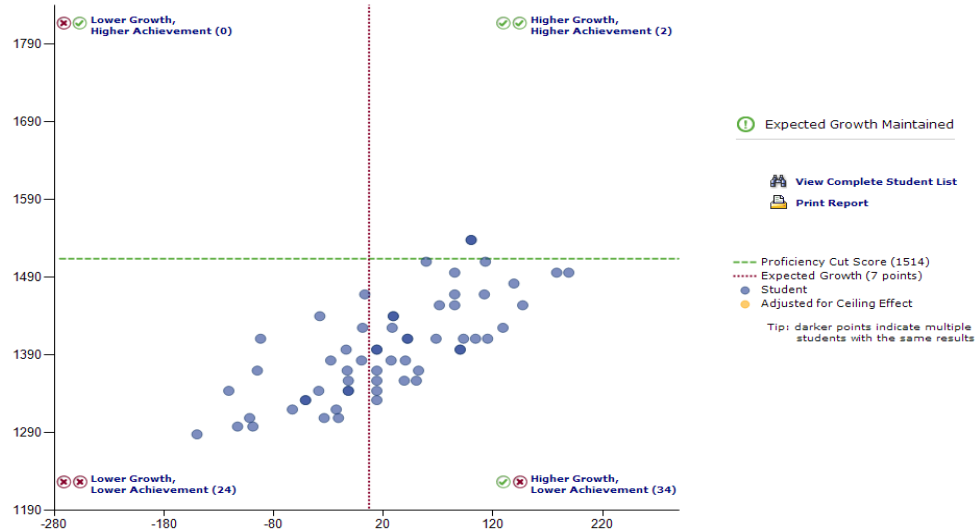
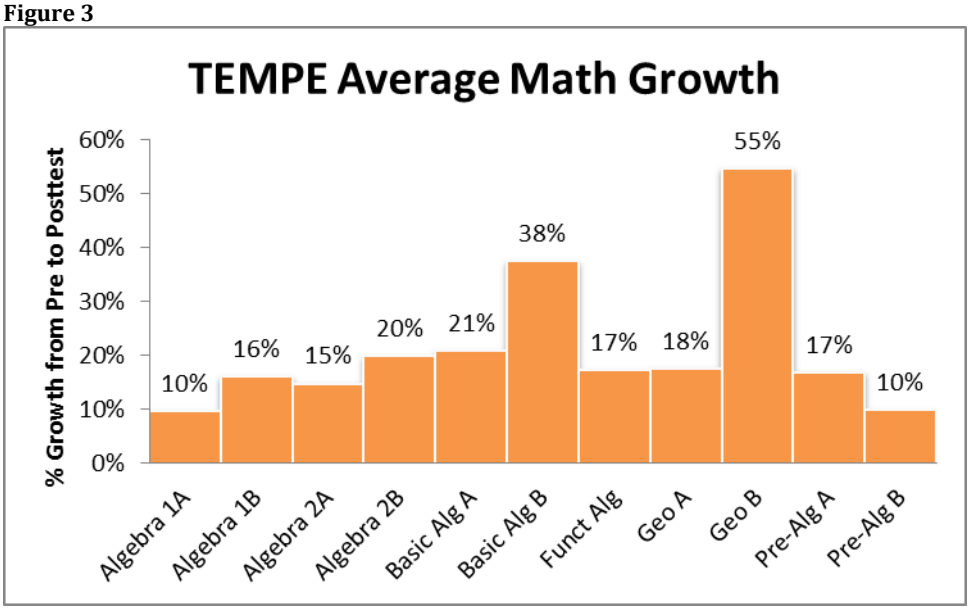


Figure 3



1a: STUDENT MEDIAN GROWTH PERCENTILE (SGP)

Reading

Curriculum

A+LS Software incorporates a literature component in each of its high school English courses. All titles are aligned with the Common Core Standards. English teachers have also integrated and expanded the literature titles during the 2013-2014 school year in hopes to offer a wider selection of reading materials to hold student interest and to provide more choices. Individualized curriculum is assigned to every student upon enrollment based on transcripts, prior classes, and classes needed to fulfill their required credits. A+LS curriculum is delivered to every student via computer to align with our individualized, self-paced program where students work independently. A pretest is given in each class to determine what lessons each individual student will be assigned for that class. If a student shows mastery in certain skills/concepts, the software removes those lessons from the student's "clipboard". Typically, a clipboard has between 60 and 100 lessons in each half credit class. A student must pass each lesson with a minimum of a 70% in order to move on to the next lesson. Students are expected to daily progress. Classrooms are designed for independent learning with one-on-one instruction, as needed. However, an effective tracking system for teachers to demonstrate tutoring success, time spent with each student, and the daily lessons covered has yet to be created.
In addition to the core curriculum in A+LS, a supplemental program was used with students to increase their reading skills. Buckle Down Reading was chosen because of the following:

- Buckle Down Reading is a 100% aligned to the Arizona Academic Content Standards
- Special attention to grade-appropriate vocabulary and content
- Lessons focus on the reading process and comprehension of both literary and informational texts
- Lessons cover vocabulary, main idea, details, literary elements, inferences, text structures, author's purpose, and more
- Passages include references to Arizona people and places to build on students' experiential base
- Valuable practice with multiple-choice questions through two practice tests and AIMS-formatted end-of-lesson exercises

In addition, the teacher used blended learning and students were required to read novels and complete additional vocabulary and writing activities related to the reading assignment.

Instruction

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The teachers incorporated a more blended learning classroom this year. In addition to computer-based curriculum with one-on-one instruction, the teacher created individual and small groups for the spring semester. These groups were created for those who needed review (students who have not passed the AIMS Reading test).

Based on the academic framework for 2013, this school exceeded expectations by scoring 15% higher than the average schools with our population for growth in "reading improvement" and met the standards for proficiency in reading.

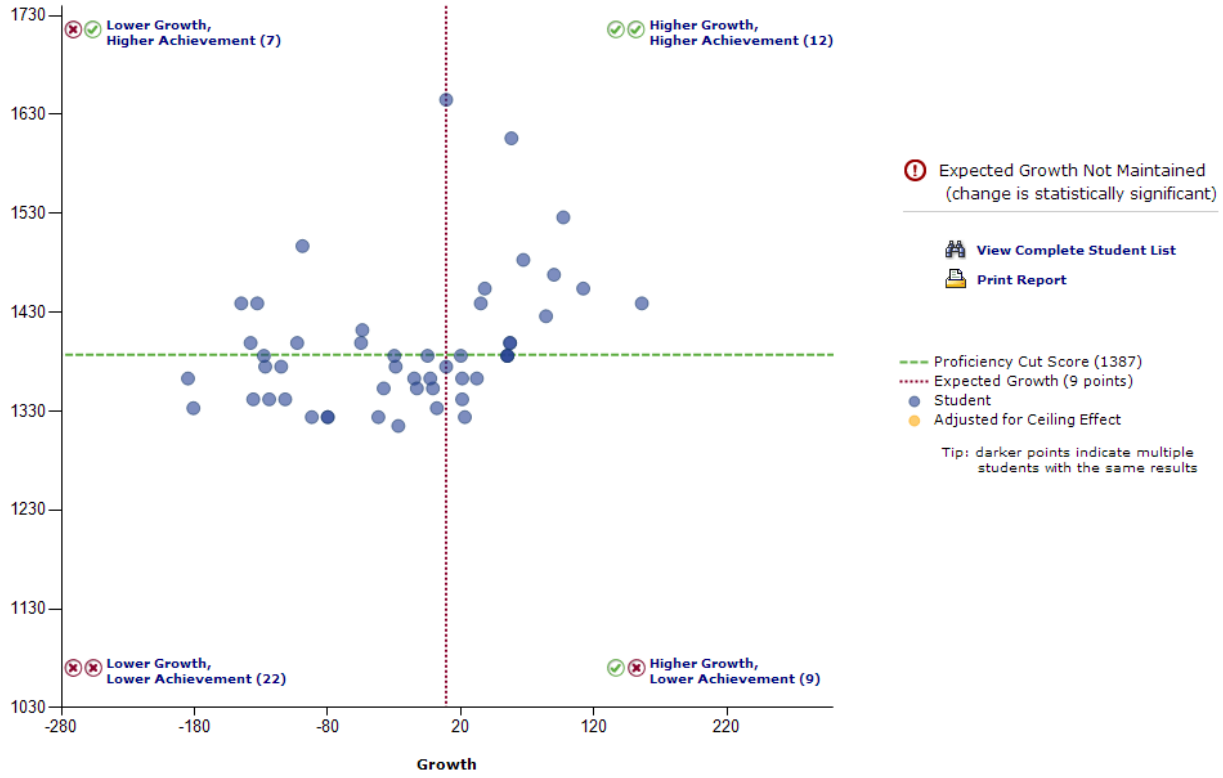
Assessment

Galileo Assessment Technologies was incorporated to effectively evaluate student growth throughout the school year. By implementing Galileo Assessment Technologies we now have a tool to evaluate our students and give the teachers a strong resource to see exactly the skill levels of each student to better accommodate his/her learning needs. There were technical difficulties in getting Galileo set up at the beginning of the year. That did not allow for as many testing cycles as we would have liked to schedule; therefore, we were unable to have full year data. Changing the test dates/delivery method and perhaps creating another assessment for 9th graders and post-AIMS/ PARCC tests will be addressed with Galileo this summer. We believe that our students could have tried harder and done better; therefore, next year, we plan to find a better way to motivate the students to do their best by making the weight of the test count more in their overall grade.

Professional Development

Eight hours of professional development to strengthen knowledge and use of A+LS curriculum were scheduled prior to the beginning of the school year and twelve four hours coaching sessions was contracted with the Quality Schools Program. The school could choose the use of those hours of professional development for data analysis, leadership coaching, instructional coaching and curriculum development. Based on the results and implementation of Galileo for the 2013-2014 school year, a more in-depth analysis of teaching techniques and curriculum development will be implemented during the next upcoming school year.

Figure 3


Lower Growth, Higher Achievement (7)
Higher Growth, Higher Achievement (12)
Lower Growth, Lower Achievement (22)
Higher Growth, Lower Achievement (9)
1730
1630
1530
1430
1330
1230
1130
1030
-280
-180
-80
20
120
220
Growth
Expected Growth Not Maintained (change is statistically significant)
View Complete Student List
Print Report
Proficiency Cut Score (1387)
Expected Growth (9 points)
Student
Adjusted for Ceiling Effect
Tip: darker points indicate multiple students with the same results

1b: IMPROVEMENT

Math

Curriculum

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Instruction

This year Student Choice High School began to develop a plan to implement and monitor the integration of Arizona's College and Career Ready Standards. Teachers used pre and post testing in all A+LS classes to review valid potential for gain and growth in knowledge and skills. Formal/traditional lesson plans are not created by the teachers for A+LS. Lessons are generated and presented to students via their computer-based curriculum in A+LS. Teachers monitor the students' daily work via the student monitoring system in A+LS software. It allows teachers to oversee their independent learning classrooms by aggregating the following reports: attendance (amount of time in class/lesson), grading (scores on lessons) and lessons completed. When necessary, these reports and daily teacher observation give them the tools needed for individual intervention plans. Based on the AIMS results for the 2012-2013 school year, steps were also taken to help students

improve and retain math skills. Teachers implemented Galileo, an Arizona College and Career Ready assessment tool, to monitor students' progress and growth in a series of benchmark tests. Based on fall/winter results from Galileo, 2013 FAME scores and A+LS pre and post-tests, the teachers created a blended learning approach in their classroom. Small group and individual intervention/teaching/instruction was given during the spring semester with an intense and deliberate focus on AIMS concepts for teaching students during the spring semester. Our goal is to take what we learned this year and make better use of our knowledge/experience for next year.

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Prior to the AIMS retakes in the fall, students were assigned the Laurus math as an instructional tool that could be used both in the classroom and outside of school time. The teacher and math tutor also focused on those students who scored in the Approaches area on their prior test directly addressing the strand/strands that showed their lowest performance level.

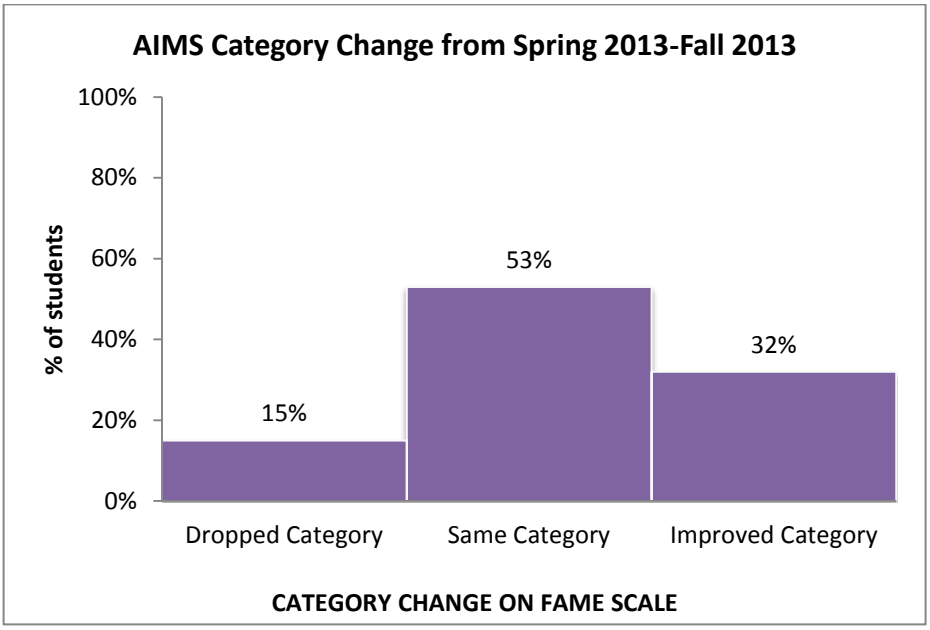
Assessment

Every student that was enrolled at the school and had not taken or passed the AIMS test was given a pre-test on Galileo. The results of this pre-test were used to determine where the students' areas of need were. Students' individual scores were used to assign specific strand, concept, and PO in Laurus to match the areas that they struggled with on the pre-test. Students were separated into classes based on performance on the pre-test along with grade level. A spreadsheet was created to determine, as a whole, what areas needed to be addressed for most students in each class. Based on the spreadsheet data, for PO's that a majority of students had struggles with, lessons were planned and taught to ensure the greatest understanding for possible mastery of the given concept. Lessons were taught with the objective of reaching the expected outcome of the specific PO. These PO's were chosen based on the highest risk for the greatest number of students in the given class based on the pre-test scores. Twenty four lessons were taught over a 5 – 6 week period previous to the testing date. For PO's not taught in the classroom, students were tutored on an individual need.
As you can see in Figure 4, 32% of the students who retested improved their category.

Professional Development

During the week prior to school opening in August, two days were devoted to staff training including special education procedures and training on the A+LS curriculum. One half day on September 18th was spent with a trainer for the Laurus math program who met with all math teachers and aides. After we implemented the Galileo testing program and students were given pre-tests in Math, our Quality Schools trainer met with staff at each school. Individual coaching sessions with staff and coaching sessions with full staff were done to evaluate data and to discuss the use of the Galileo program to increase student skill levels. Those two hour sessions were done in September and October with a four hour session in February with all three sites meeting together to develop an intervention plan**.** During these sessions, the standards that needed to be retaught via bellwork, small group and other assignments were planned. Additionally, after the second benchmark each teacher had an individual meeting in which an instructional plan was discussed as well as ways to measure whether interventions were successful. Usually the Galileo system was used to create AIMS aligned quizzes so they could validly assess whether students were increasing in proficiency.

Figure 4:


AIMS Category Change from Spring 2013-Fall 2013
100%
80%
60%
40%
20%
0%
% of students
15%
53%
32%
Dropped Category
Same Category
Improved Category
CATEGORY CHANGE ON FAME SCALE

2b: SUBGROUP ELL

Reading

Curriculum

We do not currently have any ELL students but all curriculums that are used at Student Choice High School would be made available to the ELL student. A+LS Software incorporates a literature component in each of its high school English courses. All titles are aligned with the state standards. English teachers have also integrated and expanded the literature titles during the 2013-2014 school year in hopes to offer a wider selection of reading materials to hold student interest and to provide more choices. Individualized curriculum is assigned to every student upon enrollment based on transcripts, prior classes, and classes needed to fulfill their required credits. A+LS curriculum is delivered to every student via computer to align with our individualized, self-paced program where students work independently. A pretest is given in each class to determine what lessons each individual student will be assigned for that class. If a student shows mastery in certain skills/concepts, the software removes those lessons from the student's "clipboard". Typically, a clipboard has between 60 and 100 lessons in each half credit class. A student must pass each lesson with a minimum of a 70% in order to move on to the next lesson. Students are expected to daily progress. Classrooms are designed for independent learning with one-on-one instruction, as needed. However, an effective tracking system for teachers to demonstrate tutoring success, time spent with each student, and the daily lessons covered has yet to be created.
In addition to the core curriculum in A+LS, a supplemental program was used with students to increase their reading skills. Buckle Down Reading was chosen because of the following:

- Buckle Down Reading is a 100% aligned to the Arizona Academic Content Standards
- Special attention to grade-appropriate vocabulary and content
- Lessons focus on the reading process and comprehension of both literary and informational texts
- Lessons cover vocabulary, main idea, details, literary elements, inferences, text structures, author's purpose, and more
- Passages include references to Arizona people and places to build on students' experiential base
- Valuable practice with multiple-choice questions through two practice tests and AIMS-formatted end-of-lesson exercises

The online curriculum allows for accommodations to be made based on the student's skill levels and the ELL student would remain in the regular classroom. Our special education teacher has designed a curriculum to work with students who need daily drills in reading and writing, to accommodate their needs, perform baseline annual assessment, and monitor skillset growth. The amount of involvement in these daily activities is determined by needs identified in the student IEP. It should be noted that daily drills will be required in reading and writing for all students. These drills will be modified for the ELL students to reflect their actual current grade level of performance.

Instruction

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Teachers are made aware of any student who has tested as an ELL student on the AZELLA test. Accommodations are made by the teacher and if the student needs individual help with their coursework, the teacher is available. Additional printed material to include vocabulary building and reading comprehension exercises are used from the Buckle Down workbooks and material that is available through EdHelper, a teacher website. These activities are printed materials so the teacher grades and evaluates the student's work.

Assessment

Galileo Assessment Technologies was incorporated to effectively evaluate student growth throughout the school year. By implementing Galileo Assessment Technologies we now have a tool to evaluate our students and give the teachers a strong resource to see exactly the skill levels of each student to better accommodate his/her learning needs. There were technical difficulties in getting Galileo set up at the beginning of the year. That did not allow for as many testing cycles as we would have liked to schedule; therefore, we were unable to have full year data. Changing the test dates/delivery method and perhaps creating another assessment for 9th graders and post-AIMS/ PARCC tests will be addressed with Galileo this summer. We believe that our students could have tried harder and done better; therefore, next year, we plan to find a better way to motivate the students to do their best by making the weight of the test count more in their overall grade.

The AZELLA test, a state mandated test, is administered to all students who have not scored Proficient. This test is administered each spring by the Special Education teacher and scores are sent to the school. The scores are shared with the staff so that accommodations can be made.

Professional Development

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2b: SUBGROUP FRL

Math

Curriculum

We do not currently serve a FRL population but in the event that we were to begin serving these students, we would use the A+LS (A+LS stands for A+nywhere Learning Software). It is a comprehensive, K-12 e-learning instruction program for online, traditional and alternative schools. SCHS chose this curriculum to accommodate our open-enrollment policy and for their commitment to align and update software to meet all state standards. Individualized curriculum is assigned to every student upon enrollment based on transcripts, prior classes, and classes needed to fulfill their required math credits. A+LS curriculum is delivered to every student via computer to align with our individualized, self-paced program where students work independently. A pretest is given in each math class to determine what lessons each individual student will be assigned for that class. If a student shows mastery in certain skills/concepts, the software removes those lessons from the student's "clipboard". Typically, a clipboard has between 60 and 100 lessons in each half credit class. A student must pass each lesson with a minimum of a 70% in order to move on to the next lesson. Students are expected to complete one to two math lessons each day. If a student does not achieve the desired proficiency, the math teacher will do "mini lessons" and tutoring to ensure that they can move along to the next lesson. Classrooms are designed for independent learning with one-on-one instruction, as needed. However, an effective tracking system for teachers to demonstrate tutoring success, time spent with each student, and the daily lessons covered has yet to be created. As we prepare for the new school year, we will develop and implement a plan for this. Because teachers are moving from student to student, we have yet to perfect a documentation system that does not take teaching time away from students.

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Galileo was used to primarily assess students through benchmark tests. After each benchmark, the data from student results is analyzed, with the assistance of the school coach, so that teachers can plan what standards to focus on for small group instruction, bell work and individual student assistance. In terms of curriculum, it was used to generate practice problems and quizzes that are highly aligned to the AIMS exam for use in these activities. Based on fall/winter results from Galileo, the teachers created a blended learning approach in their classroom. Small group and individual intervention was given during the spring semester with an intense and deliberate focus on AIMS concepts for teaching students during spring semester. Our goal is to take what we learned this year and make better use of our knowledge/experience for next year.

Instruction

Formal/traditional lesson plans are not created by the teachers for A+LS. Lessons are generated and presented to students via their computer-based curriculum in A+LS. Teachers monitor the students' daily work via the student monitoring system in A+LS software. It allows teachers to oversee their independent learning classrooms by aggregating the following reports: attendance (amount of time in class/lesson), grading (scores on lessons) and lessons completed. When necessary, these reports and daily teacher observation give them the tools needed for individual intervention plans. Based on the AIMS results for the 2012-2013 school year, steps were also taken to help students improve and retain math skills. Teachers implemented Galileo, an Arizona College and Career Ready assessment tool, to monitor students' progress and growth in a series of

benchmark tests. Based on fall/winter results from Galileo, 2013 FAME scores and A+LS pre and post-tests, the teachers created a blended learning approach in their classroom. Small group and individual intervention/teaching/instruction was given during the spring semester with an intense and deliberate focus on AIMS concepts for teaching students during the spring semester. Our goal is to take what we learned this year and make better use of our knowledge/experience for next year.

Laurus, Odysseyware, and Buckle Down were all chosen because the lessons are already created and teachers are there to monitor and assist students in their daily learning needs. Blended learning was incorporated more this year, along with strategic individualized and small group instruction. Teachers are monitored daily for their ability to manage the classroom instruction, behavior, and student performance by their Director. Directors, by accessing the A+ management system, can oversee all students and their progress in each class. The Director can run reports in the A+LS management system to view pre and post testing, daily lessons, and grading, in order to manage their teacher's effectiveness in the classroom.

Prior to the AIMS retakes in the fall, students were assigned the Laurus math as an instructional tool that could be used both in the classroom and outside of school time. The teacher and math tutor also focused on those students who scored in the Approaches area on their prior test directly addressing the strand/strands that showed their lowest performance level.

Assessment

Every student that was enrolled at the school and had not taken or passed the AIMS test was given a pre-test on Galileo. The results of this pre-test were used to determine where the students' areas of need were. Students' individual scores were used to assign specific strand, concept, and PO in Laurus to match the areas that they struggled with on the pre-test. Students were separated into classes based on performance on the pre-test along with grade level. A spreadsheet was created to determine, as a whole, what areas needed to be addressed for most students in each class. Based on the spreadsheet data, for PO's that a majority of students had struggles with, lessons were planned and taught to ensure the greatest understanding for possible mastery of the given concept. Lessons were taught with the objective of reaching the expected outcome of the specific PO. These PO's were chosen based on the highest risk for the greatest number of students in the given class based on the pre-test scores. Twenty four lessons were taught over a 5 – 6 week period previous to the testing date. For PO's not taught in the classroom, students were tutored on an individual need.

Professional Development

During the week prior to school opening in August, two days were devoted to staff training including special education procedures and training on the A+LS curriculum. One half day on September 18th was spent with a trainer for the Laurus math program who met with all math teachers and aides. After we implemented the Galileo testing program and students were given pre-tests in Math, our Quality Schools trainer met with staff at each school. Individual coaching sessions with staff and coaching sessions with full staff were done to evaluate data and to discuss the use of the Galileo program to increase student skill levels. Those two hour sessions were done in September and October with a four hour session in February with all three sites meeting together to develop an intervention plan**.** During these sessions, the standards that needed to be retaught via bellwork, small group and other assignments were planned. Additionally, after the second benchmark each teacher had an individual meeting in which an instructional plan was discussed as well as ways to measure whether interventions were successful. Usually the Galileo system was used to create AIMS aligned quizzes so they could validly assess whether students were increasing in proficiency.

2b: SUBGROUP FRL

Reading

Curriculum

We do not currently have any FRL students but all curriculums that are used at Student Choice High School would be made available to the FRL student. A+LS Software incorporates a literature component in each of its high school English courses. All titles are aligned with the state standards. English teachers have also integrated and expanded the literature titles during the 2013-2014 school year in hopes to offer a wider selection of reading materials to hold student interest and to provide more choices. Individualized curriculum is assigned to every student upon enrollment based on transcripts, prior classes, and classes needed to fulfill their required credits. A+LS curriculum is delivered to every student via computer to align with our individualized, self-paced program where students work independently. A pretest is given in each class to determine what lessons each individual student will be assigned for that class. If a student shows mastery in certain skills/concepts, the software removes those lessons from the student's "clipboard". Typically, a clipboard has between 60 and 100 lessons in each half credit class. A student must pass each lesson with a minimum of a 70% in order to move on to the next lesson. Students are expected to daily progress. Classrooms are designed for independent learning with one-on-one instruction, as needed. However, an effective tracking system for teachers to demonstrate tutoring success, time spent with each student, and the daily lessons covered has yet to be created.
In addition to the core curriculum in A+LS, a supplemental program was used with students to increase their reading skills. Buckle Down Reading was chosen because of the following:

- Buckle Down Reading is a 100% aligned to the Arizona Academic Content Standards
- Special attention to grade-appropriate vocabulary and content
- Lessons focus on the reading process and comprehension of both literary and informational texts
- Lessons cover vocabulary, main idea, details, literary elements, inferences, text structures, author's purpose, and more
- Passages include references to Arizona people and places to build on students' experiential base
- Valuable practice with multiple-choice questions through two practice tests and AIMS-formatted end-of-lesson exercises

The online curriculum allows for accommodations to be made based on the student's skill levels and the FRL student would remain in the regular classroom

Instruction

Formal/traditional lesson plans are not created by the teachers for A+LS. Lessons are generated and presented to students via their computer-based curriculum in A+LS. Teachers monitor the students' daily work via the student monitoring system in A+LS software. It allows teachers to oversee their independent learning classrooms by aggregating the following reports: attendance (amount of time in class/lesson), grading (scores on lessons) and lessons completed. When necessary, these reports and daily teacher observation give them the tools needed for individual intervention plans. Based on the AIMS results for the 2012-2013 school year, steps were also taken to help students improve reading skills. Teachers implemented Galileo, an Arizona College and Career Ready assessment tool, to monitor students' progress and growth in a series of benchmark tests. Based on fall/winter results from Galileo, 2013 FAME scores and A+LS pre and post-tests, the teachers created a blended learning approach in their classroom. Small group and individual intervention/teaching/instruction was given with an intense and deliberate focus on AIMS concepts for

teaching students during the spring semester. Our goal is to take what we learned this year and make better use of our knowledge/experience for next year.

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Assessment

Galileo Assessment Technologies was incorporated to effectively evaluate student growth throughout the school year. By implementing Galileo Assessment Technologies we now have a tool to evaluate our students and give the teachers a strong resource to see exactly the skill levels of each student to better accommodate his/her learning needs. There were technical difficulties in getting Galileo set up at the beginning of the year. That did not allow for as many testing cycles as we would have liked to schedule; therefore, we were unable to have full year data. Changing the test dates/delivery method and perhaps creating another assessment for 9th graders and post-AIMS/ PARCC tests will be addressed with Galileo this summer. We believe that our students could have tried harder and done better; therefore, next year, we plan to find a better way to motivate the students to do their best by making the weight of the test count more in their overall grade.

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2b: SUBGROUP SPED

Math

Curriculum

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Galileo was used to primarily assess students through benchmark tests. After each benchmark, the data from student results is analyzed, with the assistance of the school coach, so that teachers can plan what standards to focus on for small group instruction, bell work and individual student assistance. In terms of curriculum, it was used to generate practice problems and quizzes that are highly aligned to the AIMS exam for use in these activities. Based on fall/winter results from Galileo, the teachers created a blended learning approach in their classroom. Small group and individual intervention was given during the spring semester with an intense and deliberate focus on AIMS concepts for teaching students during spring semester. Our goal is to take what we learned this year and make better use of our knowledge/experience for next year.

Instruction

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Laurus, Odysseyware, and Buckle Down were all chosen because the lessons are already created and teachers are there to monitor and assist students in their daily learning needs. Blended learning was incorporated more this year, along with strategic individualized and small group instruction. Teachers are monitored daily for their ability to manage the classroom instruction, behavior, and student performance by their Director. Directors, by accessing the A+ management system, can oversee all students and their progress in each class. The Director can run reports in the A+LS management system to view pre and post testing, daily lessons, and grading, in order to manage their teacher's effectiveness in the classroom

Assessment

Students are tested in the A+LS curriculum at the beginning of each class. A pretest is given in each math class to determine what lessons each individual student will be assigned for that class. If a student shows mastery in certain skills/concepts, the software removes those lessons from the student's "clipboard". Typically, a clipboard has between 60 and 100 lessons in each half credit class. A student must pass each lesson with a minimum of a 70% in order to move on to the next lesson. Students are expected to complete one to two math lessons each day. If a student does not achieve the desired proficiency, the math teacher will do "mini lessons" and tutoring to ensure that they can move along to the next lesson. Classrooms are designed for independent learning with one-on-one instruction, as needed. However, an effective tracking system for teachers to demonstrate tutoring success, time spent with each student, and the daily lessons covered has yet to be created. As we prepare for the new school year, our plan is to develop and implement a plan for this. Because teachers are moving from student to student, we have not perfected a documentation system that does not take away teaching time from students . By implementing Galileo Assessment Technologies we now have a tool to evaluate our students and give the teachers a strong resource to see exactly the skill levels of each student to better accommodate his/her learning needs. There were technical difficulties in getting Galileo set up at the beginning of the year. That did not allow for as many testing cycles as we would have liked to schedule; therefore, we were unable to have full year data. Changing the test dates/delivery method and perhaps creating another assessment for 9th graders and post-AIMS/ PARCC tests will be addressed with Galileo this summer. We believe that our students could have tried harder and done better; therefore, next year, we plan to find a better way to motivate the students to do their best by making the weight of the test count more in their overall grade.

As you can see from Table A, the SPED students struggle with their math skills, some students did not participate in the testing and some were not enrolled for all of the test dates. A testing calendar will be put into place next year and students will have their scores used as part of their math grade.

Forty –five day screenings are done on all incoming students. If a student is determined to have a need, the special education teacher schedules the assessment. All curriculums that are used at Student Choice High School are made available to the SPED student. The online curriculum allows for accommodations to be made based on the student's IEP. All SPED students remain the regular classroom except when receiving individual help from the math tutor**.**

Professional Development

Although we do not have formal in-service regarding the special education program other than the one held at the beginning of the school year, the special education teacher meets regularly with staff on an individual basis regarding the students who have accommodations. They discuss the student's progress and implement a plan for change if there does not seem to be progress.

Table A

Student	Pretest	BM 1	BM 2
Student 1 (12th Grade)	1425 (AS)	1330 (FFB)	1309 (FFB)
Student 2 (10th Grade)	1412 (FFB)	1343 (FFB)	1482 (AS)
Student 3 (11th Grade)	1463 (AS)	1307 (FFB)	1357 (FFB)
Student 4 (9th Grade)	Not Enrolled	(FFB)	1397 (FFB)
Student 5 (12th Grade)	Not Enrolled	Not Enrolled	1309 (FFB)
Student 6 (12th Grade)	1412 (FFB)	1343 (FFB)	1320 (FFB)
Student 7 (10th Grade)	1349 (FFB)	1330 (FFB)	1344 (FFB)
Student 8 (9thGrade)	Not enrolled	1307 (FFB)	Not enrolled
Student 9 (12th Grade)	No Data	No Data	No Data

2b: SUBGROUP SPED *(Reading)*

Curriculum

We do not currently have any ELL students but all curriculums that are used at Student Choice High School would be made available to the ELL student. A+LS Software incorporates a literature component in each of its high school English courses. All titles are aligned with the state standards. English teachers have also integrated and expanded the literature titles during the 2013-2014 school year in hopes to offer a wider selection of reading materials to hold student interest and to provide more choices. Individualized curriculum is assigned to every student upon enrollment based on transcripts, prior classes, and classes needed to fulfill their required credits. A+LS curriculum is delivered to every student via computer to align with our individualized, self-paced program where students work independently. A pretest is given in each class to determine what lessons each individual student will be assigned for that class. If a student shows mastery in certain skills/concepts, the software removes those lessons from the student's "clipboard". Typically, a clipboard has between 60 and 100 lessons in each half credit class. A student must pass each lesson with a minimum of a 70% in order to move on to the next lesson. Students are expected to daily progress. Classrooms are designed for independent learning with one-on-one instruction, as needed. However, an effective tracking system for teachers to demonstrate tutoring success, time spent with each student, and the daily lessons covered has yet to be created.

In addition to the core curriculum in A+LS, a supplemental program was used with students to increase their reading skills. Buckle Down Reading was chosen because of the following:

- Buckle Down Reading is a 100% aligned to the Arizona Academic Content Standards
- Special attention to grade-appropriate vocabulary and content
- Lessons focus on the reading process and comprehension of both literary and informational texts
- Lessons cover vocabulary, main idea, details, literary elements, inferences, text structures, author's purpose, and more
- Passages include references to Arizona people and places to build on students' experiential base
- Valuable practice with multiple-choice questions through two practice tests and AIMS-formatted end-of-lesson exercises

The online curriculum allows for accommodations to be made based on the student's skill levels and the ELL student would remain in the regular classroom. Our special education teacher has designed a curriculum to work with students who need daily drills in reading and writing, to accommodate their needs, perform baseline annual assessment, and monitor skillset growth. The amount of involvement in these daily activities is determined by needs identified in the student IEP. It should be noted that daily drills will be required in reading and writing for all students. These drills will be modified for the ELL students to reflect their actual current grade level of performance.
Our special education teacher has designed a curriculum to work with students who need daily drills in reading and writing, to accommodate their needs, perform baseline annual assessment, and monitor skillset growth. The amount of involvement in these daily activities is determined by needs identified in the student IEP

Instruction

Formal/traditional lesson plans are not created by the teachers for A+LS. Lessons are generated and presented to students via their computer-based curriculum in A+LS. Teachers monitor the students' daily work via the student monitoring system in A+LS software. It allows teachers to oversee their independent learning classrooms by aggregating the following reports: attendance (amount of time in class/lesson), grading (scores

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The Special Education Reading Remedial Action Plan includes the following:

- Review of each student's IEP to identify needs and requirements
- Assessment of current student activities & needs
- Creating a formalized summary of needs and requirements for the classroom teacher
- Establishing a daily work plan for spelling, writing, and math needs
- Monitoring the plan for progress by the classroom teacher and the SPED administrator.

Beginning next fall, daily drills will be required in reading and writing for all students but these drills will be modified for SPED students to reflect their actual current grade level of performance.

The program will include the following: remedial time for reading and writing (short, grade level reading assignment), comprehension test on the reading assignment and a daily spelling activity.

Assessment

Galileo Assessment Technologies was incorporated to effectively evaluate student growth throughout the school year. By implementing Galileo Assessment Technologies we now have a tool to evaluate our students and give the teachers a strong resource to see exactly the skill levels of each student to better accommodate his/her learning needs. There were technical difficulties in getting Galileo set up at the beginning of the year. That did not allow for as many testing cycles as we would have liked to schedule; therefore, we were unable to have full year data. Changing the test dates/delivery method and perhaps creating another assessment for 9th graders and post-AIMS/ PARCC tests will be addressed with Galileo this summer. We believe that our students could have tried harder and done better; therefore, next year, we plan to find a better way to motivate the students to do their best by making the weight of the test count more in their overall grade.

Each student will participate in several phases of assessment testing throughout the year. These tests are used to determine actual student performance levels, and to measure the student achievement/progress throughout the year. The testing vehicle is Galileo. The testing schedule is as follows:

1. Start of School Assessment Test
2. End of First Trimester Benchmark test
3. End of Second Trimester Benchmark Test

A complete student profile will include results from Galilleo testing, AIMS test scores, and progress made in the administering of the daily and weekly task assignments. All progress will be included in the student SPED file on a trimester basis.

Professional Development

During the week prior to school opening in August, two days were devoted to staff training including special education procedures and training on the A+LS curriculum. One half day on September 18th was spent with a trainer for the Laurus math program who met with all math teachers and aides. After we implemented the Galileo testing program and students were given pre-tests in Math, our Quality Schools trainer met with staff at each school. Individual coaching sessions with staff and coaching sessions with full staff were done to evaluate data and to discuss the use of the Galileo program to increase student skill levels. Those two hour sessions were done in September and October with a four hour session in February with all three sites meeting together to develop an intervention plan**.** During these sessions, the standards that needed to be retaught via bellwork, small group and other assignments were planned. Additionally, after the second benchmark each teacher had an individual meeting in which an instructional plan was discussed as well as ways to measure whether nterventions were successful. Usually the Galileo system was used to create AIMS aligned quizzes so they could validly assess whether students were increasing in proficiency.

3a: STATE ACCOUNTABILITY

The overall performance rating for this school “meets the standard”. In the past we have failed to meet the 95% test rule. This spring, we tested more than 95% of our students on all three tests. Also, there was a significant difference in the Academic Performance for this school from 2012 to 2013. There was improvement in both math and reading but reading showed the most significant improvement moving from a falls far below to exceeds and proficiency moved to meets in both reading and math. We are confident that each year we will continue to improve as we continue to make adjustments to our curriculum and accountability.

Demonstration of Sufficient Progress
Student Choice High School Tatum (Paradise Valley)

SCHOOL OVERVIEW

Student Choice High School Tatum began operation in the 2010-2011 school year. SHCS Tatum is a North Central Association (AdvancED) accredited alternative high school that serves students between the ages of 14 and 22 who are not able to function in the traditional school setting. Our mission is to educate and graduate students who have not been successful in a traditional high school. Typically, our students leave the traditional schools because of poor attendance, behavior problems and /or credit deficiencies. Our belief is that all students can learn, but some may need more time and a more flexible schedule. We offer a "work at your own pace" program which gives the student additional time to complete classes, if needed. We follow a trimester calendar; however, open enrollment allows students to continue their classes past the end of the grading period based on their enrollment date and withdrawal grades from their previous school. Using the data from School Master, our state reporting system, this site has enrolled a total of 85 students this year. Forty – two students were withdrawn (3 reenrolled) for the following reasons:

- Transferred 16
- Graduated 3
- Attendance 17
- Detention 3
- GED 1

We enroll students throughout the year, so a large number of our enrollments come during the school year as other students leave and we have space to accommodate new enrollments. There were 15 full academic year students at this site and 10 were required to take at least one AIMS test.

What follows is the summary of how we addressed the performance of this school in the areas that are not meeting the board's standards and expectations.

1a: STUDENT MEDIAN GROWTH PERCENTILE (SGP)

Math

Curriculum

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Assessment

Finding an assessment tool for our "at-risk" student population was/is difficult because they are a very transient group. Hoping to find a valid assessment tool this year was of utmost importance. Assessment of a transient population is often difficult in math and we are hoping that implementing Galileo Assessment Technologies will help us successfully evaluate our students and give the teachers a strong resource to see exactly the skill levels of each student to better accommodate his/her learning needs. (See Figure 1) There were technical difficulties in getting Galileo set up at the beginning of the year. That did not allow for as many testing cycles as we would have liked to schedule; therefore, we were unable to have full year data. Changing the test dates/delivery method and perhaps creating another assessment for 9th graders and post-AIMS/ PARCC tests will be addressed with Galileo this summer. We believe that our students could have tried harder and done better; therefore, next year, we plan to find a better way to motivate the students to do their best by making the weight of the test count more in their overall grade.

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Reading

Curriculum

A+LS Software incorporates a literature component in each of its high school English courses. All titles are aligned with the Common Core Standards. English teachers have also integrated and expanded the literature titles during the 2013-2014 school year in hopes to offer a wider selection of reading materials to hold student interest and to provide more choices. Individualized curriculum is assigned to every student upon enrollment based on transcripts, prior classes, and classes needed to fulfill their required credits. A+LS curriculum is delivered to every student via computer to align with our individualized, self-paced program where students work independently. A pretest is given in each class to determine what lessons each individual student will be assigned for that class. If a student shows mastery in certain skills/concepts, the software removes those lessons from the student's "clipboard". Typically, a clipboard has between 60 and 100 lessons in each half credit class. A student must pass each lesson with a minimum of a 70% in order to move on to the next lesson. Students are expected to daily progress. Classrooms are designed for independent learning with one-on-one instruction, as needed. However, an effective tracking system for teachers to demonstrate tutoring success, time spent with each student, and the daily lessons covered has yet to be created.
In addition to the core curriculum in A+LS, a supplemental program was used with students to increase their reading skills. Buckle Down Reading was chosen because of the following:

- Buckle Down Reading is a 100% aligned to the Arizona Academic Content Standards
- Special attention to grade-appropriate vocabulary and content
- Lessons focus on the reading process and comprehension of both literary and informational texts
- Lessons cover vocabulary, main idea, details, literary elements, inferences, text structures, author's purpose, and more
- Passages include references to Arizona people and places to build on students' experiential base
- Valuable practice with multiple-choice questions through two practice tests and AIMS-formatted end-of-lesson exercises

In addition, the teacher used blended learning and students were required to read novels and complete additional vocabulary and writing activities related to the reading assignment.

Instruction

Formal/traditional lesson plans are not created by the teachers for A+LS. Lessons are generated and presented to students via their computer-based curriculum in A+LS. Teachers monitor the students' daily work via the student monitoring system in A+LS software. It allows teachers to oversee their independent learning classrooms by aggregating the following reports: attendance (amount of time in class/lesson), grading (scores on lessons) and lessons completed. When necessary, these reports and daily teacher observation give them the tools needed for individual intervention plans. Based on the AIMS results for the 2012-2013 school year, steps were also taken to help students improve reading skills. Teachers implemented Galileo, an Arizona College and Career Ready assessment tool, to monitor students' progress and growth in a series of benchmark tests. Based on fall/winter results from Galileo, 2013 FAME scores and A+LS pre and post-tests, the teachers created a blended learning approach in their classroom. Small group and individual intervention/teaching/instruction was given with an intense and deliberate focus on AIMS concepts for teaching students during the spring semester. Our goal is to take what we learned this year and make better use of our knowledge/experience for next year.

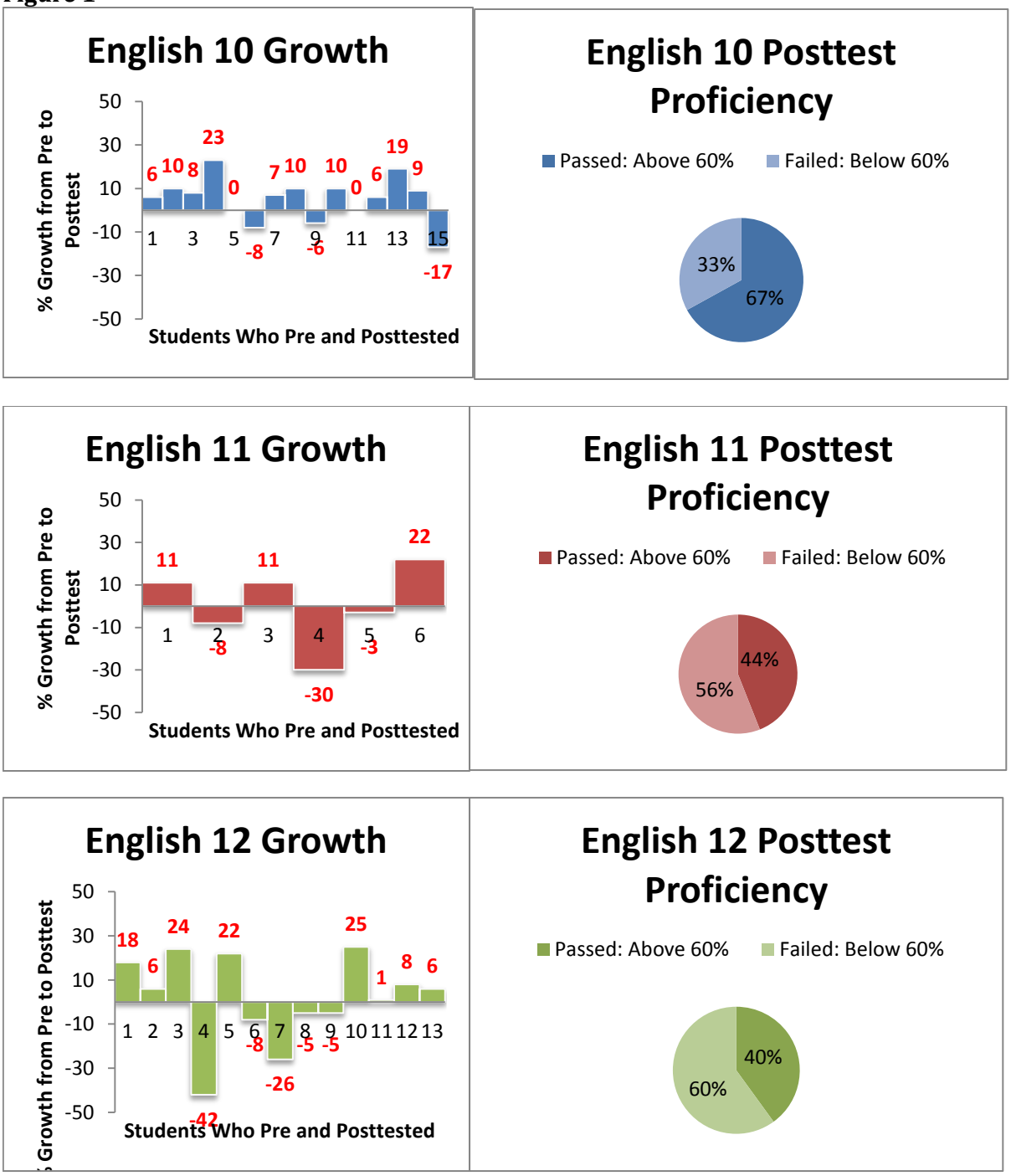
Assessment

Galileo Assessment Technologies was incorporated to effectively evaluate student growth throughout the school year. By implementing Galileo Assessment Technologies we now have a tool to evaluate our students and give the teachers a strong resource to see exactly the skill levels of each student to better accommodate his/her learning needs. There were technical difficulties in getting Galileo set up at the beginning of the year. That did not allow for as many testing cycles as we would have liked to schedule; therefore, we were unable to have full year data. Changing the test dates/delivery method and perhaps creating another assessment for 9th graders and post-AIMS/ PARCC tests will be addressed with Galileo this summer. We believe that our students could have tried harder and done better; therefore, next year, we plan to find a better way to motivate the students to do their best by making the weight of the test count more in their overall grade.

Professional Development

During the week prior to school opening in August, two days were devoted to staff training including special education procedures and training on the A+LS curriculum. One half day on September 18th was spent with a trainer for the Laurus math program who met with all math teachers and aides. After we implemented the Galileo testing program and students were given pre-tests in Math, our Quality Schools trainer met with staff at each school. Individual coaching sessions with staff and coaching sessions with full staff were done to evaluate data and to discuss the use of the Galileo program to increase student skill levels. Those two hour sessions were done in September and October with a four hour session in February with all three sites meeting together to develop an intervention plan**.** During these sessions, the standards that needed to be retaught via bellwork, small group and other assignments were planned. Additionally, after the second benchmark each teacher had an individual meeting in which an instructional plan was discussed as well as ways to measure whether interventions were successful. Usually the Galileo system was used to create AIMS aligned quizzes so they could validly assess whether students were increasing in proficiency.

Figure 1


English 10 Growth
% Growth from Pre to Posttest
50
30
10
-10
-30
-50
6 10 8 23 0 -8 7 10 -6 10 0 6 19 9 -17
1 3 5 7 9 11 13 15
Students Who Pre and Posttested
English 10 Posttest Proficiency
Passed: Above 60%
Failed: Below 60%
33%
67%
English 11 Growth
% Growth from Pre to Posttest
50
30
10
-10
-30
-50
11 -8 11 -30 -3 22
1 2 3 4 5 6
Students Who Pre and Posttested
English 11 Posttest Proficiency
Passed: Above 60%
Failed: Below 60%
44%
56%
English 12 Growth
Growth from Pre to Posttest
50
30
10
-10
-30
-50
18 6 24 -42 22 -8 -26 -5 -5 25 1 8 6
1 2 3 4 5 6 7 8 9 10 11 12 13
Students Who Pre and Posttested
English 12 Posttest Proficiency
Passed: Above 60%
Failed: Below 60%
40%
60%

2a: PERCENT PASSING

Reading

Curriculum

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- Valuable practice with multiple-choice questions through two practice tests and AIMS-formatted end-of-lesson exercises

In addition, the teacher used blended learning and students were required to read novels and complete additional vocabulary and writing activities related to the reading assignment.

Instruction

Formal/traditional lesson plans are not created by the teachers for A+LS. Lessons are generated and presented to students via their computer-based curriculum in A+LS. Teachers monitor the students' daily work via the student monitoring system in A+LS software. It allows teachers to oversee their independent learning classrooms by aggregating the following reports: attendance (amount of time in class/lesson), grading (scores on lessons) and lessons completed. When necessary, these reports and daily teacher observation give them the tools needed for individual intervention plans. Based on the AIMS results for the 2012-2013 school year, steps were also taken to help students improve reading skills. Teachers implemented Galileo, an Arizona College and Career Ready assessment tool, to monitor students' progress and growth in a series of benchmark tests. Based on fall/winter results from Galileo, 2013 FAME scores and A+LS pre and post-tests, the teachers created a blended learning approach in their classroom. Small group and individual intervention/teaching/instruction was given with an intense and deliberate focus on AIMS concepts for teaching students during the spring semester. Our goal is to take what we learned this year and make better use of our knowledge/experience for next year.

To prepare for the AIMS test, students were given a sample AIMS reading test to determine areas of weakness. The results were put into an excel spreadsheet which the teacher used to formulate her data. Using this data, the most common areas of weakness were identified.

Along with the data from the Galileo test, eight areas were identified as needing remediation. With the help of the Quality Schools coach, lesson plans were written and individual learning activities were printed from Galileo to use with the students as they prepared to take the test.

Assessment

Galileo Assessment Technologies was incorporated to effectively evaluate student growth throughout the school year. By implementing Galileo Assessment Technologies we now have a tool to evaluate our students and give the teachers a strong resource to see exactly the skill levels of each student to better accommodate his/her learning needs. There were technical difficulties in getting Galileo set up at the beginning of the year. That did not allow for as many testing cycles as we would have liked to schedule; therefore, we were unable to have full year data. Changing the test dates/delivery method and perhaps creating another assessment for 9th graders and post-AIMS/ PARCC tests will be addressed with Galileo this summer. We believe that our students could have tried harder and done better; therefore, next year, we plan to find a better way to motivate the students to do their best by making the weight of the test count more in their overall grade.

As shown in the chart that follows, there were 2 students out of 7 fall testers that moved from one category to another on their reading scores and one of those students moved up another category on the spring test. Three out of four tenth graders that were required to take the test passed it this spring.

Professional Development

During the week prior to school opening in August, two days were devoted to staff training including special education procedures and training on the A+LS curriculum. One half day on September 18th was spent with a trainer for the Laurus math program who met with all math teachers and aides. During this meeting with the math teachers, the English teachers met and discussed plans for incorporating other reading activities into the curriculum. After we implemented the Galileo testing program and students were given pre-tests in Reading, our Quality Schools trainer met with staff at each school. Individual coaching sessions with staff and coaching sessions with full staff were done to evaluate data and to discuss the use of the Galileo program to increase student skill levels. Those two hour sessions were done in September and October with a four hour session in February with all three sites meeting together to develop an intervention plan**.** During these sessions, the standards that needed to be retaught via bellwork, small group and other assignments were planned. Additionally, after the second benchmark each teacher had an individual meeting in which an instructional plan was discussed as well as ways to measure whether interventions were successful. Usually the Galileo system was used to create AIMS aligned quizzes so they could validly assess whether students were increasing in proficiency.

Reading	Grade	Spring 2013		Fall 2013		Spring 2014	
Student 1 *	12	Approaches	**627**	Meets	738	Already passed	
Student 2	12	Approaches	**650**	Approaches	641	Approaches	657
Student 3	12	No Scores		Approaches	650	withdrawn	
Student 4	12	Meets	**715(2011)**	Meets	696	Already passed	
Student 5	12	Approaches	**650**	No Score		Approaches	639
Student 6	11	No Scores		Meets	703	Already passed	
Student 7	11					Approaches	634
Student 8*	11	Approaches	**641**	Approaches	673	Meets	678
Student 9**	10					Meets	716
Student 10**	10					Meets	727
Student 11**	10					Meets	727
Student 12	10					Approaches	670

*Students who moved from approaches to meets

** Tenth grade students who passed.

2b: SUBGROUP ELL

Math

Curriculum

In the summer of 2012, the board approved the purchase of A+LS (A+LS stands for A+nywhere Learning Software). It is a comprehensive, K-12 e-learning instruction program for online, traditional and alternative schools. Student Choice High School chose this curriculum to accommodate our open-enrollment policy and for their commitment to align and update software to meet all state standards. Individualized curriculum is assigned to every student upon enrollment based on transcripts, prior classes, and classes needed to fulfill their required math credits. A+LS curriculum is delivered to every student via computer to align with our individualized, self-paced program where students work independently. A pretest is given in each math class to determine what lessons each individual student will be assigned for that class. If a student shows mastery in certain skills/concepts, the software removes those lessons from the student's "clipboard". Typically, a clipboard has between 60 and 100 lessons in each half credit class. A student must pass each lesson with a minimum of a 70% in order to move on to the next lesson. Students are expected to complete one to two math lessons each day. If a student does not achieve the desired proficiency, the math teacher will do "mini lessons" and tutoring to ensure that they can move along to the next lesson. Classrooms are designed for independent learning with one-on-one instruction, as needed. However, an effective tracking system for teachers to demonstrate tutoring success, time spent with each student, and the daily lessons covered has yet to be created. As we prepare for the new school year, our plan is to develop and implement a plan for this. Because teachers are moving from student to student, we have not perfected a documentation system that does not take away teaching time from students.

Laurus Math was purchased as a supplemental tool for those students needing to pass the AIMS test. It is an online standards based math curriculum that allows all students, regardless of grade, age or credit status to be exposed to the standards that they need in order to be successful on the AIMS exam. Students take a pretest to determine the standard strand in which they will need to study. The benefit of Laurus is the live teaching component for over 60 math lessons. Laurus allows 24/7 access to video tutorials, printable notes, unlimited review problems with immediate feedback, and quizzes to measure mastery of material and can be accessed anywhere internet is available. This software is utilized for small group and individualized tutoring, as well as, independent learning.

Galileo was used to primarily assess students through benchmark tests. After each benchmark, the data from student results is analyzed, with the assistance of the school coach, so that teachers can plan what standards to focus on for small group instruction, bell work and individual student assistance. In terms of curriculum, it was used to generate practice problems and quizzes that are highly aligned to the AIMS exam for use in these activities. Based on fall/winter results from Galileo, the teachers created a blended learning approach in their classroom. Small group and individual intervention was given during the spring semester with an intense and deliberate focus on AIMS concepts for teaching students during spring semester. Our goal is to take what we learned this year and make better use of our knowledge/experience for next year.

Instruction

Formal/traditional lesson plans are not created by the teachers for A+LS. Lessons are generated and presented to students via their computer-based curriculum in A+LS. Teachers monitor the students' daily work via the student monitoring system in A+LS software. It allows teachers to oversee their independent learning classrooms by aggregating the following reports: attendance (amount of time in class/lesson), grading (scores on lessons) and lessons completed. When necessary, these reports and daily teacher observation give them the tools needed for individual intervention plans. Based on the AIMS results for the 2012-2013 school year, steps were also taken to help students improve and retain math skills. Teachers implemented Galileo, an

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Laurus, Odysseyware, and Buckle Down were all chosen because the lessons are already created and teachers are there to monitor and assist students in their daily learning needs. Blended learning was incorporated more this year, along with strategic individualized and small group instruction. Teachers are monitored daily for their ability to manage the classroom instruction, behavior, and student performance by their Director. Directors, by accessing the A+ management system, can oversee all students and their progress in each class. The Director can run reports in the A+LS management system to view pre and post testing, daily lessons, and grading, in order to manage their teacher's effectiveness in the classroom.

Assessment

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Reading

Curriculum

We do not currently have any ELL students but all curriculums that are used at Student Choice High School would be made available to the ELL student. A+LS Software incorporates a literature component in each of its high school English courses. All titles are aligned with the Common Core Standards. English teachers have also integrated and expanded the literature titles during the 2013-2014 school year in hopes to offer a wider selection of reading materials to hold student interest and to provide more choices.
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In addition to the core curriculum in A+LS, a supplemental program was used with students to increase their reading skills. Buckle Down Reading was chosen because of the following:

- Buckle Down Reading is a 100% aligned to the Arizona Academic Content Standards
- Special attention to grade-appropriate vocabulary and content
- Lessons focus on the reading process and comprehension of both literary and informational texts
- Lessons cover vocabulary, main idea, details, literary elements, inferences, text structures, author's purpose, and more
- Passages include references to Arizona people and places to build on students' experiential base
- Valuable practice with multiple-choice questions through two practice tests and AIMS-formatted end-of-lesson exercises

The online curriculum allows for accommodations to be made based on the student's skill levels and the ELL student would remain in the regular classroom. Our special education teacher has designed a curriculum to work with students who need daily drills in reading and writing, to accommodate their needs, perform baseline annual assessment, and monitor skillset growth. The amount of involvement in these daily activities is determined by needs identified in the student IEP. It should be noted that daily drills will be required in reading and writing for all students. These drills will be modified for the ELL students to reflect their actual current grade level of performance.

Instruction

Formal/traditional lesson plans are not created by the teachers for A+LS. Lessons are generated and presented to students via their computer-based curriculum in A+LS. Teachers monitor the students' daily work via the student monitoring system in A+LS software. It allows teachers to oversee their independent learning classrooms by aggregating the following reports: attendance (amount of time in class/lesson), grading (scores on lessons) and lessons completed. When necessary, these reports and daily teacher observation give them the tools needed for individual intervention plans. Based on the AIMS results for the 2012-2013 school year, steps were also taken to help students improve reading skills. Teachers implemented Galileo, an Arizona College and Career Ready assessment tool, to monitor students' progress and growth in a series of benchmark tests. Based on fall/winter results from Galileo, 2013 FAME scores and A+LS pre and post-tests, the teachers

created a blended learning approach in their classroom. Small group and individual intervention/teaching/instruction was given with an intense and deliberate focus on AIMS concepts for teaching students during the spring semester. Our goal is to take what we learned this year and make better use of our knowledge/experience for next year.

Laurus, Odysseyware, and Buckle Down were all chosen because the lessons are already created and teachers are there to monitor and assist students in their daily learning needs. Blended learning was incorporated more this year, along with strategic individualized and small group instruction. Teachers are monitored daily for their ability to manage the classroom instruction, behavior, and student performance by their Director. Directors, by accessing the A+ management system, can oversee all students and their progress in each class. The Director can run reports in the A+LS management system to view pre and post testing, daily lessons, and grading, in order to manage their teacher's effectiveness in the classroom.

Teachers are made aware of any student who has tested as an ELL student on the AZELLA test. Accommodations are made by the teacher and if the student needs individual help with their coursework, the teacher is available. Additional printed material to include vocabulary building and reading comprehension exercises are used from the Buckle Down workbooks and material that is available through EdHelper, a teacher website. These activities are printed materials so the teacher grades and evaluates the student's work.

Assessment

Galileo Assessment Technologies was incorporated to effectively evaluate student growth throughout the school year. By implementing Galileo Assessment Technologies we now have a tool to evaluate our students and give the teachers a strong resource to see exactly the skill levels of each student to better accommodate his/her learning needs. There were technical difficulties in getting Galileo set up at the beginning of the year. That did not allow for as many testing cycles as we would have liked to schedule; therefore, we were unable to have full year data. Changing the test dates/delivery method and perhaps creating another assessment for 9th graders and post-AIMS/ PARCC tests will be addressed with Galileo this summer. We believe that our students could have tried harder and done better; therefore, next year, we plan to find a better way to motivate the students to do their best by making the weight of the test count more in their overall grade.

The AZELLA test, a state mandated test, is administered to all students who have not scored Proficient. This test is administered each spring by the Special Education teacher and scores are sent to the school. The scores are shared with the staff so that accommodations can be made.

Professional Development

During the week prior to school opening in August, two days were devoted to staff training including special education procedures and training on the A+LS curriculum. One half day on September 18th was spent with a trainer for the Laurus math program who met with all math teachers and aides. After we implemented the Galileo testing program and students were given pre-tests in Math, our Quality Schools trainer met with staff at each school. Individual coaching sessions with staff and coaching sessions with full staff were done to evaluate data and to discuss the use of the Galileo program to increase student skill levels. Those two hour sessions were done in September and October with a four hour session in February with all three sites meeting together to develop an intervention plan. During these sessions, the standards that needed to be retaught via bellwork, small group and other assignments were planned. Additionally, after the second benchmark each teacher had an individual meeting in which an instructional plan was discussed as well as ways to measure whether interventions were successful. Usually the Galileo system was used to create AIMS aligned quizzes so they could validly assess whether students were increasing in proficiency. The Special Education training done at the beginning of the school year by the Special Education teachers includes recommendations for accommodations for the ELL student based on AZELLA scores from the previous school year.

2b: SUBGROUP FRL

Math

Curriculum

We do not currently serve a FRL population but in the event that we were to begin serving these students, we would use the A+LS (A+LS stands for A+nywhere Learning Software). It is a comprehensive, K-12 e-learning instruction program for online, traditional and alternative schools. SCHS chose this curriculum to accommodate our open-enrollment policy and for their commitment to align and update software to meet all state standards. Individualized curriculum is assigned to every student upon enrollment based on transcripts, prior classes, and classes needed to fulfill their required math credits. A+LS curriculum is delivered to every student via computer to align with our individualized, self-paced program where students work independently. A pretest is given in each math class to determine what lessons each individual student will be assigned for that class. If a student shows mastery in certain skills/concepts, the software removes those lessons from the student's "clipboard". Typically, a clipboard has between 60 and 100 lessons in each half credit class. A student must pass each lesson with a minimum of a 70% in order to move on to the next lesson. Students are expected to complete one to two math lessons each day. If a student does not achieve the desired proficiency, the math teacher will do "mini lessons" and tutoring to ensure that they can move along to the next lesson. Classrooms are designed for independent learning with one-on-one instruction, as needed. However, an effective tracking system for teachers to demonstrate tutoring success, time spent with each student, and the daily lessons covered has yet to be created. As we prepare for the new school year, we will develop and implement a plan for this. Because teachers are moving from student to student, we have yet to perfect a documentation system that does not take teaching time away from students.

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Galileo was used to primarily assess students through benchmark tests. After each benchmark, the data from student results is analyzed, with the assistance of the school coach, so that teachers can plan what standards to focus on for small group instruction, bell work and individual student assistance. In terms of curriculum, it was used to generate practice problems and quizzes that are highly aligned to the AIMS exam for use in these activities. Based on fall/winter results from Galileo, the teachers created a blended learning approach in their classroom. Small group and individual intervention was given during the spring semester with an intense and deliberate focus on AIMS concepts for teaching students during spring semester. Our goal is to take what we learned this year and make better use of our knowledge/experience for next year.

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Prior to the AIMS retakes in the fall, students were assigned the Laurus math as an instructional tool that could be used both in the classroom and outside of school time. The teacher and math tutor also focused on those students who scored in the Approaches area on their prior test directly addressing the strand/strands that showed their lowest performance level.

Assessment

Every student that was enrolled at the school and had not taken or passed the AIMS test was given a pre-test on Galileo. The results of this pre-test were used to determine where the students' areas of need were. Students' individual scores were used to assign specific strand, concept, and PO in Laurus to match the areas that they struggled with on the pre-test. Students were separated into classes based on performance on the pre-test along with grade level. A spreadsheet was created to determine, as a whole, what areas needed to be addressed for most students in each class. Based on the spreadsheet data, for PO's that a majority of students had struggles with, lessons were planned and taught to ensure the greatest understanding for possible mastery of the given concept. Lessons were taught with the objective of reaching the expected outcome of the specific PO. These PO's were chosen based on the highest risk for the greatest number of students in the given class based on the pre-test scores. Twenty four lessons were taught over a 5 – 6 week period previous to the testing date. For PO's not taught in the classroom, students were tutored on an individual need.

Professional Development

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2b: SUBGROUP FRL

Reading

Curriculum

We do not currently have any FRL students but all curriculums that are used at Student Choice High School would be made available to the FRL student. A+LS Software incorporates a literature component in each of its high school English courses. All titles are aligned with the state standards. English teachers have also integrated and expanded the literature titles during the 2013-2014 school year in hopes to offer a wider selection of reading materials to hold student interest and to provide more choices. Individualized curriculum is assigned to every student upon enrollment based on transcripts, prior classes, and classes needed to fulfill their required credits. A+LS curriculum is delivered to every student via computer to align with our individualized, self-paced program where students work independently. A pretest is given in each class to determine what lessons each individual student will be assigned for that class. If a student shows mastery in certain skills/concepts, the software removes those lessons from the student's "clipboard". Typically, a clipboard has between 60 and 100 lessons in each half credit class. A student must pass each lesson with a minimum of a 70% in order to move on to the next lesson. Students are expected to daily progress. Classrooms are designed for independent learning with one-on-one instruction, as needed. However, an effective tracking system for teachers to demonstrate tutoring success, time spent with each student, and the daily lessons covered has yet to be created.
In addition to the core curriculum in A+LS, a supplemental program was used with students to increase their reading skills. Buckle Down Reading was chosen because of the following:

- Buckle Down Reading is a 100% aligned to the Arizona Academic Content Standards
- Special attention to grade-appropriate vocabulary and content
- Lessons focus on the reading process and comprehension of both literary and informational texts
- Lessons cover vocabulary, main idea, details, literary elements, inferences, text structures, author's purpose, and more
- Passages include references to Arizona people and places to build on students' experiential base
- Valuable practice with multiple-choice questions through two practice tests and AIMS-formatted end-of-lesson exercises

The online curriculum allows for accommodations to be made based on the student's skill levels and the FRL student would remain in the regular classroom

Instruction

Formal/traditional lesson plans are not created by the teachers for A+LS. Lessons are generated and presented to students via their computer-based curriculum in A+LS. Teachers monitor the students' daily work via the student monitoring system in A+LS software. It allows teachers to oversee their independent learning classrooms by aggregating the following reports: attendance (amount of time in class/lesson), grading (scores on lessons) and lessons completed. When necessary, these reports and daily teacher observation give them the tools needed for individual intervention plans. Based on the AIMS results for the 2012-2013 school year, steps were also taken to help students improve reading skills. Teachers implemented Galileo, an Arizona College and Career Ready assessment tool, to monitor students' progress and growth in a series of benchmark tests. Based on fall/winter results from Galileo, 2013 FAME scores and A+LS pre and post-tests, the teachers created a blended learning approach in their classroom. Small group and individual intervention/teaching/instruction was given with an intense and deliberate focus on AIMS concepts for

teaching students during the spring semester. Our goal is to take what we learned this year and make better use of our knowledge/experience for next year.

Laurus, Odysseyware, and Buckle Down were all chosen because the lessons are already created and teachers are there to monitor and assist students in their daily learning needs. Blended learning was incorporated more this year, along with strategic individualized and small group instruction. Teachers are monitored daily for their ability to manage the classroom instruction, behavior, and student performance by their Director. Directors, by accessing the A+ management system, can oversee all students and their progress in each class. The Director can run reports in the A+LS management system to view pre and post testing, daily lessons, and grading, in order to manage their teacher's effectiveness in the classroom.

Assessment

Galileo Assessment Technologies was incorporated to effectively evaluate student growth throughout the school year. By implementing Galileo Assessment Technologies we now have a tool to evaluate our students and give the teachers a strong resource to see exactly the skill levels of each student to better accommodate his/her learning needs. There were technical difficulties in getting Galileo set up at the beginning of the year. That did not allow for as many testing cycles as we would have liked to schedule; therefore, we were unable to have full year data. Changing the test dates/delivery method and perhaps creating another assessment for 9th graders and post-AIMS/ PARCC tests will be addressed with Galileo this summer. We believe that our students could have tried harder and done better; therefore, next year, we plan to find a better way to motivate the students to do their best by making the weight of the test count more in their overall grade.

Professional Development

During the week prior to school opening in August, two days were devoted to staff training including special education procedures and training on the A+LS curriculum. One half day on September 18th was spent with a trainer for the Laurus math program who met with all math teachers and aides. After we implemented the Galileo testing program and students were given pre-tests in Math, our Quality Schools trainer met with staff at each school. Individual coaching sessions with staff and coaching sessions with full staff were done to evaluate data and to discuss the use of the Galileo program to increase student skill levels. Those two hour sessions were done in September and October with a four hour session in February with all three sites meeting together to develop an intervention plan**.** During these sessions, the standards that needed to be retaught via bellwork, small group and other assignments were planned. Additionally, after the second benchmark each teacher had an individual meeting in which an instructional plan was discussed as well as ways to measure whether interventions were successful. Usually the Galileo system was used to create AIMS aligned quizzes so they could validly assess whether students were increasing in proficiency.

Math

2b: SUBGROUP SPED

Math

Curriculum

In the summer of 2012, the board approved the purchase of A+LS (A+LS stands for A+nywhere Learning Software). It is a comprehensive, K-12 e-learning instruction program for online, traditional and alternative schools. SCHS chose this curriculum to accommodate our open-enrollment policy and for their commitment to align and update software to meet all state standards. Individualized curriculum is assigned to every student upon enrollment based on transcripts, prior classes, and classes needed to fulfill their required math credits. A+LS curriculum is delivered to every student via computer to align with our individualized, self-paced program where students work independently. A pretest is given in each math class to determine what lessons each individual student will be assigned for that class. If a student shows mastery in certain skills/concepts, the software removes those lessons from the student's "clipboard". Typically, a clipboard has between 60 and 100 lessons in each half credit class. A student must pass each lesson with a minimum of a 70% in order to move on to the next lesson. Students are expected to complete one to two math lessons each day. If a student does not achieve the desired proficiency, the math teacher will do "mini lessons" and tutoring to ensure that they can move along to the next lesson. Classrooms are designed for independent learning with one-on-one instruction, as needed. However, an effective tracking system for teachers to demonstrate tutoring success, time spent with each student, and the daily lessons covered has yet to be created. As we prepare for the new school year, our plan is to develop and implement a plan for this. Because teachers are moving from student to student, we have not perfected a documentation system that does not take away teaching time from students.

Laurus Math was purchased as a supplemental tool for those students needing to pass the AIMS test. It is an online standards based math curriculum that allows all students, regardless of grade, age or credit status to be exposed to the standards that they need in order to be successful on the AIMS exam. Students take a pretest to determine the standard strand in which they will need to study. The benefit of Laurus is the live teaching component for over 60 math lessons. Laurus allows 24/7 access to video tutorials, printable notes, unlimited review problems with immediate feedback, and quizzes to measure mastery of material and can be accessed anywhere internet is available. This software is utilized for small group and individualized tutoring, as well as, independent learning.

Galileo was used to primarily assess students through benchmark tests. After each benchmark, the data from student results is analyzed, with the assistance of the school coach, so that teachers can plan what standards to focus on for small group instruction, bell work and individual student assistance. In terms of curriculum, it was used to generate practice problems and quizzes that are highly aligned to the AIMS exam for use in these activities. Based on fall/winter results from Galileo, the teachers created a blended learning approach in their classroom. Small group and individual intervention was given during the spring semester with an intense and deliberate focus on AIMS concepts for teaching students during spring semester. Our goal is to take what we learned this year and make better use of our knowledge/experience for next year.

Instruction

Formal/traditional lesson plans are not created by the teachers for A+LS. Lessons are generated and presented to students via their computer-based curriculum in A+LS. Teachers monitor the students' daily work via the student monitoring system in A+LS software. It allows teachers to oversee their independent learning classrooms by aggregating the following reports: attendance (amount of time in class/lesson), grading (scores on lessons) and lessons completed. When necessary, these reports and daily teacher observation give them the tools needed for individual intervention plans. Based on the AIMS results for the 2012-2013 school year, steps were also taken to help students improve and retain math skills. Teachers implemented Galileo, an Arizona College and Career Ready assessment tool, to monitor students' progress and growth in a series of benchmark tests. Based on fall/winter results from Galileo, 2013 FAME scores and A+LS pre and post-tests,

the teachers created a blended learning approach in their classroom. Small group and individual intervention/teaching/instruction was given during the spring semester with an intense and deliberate focus on AIMS concepts for teaching students during the spring semester. Our goal is to take what we learned this year and make better use of our knowledge/experience for next year.

Laurus, Odysseyware, and Buckle Down were all chosen because the lessons are already created and teachers are there to monitor and assist students in their daily learning needs. Blended learning was incorporated more this year, along with strategic individualized and small group instruction. Teachers are monitored daily for their ability to manage the classroom instruction, behavior, and student performance by their Director. Directors, by accessing the A+ management system, can oversee all students and their progress in each class. The Director can run reports in the A+LS management system to view pre and post testing, daily lessons, and grading, in order to manage their teacher's effectiveness in the classroom

Assessment

Students are tested in the A+LS curriculum at the beginning of each class. A pretest is given in each math class to determine what lessons each individual student will be assigned for that class. If a student shows mastery in certain skills/concepts, the software removes those lessons from the student's "clipboard". Typically, a clipboard has between 60 and 100 lessons in each half credit class. A student must pass each lesson with a minimum of a 70% in order to move on to the next lesson. Students are expected to complete one to two math lessons each day. If a student does not achieve the desired proficiency, the math teacher will do "mini lessons" and tutoring to ensure that they can move along to the next lesson. Classrooms are designed for independent learning with one-on-one instruction, as needed. However, an effective tracking system for teachers to demonstrate tutoring success, time spent with each student, and the daily lessons covered has yet to be created. As we prepare for the new school year, our plan is to develop and implement a plan for this. Because teachers are moving from student to student, we have not perfected a documentation system that does not take away teaching time from students . By implementing Galileo Assessment Technologies we now have a tool to evaluate our students and give the teachers a strong resource to see exactly the skill levels of each student to better accommodate his/her learning needs. There were technical difficulties in getting Galileo set up at the beginning of the year. That did not allow for as many testing cycles as we would have liked to schedule; therefore, we were unable to have full year data. Changing the test dates/delivery method and perhaps creating another assessment for 9th graders and post-AIMS/ PARCC tests will be addressed with Galileo this summer. We believe that our students could have tried harder and done better; therefore, next year, we plan to find a better way to motivate the students to do their best by making the weight of the test count more in their overall grade.Forty –five day screenings are done on all incoming students. If a student is determined to have a need, the special education teacher schedules the assessment. All curriculums that are used at Student Choice High School are made available to the SPED student. The online curriculum allows for accommodations to be made based on the student's IEP. All SPED students remain the regular classroom except when receiving individual help from the math tutor**.**

Professional Development

During the week prior to school opening in August, two days were devoted to staff training including special education procedures and training on the A+LS curriculum. One half day on September 18th was spent with a trainer for the Laurus math program who met with all math teachers and aides. After we implemented the Galileo testing program and students were given pre-tests in Math, our Quality Schools trainer met with staff at each school. Individual coaching sessions with staff and coaching sessions with full staff were done to evaluate data and to discuss the use of the Galileo program to increase student skill levels. Those two hour sessions were done in September and October with a four hour session in February with all three sites meeting together to develop an intervention plan**.** The special education teacher meets regularly with staff regarding accommodations.

2b: SUBGROUP SPED *(Reading)*

Curriculum

We do not currently have any ELL students but all curriculums that are used at Student Choice High School would be made available to the ELL student. A+LS Software incorporates a literature component in each of its high school English courses. All titles are aligned with the state standards. English teachers have also integrated and expanded the literature titles during the 2013-2014 school year in hopes to offer a wider selection of reading materials to hold student interest and to provide more choices. Individualized curriculum is assigned to every student upon enrollment based on transcripts, prior classes, and classes needed to fulfill their required credits. A+LS curriculum is delivered to every student via computer to align with our individualized, self-paced program where students work independently. A pretest is given in each class to determine what lessons each individual student will be assigned for that class. If a student shows mastery in certain skills/concepts, the software removes those lessons from the student's "clipboard". Typically, a clipboard has between 60 and 100 lessons in each half credit class. A student must pass each lesson with a minimum of a 70% in order to move on to the next lesson. Students are expected to daily progress. Classrooms are designed for independent learning with one-on-one instruction, as needed. However, an effective tracking system for teachers to demonstrate tutoring success, time spent with each student, and the daily lessons covered has yet to be created.

In addition to the core curriculum in A+LS, a supplemental program was used with students to increase their reading skills. Buckle Down Reading was chosen because of the following:

- Buckle Down Reading is a 100% aligned to the Arizona Academic Content Standards
- Special attention to grade-appropriate vocabulary and content
- Lessons focus on the reading process and comprehension of both literary and informational texts
- Lessons cover vocabulary, main idea, details, literary elements, inferences, text structures, author's purpose, and more
- Passages include references to Arizona people and places to build on students' experiential base
- Valuable practice with multiple-choice questions through two practice tests and AIMS-formatted end-of-lesson exercises

The online curriculum allows for accommodations to be made based on the student's skill levels and the ELL student would remain in the regular classroom. Our special education teacher has designed a curriculum to work with students who need daily drills in reading and writing, to accommodate their needs, perform baseline annual assessment, and monitor skillset growth. The amount of involvement in these daily activities is determined by needs identified in the student IEP. It should be noted that daily drills will be required in reading and writing for all students. These drills will be modified for the ELL students to reflect their actual current grade level of performance.
Our special education teacher has designed a curriculum to work with students who need daily drills in reading and writing, to accommodate their needs, perform baseline annual assessment, and monitor skillset growth. The amount of involvement in these daily activities is determined by needs identified in the student IEP

Instruction

Formal/traditional lesson plans are not created by the teachers for A+LS. Lessons are generated and presented to students via their computer-based curriculum in A+LS. Teachers monitor the students' daily work via the student monitoring system in A+LS software. It allows teachers to oversee their independent learning classrooms by aggregating the following reports: attendance (amount of time in class/lesson), grading (scores

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The Special Education Reading Remedial Action Plan includes the following:

- Review of each student's IEP to identify needs and requirements
- Assessment of current student activities & needs
- Creating a formalized summary of needs and requirements for the classroom teacher
- Establishing a daily work plan for spelling, writing, and math needs
- Monitoring the plan for progress by the classroom teacher and the SPED administrator.

Beginning next fall, daily drills will be required in reading and writing for all students but these drills will be modified for SPED students to reflect their actual current grade level of performance.

The program will include the following: remedial time for reading and writing (short, grade level reading assignment), comprehension test on the reading assignment and a daily spelling activity.

Assessment

Galileo Assessment Technologies was incorporated to effectively evaluate student growth throughout the school year. By implementing Galileo Assessment Technologies we now have a tool to evaluate our students and give the teachers a strong resource to see exactly the skill levels of each student to better accommodate his/her learning needs. There were technical difficulties in getting Galileo set up at the beginning of the year. That did not allow for as many testing cycles as we would have liked to schedule; therefore, we were unable to have full year data. Changing the test dates/delivery method and perhaps creating another assessment for 9th graders and post-AIMS/ PARCC tests will be addressed with Galileo this summer. We believe that our students could have tried harder and done better; therefore, next year, we plan to find a better way to motivate the students to do their best by making the weight of the test count more in their overall grade.

Each student will participate in several phases of assessment testing throughout the year. These tests are used to determine actual student performance levels, and to measure the student achievement/progress throughout the year. The testing vehicle is Galileo. The testing schedule is as follows:

4. Start of School Assessment Test
5. End of First Trimester Benchmark test
6. End of Second Trimester Benchmark Test

A complete student profile will include results from Galilleo testing, AIMS test scores, and progress made in the administering of the daily and weekly task assignments. All progress will be included in the student SPED file on a trimester basis.

Professional Development

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3a: STATE ACCOUNTABILITY

The overall performance rating for this school “meets the standard”, however due to the small numbers of students who take the AIMS test, we have not met the 95% test rule. This spring, we tested more than 95% of our students on all three tests.

4a. GRADUATION

Because we are an at-risk school, we enroll a large number of 12th graders who do not have sufficient credits to graduate in four years and often not in five years. With our ability to offer recovery credits, we help students earn a diploma even if it is not during their cohort year. This site has been open for four years and with the expected number of graduates for this school year, there have been a total of 38 graduates.

Demonstration of Sufficient Progress
Student Choice High School Peoria

SCHOOL OVERVIEW

Student Choice High School Peoria began operation in the 2011-2012. SCHS is an alternative high school that serves students between the ages of 14 and 22 who are not able to function in the traditional school setting. On April 30th , the North Central Association (AdvancED) completed a quality assurance review and will be making a recommendation for accreditation at their next meeting in June. Our mission is to educate and graduate students who have not been successful in a traditional high school. Typically, our students leave the traditional schools because of poor attendance, behavior problems and /or credit deficiencies. Our belief is that all students can learn, but some may need more time and a more flexible schedule. We offer a "work at your own pace" program which gives the student additional time to complete classes, if needed. We follow a trimester calendar; however, open enrollment allows students to continue their classes past the end of the grading period based on their enrollment date and withdrawal grades from their previous school. Using the data from School Master, our state reporting system, this site enrolled a total of 126 students this year. Sixty students were withdrawn (3 reenrolled) for the following reasons:

- Transferred19
- Graduated 16
- Attendance 23
- Suspended 1
- Dropped out 1

We enroll students throughout the year so a large number of our enrollments come during the school year as other students leave and we have space to accommodate new enrollments. There were 27 full academic year students at this site and 21 were required to take at least one AIMS test.

What follows is the summary of how we addressed the performance of this school in the areas that are not meeting the board's standards and expectations.

1a: STUDENT MEDIAN GROWTH PERCENTILE (SGP)

Math

Curriculum

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Instruction

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Arizona College and Career Ready assessment tool, to monitor students' progress and growth in a series of benchmark tests. Based on fall/winter results from Galileo, 2013 FAME scores and A+LS pre and post-tests, the teachers created a blended learning approach in their classroom. Small group and individual intervention/teaching/instruction was given during the spring semester with an intense and deliberate focus on AIMS concepts for teaching students during the spring semester. Our goal is to take what we learned this year and make better use of our knowledge/experience for next year.

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Assessment

Finding an assessment tool for our "at-risk" student population was/is difficult because they are a very transient group. Hoping to find a valid assessment tool this year was of utmost importance. Assessment of a transient population is often difficult in math and we are hoping that implementing Galileo Assessment Technologies will help us successfully evaluate our students and give the teachers a strong resource to see exactly the skill levels of each student to better accommodate his/her learning needs. (See Figure 1) There were technical difficulties in getting Galileo set up at the beginning of the year. That did not allow for as many testing cycles as we would have liked to schedule; therefore, we were unable to have full year data. Changing the test dates/delivery method and perhaps creating another assessment for 9th graders and post-AIMS/ PARCC tests will be addressed with Galileo this summer. We believe that our students could have tried harder and done better; therefore, next year, we plan to find a better way to motivate the students to do their best by making the weight of the test count more in their overall grade.

Professional Development

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Reading

Curriculum

A+LS Software incorporates a literature component in each of its high school English courses. All titles are aligned with the Common Core Standards. English teachers have also integrated and expanded the literature titles during the 2013-2014 school year in hopes to offer a wider selection of reading materials to hold student interest and to provide more choices. Individualized curriculum is assigned to every student upon enrollment based on transcripts, prior classes, and classes needed to fulfill their required credits. A+LS curriculum is delivered to every student via computer to align with our individualized, self-paced program where students work independently. A pretest is given in each class to determine what lessons each individual student will be assigned for that class. If a student shows mastery in certain skills/concepts, the software removes those lessons from the student's "clipboard". Typically, a clipboard has between 60 and 100 lessons in each half credit class. A student must pass each lesson with a minimum of a 70% in order to move on to the next lesson. Students are expected to daily progress. Classrooms are designed for independent learning with one-on-one instruction, as needed. However, an effective tracking system for teachers to demonstrate tutoring success, time spent with each student, and the daily lessons covered has yet to be created.
In addition to the core curriculum in A+LS, a supplemental program was used with students to increase their reading skills. Buckle Down Reading was chosen because of the following:

- Buckle Down Reading is a 100% aligned to the Arizona Academic Content Standards
- Special attention to grade-appropriate vocabulary and content
- Lessons focus on the reading process and comprehension of both literary and informational texts
- Lessons cover vocabulary, main idea, details, literary elements, inferences, text structures, author's purpose, and more
- Passages include references to Arizona people and places to build on students' experiential base
- Valuable practice with multiple-choice questions through two practice tests and AIMS-formatted end-of-lesson exercises

In addition, the teacher used blended learning and students were required to read novels and complete additional vocabulary and writing activities related to the reading assignment.

Instruction

Formal/traditional lesson plans are not created by the teachers for A+LS. Lessons are generated and presented to students via their computer-based curriculum in A+LS. Teachers monitor the students' daily work via the student monitoring system in A+LS software. It allows teachers to oversee their independent learning classrooms by aggregating the following reports: attendance (amount of time in class/lesson), grading (scores on lessons) and lessons completed. When necessary, these reports and daily teacher observation give them the tools needed for individual intervention plans. Based on the AIMS results for the 2012-2013 school year,

steps were also taken to help students improve reading skills. Teachers implemented Galileo, an Arizona College and Career Ready assessment tool, to monitor students' progress and growth in a series of benchmark tests. Based on fall/winter results from Galileo, 2013 FAME scores and A+LS pre and post-tests, the teachers created a blended learning approach in their classroom. Small group and individual intervention/teaching/instruction was given with an intense and deliberate focus on AIMS concepts for teaching students during the spring semester. Our goal is to take what we learned this year and make better use of our knowledge/experience for next year.

The teachers incorporated a more blended learning classroom this year. In addition to computer-based curriculum with one-on-one instruction, the teacher created individual and small groups for the spring semester. These groups were created for those who needed review (students who have not passed the AIMS Reading test).

Assessment

Galileo Assessment Technologies was incorporated to effectively evaluate student growth throughout the school year. By implementing Galileo Assessment Technologies we now have a tool to evaluate our students and give the teachers a strong resource to see exactly the skill levels of each student to better accommodate his/her learning needs. There were technical difficulties in getting Galileo set up at the beginning of the year. That did not allow for as many testing cycles as we would have liked to schedule; therefore, we were unable to have full year data. Changing the test dates/delivery method and perhaps creating another assessment for 9th graders and post-AIMS/ PARCC tests will be addressed with Galileo this summer. We believe that our students could have tried harder and done better; therefore, next year, we plan to find a better way to motivate the students to do their best by making the weight of the test count more in their overall grade.

Professional Development

Eight hours of professional development to strengthen knowledge and use of A+LS curriculum and twelve four hours coaching sessions was contracted with the Quality Schools Program. The school can choose the use of those hours for professional development for data analysis, leadership coaching, instructional coaching and curriculum development. Based on the results and implementation of Galileo for the 2013-2014 school year, a more in-depth analysis of teaching techniques and curriculum development will be implemented during the next upcoming school year.

1b: IMPROVEMENT

Math

Curriculum

In the summer of 2012, the board approved the purchase of A+LS (A+LS stands for A+nywhere Learning Software). It is a comprehensive, K-12 e-learning instruction program for online, traditional and alternative schools. Student Choice High School chose this curriculum to accommodate our open-enrollment policy and for their commitment to align and update software to meet all state standards. Individualized curriculum is assigned to every student upon enrollment based on transcripts, prior classes, and classes needed to fulfill their required math credits. A+LS curriculum is delivered to every student via computer to align with our individualized, self-paced program where students work independently. A pretest is given in each math class to determine what lessons each individual student will be assigned for that class. If a student shows mastery in certain skills/concepts, the software removes those lessons from the student's "clipboard". Typically, a clipboard has between 60 and 100 lessons in each half credit class. A student must pass each lesson with a minimum of a 70% in order to move on to the next lesson. Students are expected to complete one to two math lessons each day. If a student does not achieve the desired proficiency, the math teacher will do "mini lessons" and tutoring to ensure that they can move along to the next lesson. Classrooms are designed for independent learning with one-on-one instruction, as needed. However, an effective tracking system for teachers to demonstrate tutoring success, time spent with each student, and the daily lessons covered has yet to be created. As we prepare for the new school year, our plan is to develop and implement a plan for this. Because teachers are moving from student to student, we have not perfected a documentation system that does not take away teaching time from students.

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Galileo was used to primarily assess students through benchmark tests. After each benchmark, the data from student results is analyzed, with the assistance of the school coach, so that teachers can plan what standards to focus on for small group instruction, bell work and individual student assistance. In terms of curriculum, it was used to generate practice problems and quizzes that are highly aligned to the AIMS exam for use in these activities. Based on fall/winter results from Galileo, the teachers created a blended learning approach in their classroom. Small group and individual intervention was given during the spring semester with an intense and deliberate focus on AIMS concepts for teaching students during spring semester. Our goal is to take what we learned this year and make better use of our knowledge/experience for next year.

Instruction

This year Student Choice High School began to develop a plan to implement and monitor the integration of Arizona's College and Career Ready Standards. Teachers used pre and post testing in all A+LS classes to review valid potential for gain and growth in knowledge and skills. Formal/traditional lesson plans are not created by the teachers for A+LS. Lessons are generated and presented to students via their computer-based curriculum in A+LS. Teachers monitor the students' daily work via the student monitoring system in A+LS software. It allows teachers to oversee their independent learning classrooms by aggregating the following reports: attendance (amount of time in class/lesson), grading (scores on lessons) and lessons completed. When

necessary, these reports and daily teacher observation give them the tools needed for individual intervention plans. Based on the AIMS results for the 2012-2013 school year, steps were also taken to help students improve and retain math skills. Teachers implemented Galileo, an Arizona College and Career Ready assessment tool, to monitor students' progress and growth in a series of benchmark tests. Based on fall/winter results from Galileo, 2013 FAME scores and A+LS pre and post-tests, the teachers created a blended learning approach in their classroom. Small group and individual intervention/teaching/instruction was given during the spring semester with an intense and deliberate focus on AIMS concepts for teaching students during the spring semester. Our goal is to take what we learned this year and make better use of our knowledge/experience for next year.

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Assessment

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Professional Development

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2a: PROFICENCY (Percent Passing)

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For the spring testing, the teachers worked together to assess the data from Galileo, their overall math class grades, and had a few students pre-test in Laurus Math to help assign them into small tutoring groups. These groups were being established for the 6 week intervention plan that was to take place prior to the AIMS Spring Math test. The Intervention Plan was presented to the math teachers by our QSP trainer. She coached our teachers ton how to aggregate the data from the Galileo Math Assessments. The data showed that our students were woefully behind in many strands and concepts that would be covered on the AIMS test. (See the scatter plot on the attached sheet.) The teachers needed to focus on more in-depth coverage of a small amount of concepts versus trying to teach a large amount of material in a small amount of time. Our goal was twofold: work with them on their core classes while teaching key components of the AIMS test. As with our other two sites, they used supplemental materials that had been adopted for use by the board. Daily bell work using Buckle Down Math, which is aligned to the Arizona Academic Standards. Using pacing guides that were developed, Algebra I, Algebra II and Geometry problems were presented and evaluated during each prep class.

The math tutor utilized Laurus Math in his daily tutoring groups. Because Laurus boasts a 24% increase for students who use their program through completion. Focusing on the 3 strands that give students the most difficulties on the test; printed notes, lessons and quizzes were used during the small group tutoring. Because it is an internet based program, the students could then review lessons on the computer at home for further study. Our goal was for each student to show continuous improvement on their test scores and for our FAY Sophomores to score a "Meets".

Assessment

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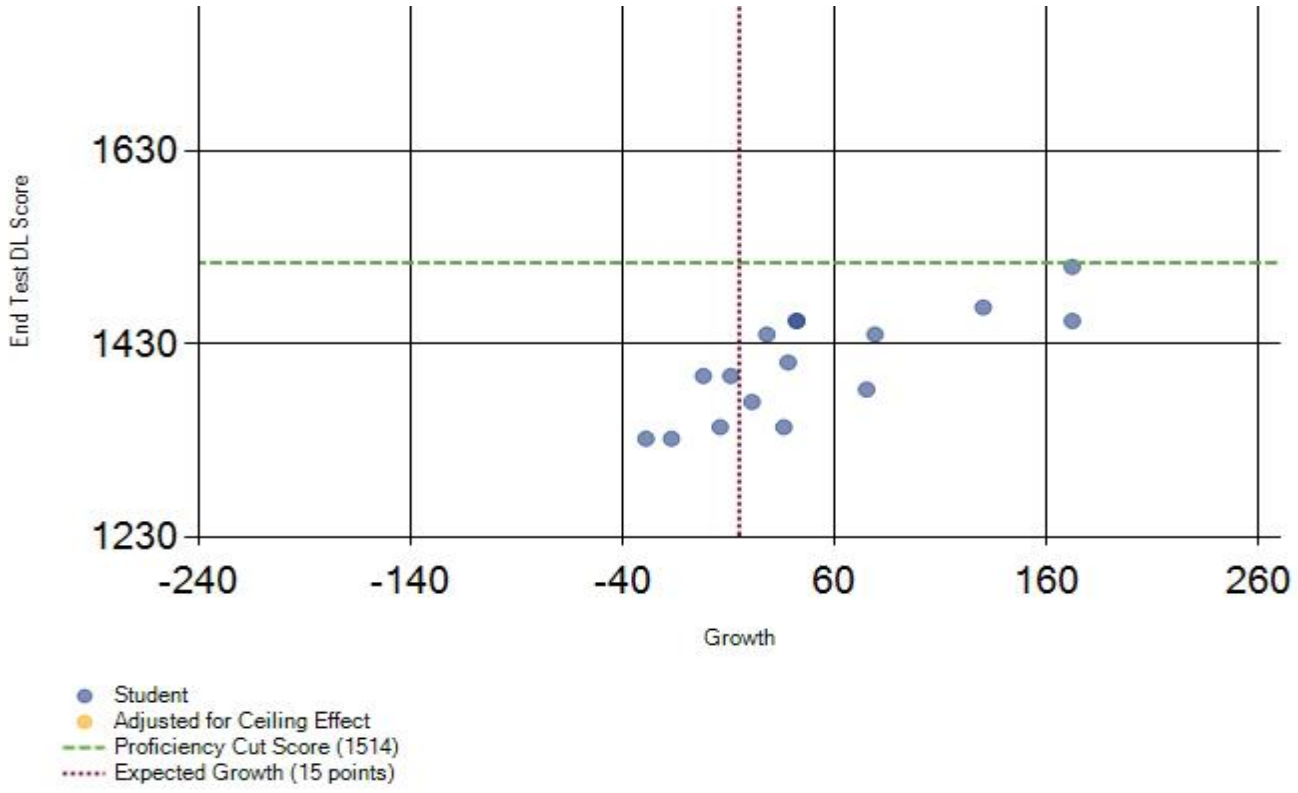
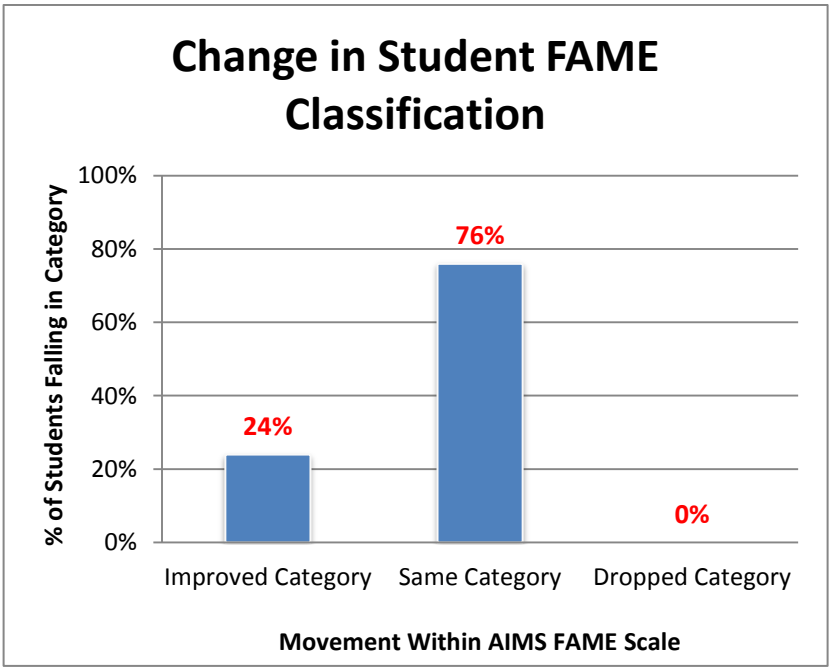

End Test DL Score
1630
1430
1230
-240
-140
-40
60
160
260
Growth
Student
Adjusted for Ceiling Effect
Proficiency Cut Score (1514)
Expected Growth (15 points)


Change in Student FAME Classification
% of Students Falling in Category
100%
80%
60%
40%
20%
0%
24%
76%
0%
Improved Category
Same Category
Dropped Category
Movement Within AIMS FAME Scale

2b: SUBGROUP ELL

Math

Curriculum

A+LS Software incorporates a literature component in each of its high school English courses. All titles are aligned with the state standards. English teachers have also integrated and expanded the literature titles during the 2013-2014 school year in hopes to offer a wider selection of reading materials to hold student interest and to provide more choices. Individualized curriculum is assigned to every student upon enrollment based on transcripts, prior classes, and classes needed to fulfill their required credits. A+LS curriculum is delivered to every student via computer to align with our individualized, self-paced program where students work independently. A pretest is given in each class to determine what lessons each individual student will be assigned for that class. If a student shows mastery in certain skills/concepts, the software removes those lessons from the student's "clipboard". Typically, a clipboard has between 60 and 100 lessons in each half credit class. A student must pass each lesson with a minimum of a 70% in order to move on to the next lesson. Students are expected to daily progress. Classrooms are designed for independent learning with one-on-one instruction, as needed. However, an effective tracking system for teachers to demonstrate tutoring success, time spent with each student, and the daily lessons covered has yet to be created.
In addition to the core curriculum in A+LS, a supplemental program was used with students to increase their reading skills. Buckle Down Reading was chosen because of the following:

- Buckle Down Reading is a 100% aligned to the Arizona Academic Content Standards
- Special attention to grade-appropriate vocabulary and content
- Lessons focus on the reading process and comprehension of both literary and informational texts
- Lessons cover vocabulary, main idea, details, literary elements, inferences, text structures, author's purpose, and more
- Passages include references to Arizona people and places to build on students' experiential base
- Valuable practice with multiple-choice questions through two practice tests and AIMS-formatted end-of-lesson exercises

The online curriculum allows for accommodations to be made based on the student's skill levels and the ELL student would remain in the regular classroom. Our special education teacher has designed a curriculum to work with students who need daily drills in reading and writing, to accommodate their needs, perform baseline annual assessment, and monitor skillset growth. The amount of involvement in these daily activities is determined by needs identified by the AZELLA test and teacher observation. It should be noted that daily drills will be required in reading and writing for all students. These drills will be modified for the ELL students to reflect their actual current grade level of performance.

Instruction

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student monitoring system in A+LS software. It allows teachers to oversee their independent learning classrooms by aggregating the following reports: attendance (amount of time in class/lesson), grading (scores on lessons) and lessons completed. When necessary, these reports and daily teacher observation give them the tools needed for individual intervention plans. Based on the AIMS results for the 2012-2013 school year, steps were also taken to help students improve reading skills. Teachers implemented Galileo, an Arizona College and Career Ready assessment tool, to monitor students' progress and growth in a series of benchmark tests. Based on fall/winter results from Galileo, 2013 FAME scores and A+LS pre and post-tests, the teachers created a blended learning approach in their classroom. Small group and individual intervention/teaching/instruction was given with an intense and deliberate focus on AIMS concepts for teaching students during the spring semester. Our goal is to take what we learned this year and make better use of our knowledge/experience for next year.

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Teachers are made aware of any student who has tested as an ELL student on the AZELLA test. Accommodations are made by the teacher and if the student needs individual help with their coursework, the teacher is available. Additional printed material to include vocabulary building and reading comprehension exercises are used from the Buckle Down workbooks and material that is available through EdHelper, a teacher website. These activities are printed materials so the teacher grades and evaluates the student's work.

Assessment

Galileo Assessment Technologies was incorporated to effectively evaluate student growth throughout the school year. By implementing Galileo Assessment Technologies we now have a tool to evaluate our students and give the teachers a strong resource to see exactly the skill levels of each student to better accommodate his/her learning needs. There were technical difficulties in getting Galileo set up at the beginning of the year. That did not allow for as many testing cycles as we would have liked to schedule; therefore, we were unable to have full year data. Changing the test dates/delivery method and perhaps creating another assessment for 9th graders and post-AIMS/ PARCC tests will be addressed with Galileo this summer. We believe that our students could have tried harder and done better; therefore, next year, we plan to find a better way to motivate the students to do their best by making the weight of the test count more in their overall grade.

The AZELLA test, a state mandated test, is administered to all students who have not scored Proficient. This test is administered each spring by the Special Education teacher and scores are sent to the school. The scores are shared with the staff so that accommodations can be made.

Professional Development

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teacher had an individual meeting in which an instructional plan was discussed as well as ways to measure whether interventions were successful. Usually the Galileo system was used to create AIMS aligned quizzes so they could validly assess whether students were increasing in proficiency. The Special Education training done at the beginning of the school year by the Special Education teachers includes recommendations for accommodations for the ELL student based on AZELLA scores from the previous school year.

2b: SUBGROUP FRL

Math

Curriculum

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Instruction

Formal/traditional lesson plans are not created by the teachers for A+LS. Lessons are generated and presented to students via their computer-based curriculum in A+LS. Teachers monitor the students' daily work via the student monitoring system in A+LS software. It allows teachers to oversee their independent learning classrooms by aggregating the following reports: attendance (amount of time in class/lesson), grading (scores on lessons) and lessons completed. When necessary, these reports and daily teacher observation give them the tools needed for individual intervention plans. Based on the AIMS results for the 2012-2013 school year, steps were also taken to help students improve and retain math skills. Teachers implemented Galileo, an Arizona College and Career Ready assessment tool, to monitor students' progress and growth in a series of

benchmark tests. Based on fall/winter results from Galileo, 2013 FAME scores and A+LS pre and post-tests, the teachers created a blended learning approach in their classroom. Small group and individual intervention/teaching/instruction was given during the spring semester with an intense and deliberate focus on AIMS concepts for teaching students during the spring semester. Our goal is to take what we learned this year and make better use of our knowledge/experience for next year.

Laurus, Odysseyware, and Buckle Down were all chosen because the lessons are already created and teachers are there to monitor and assist students in their daily learning needs. Blended learning was incorporated more this year, along with strategic individualized and small group instruction. Teachers are monitored daily for their ability to manage the classroom instruction, behavior, and student performance by their Director. Directors, by accessing the A+ management system, can oversee all students and their progress in each class. The Director can run reports in the A+LS management system to view pre and post testing, daily lessons, and grading, in order to manage their teacher's effectiveness in the classroom.

Prior to the AIMS retakes in the fall, students were assigned the Laurus math as an instructional tool that could be used both in the classroom and outside of school time. The teacher and math tutor also focused on those students who scored in the Approaches area on their prior test directly addressing the strand/strands that showed their lowest performance level.

Assessment

Every student that was enrolled at the school and had not taken or passed the AIMS test was given a pre-test on Galileo. The results of this pre-test were used to determine where the students' areas of need were. Students' individual scores were used to assign specific strand, concept, and PO in Laurus to match the areas that they struggled with on the pre-test. Students were separated into classes based on performance on the pre-test along with grade level. A spreadsheet was created to determine, as a whole, what areas needed to be addressed for most students in each class. Based on the spreadsheet data, for PO's that a majority of students had struggles with, lessons were planned and taught to ensure the greatest understanding for possible mastery of the given concept. Lessons were taught with the objective of reaching the expected outcome of the specific PO. These PO's were chosen based on the highest risk for the greatest number of students in the given class based on the pre-test scores. Twenty four lessons were taught over a 5 – 6 week period previous to the testing date. For PO's not taught in the classroom, students were tutored on an individual need.

Professional Development

During the week prior to school opening in August, two days were devoted to staff training including special education procedures and training on the A+LS curriculum. One half day on September 18th was spent with a trainer for the Laurus math program who met with all math teachers and aides. After we implemented the Galileo testing program and students were given pre-tests in Math, our Quality Schools trainer met with staff at each school. Individual coaching sessions with staff and coaching sessions with full staff were done to evaluate data and to discuss the use of the Galileo program to increase student skill levels. Those two hour sessions were done in September and October with a four hour session in February with all three sites meeting together to develop an intervention plan**.** During these sessions, the standards that needed to be retaught via bellwork, small group and other assignments were planned. Additionally, after the second benchmark each teacher had an individual meeting in which an instructional plan was discussed as well as ways to measure whether interventions were successful. Usually the Galileo system was used to create AIMS aligned quizzes so they could validly assess whether students were increasing in proficiency.

2b: SUBGROUP FRL

Math

Curriculum

We do not currently serve a FRL population but in the event that we were to begin serving these students, we would use the A+LS (A+LS stands for A+nywhere Learning Software). It is a comprehensive, K-12 e-learning instruction program for online, traditional and alternative schools. SCHS chose this curriculum to accommodate our open-enrollment policy and for their commitment to align and update software to meet all state standards. Individualized curriculum is assigned to every student upon enrollment based on transcripts, prior classes, and classes needed to fulfill their required math credits. A+LS curriculum is delivered to every student via computer to align with our individualized, self-paced program where students work independently. A pretest is given in each math class to determine what lessons each individual student will be assigned for that class. If a student shows mastery in certain skills/concepts, the software removes those lessons from the student's "clipboard". Typically, a clipboard has between 60 and 100 lessons in each half credit class. A student must pass each lesson with a minimum of a 70% in order to move on to the next lesson. Students are expected to complete one to two math lessons each day. If a student does not achieve the desired proficiency, the math teacher will do "mini lessons" and tutoring to ensure that they can move along to the next lesson. Classrooms are designed for independent learning with one-on-one instruction, as needed. However, an effective tracking system for teachers to demonstrate tutoring success, time spent with each student, and the daily lessons covered has yet to be created. As we prepare for the new school year, we will develop and implement a plan for this. Because teachers are moving from student to student, we have yet to perfect a documentation system that does not take teaching time away from students.

Laurus Math was purchased as a supplemental tool for those students needing to pass the AIMS test. It is an online standards based math curriculum that allows all students, regardless of grade, age or credit status to be exposed to the standards that they need in order to be successful on the AIMS exam. Students take a pretest to determine the standard strand in which they will need to study. The benefit of Laurus is the live teaching component for over 60 math lessons. Laurus allows 24/7 access to video tutorials, printable notes, unlimited review problems with immediate feedback, and quizzes to measure mastery of material and can be accessed anywhere internet is available. This software is utilized for small group and individualized tutoring, as well as, independent learning.

Galileo was used to primarily assess students through benchmark tests. After each benchmark, the data from student results is analyzed, with the assistance of the school coach, so that teachers can plan what standards to focus on for small group instruction, bell work and individual student assistance. In terms of curriculum, it was used to generate practice problems and quizzes that are highly aligned to the AIMS exam for use in these activities. Based on fall/winter results from Galileo, the teachers created a blended learning approach in their classroom. Small group and individual intervention was given during the spring semester with an intense and deliberate focus on AIMS concepts for teaching students during spring semester. Our goal is to take what we learned this year and make better use of our knowledge/experience for next year.

Instruction

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Assessment

Every student that was enrolled at the school and had not taken or passed the AIMS test was given a pre-test on Galileo. The results of this pre-test were used to determine where the students' areas of need were. Students' individual scores were used to assign specific strand, concept, and PO in Laurus to match the areas that they struggled with on the pre-test. Students were separated into classes based on performance on the pre-test along with grade level. A spreadsheet was created to determine, as a whole, what areas needed to be addressed for most students in each class. Based on the spreadsheet data, for PO's that a majority of students had struggles with, lessons were planned and taught to ensure the greatest understanding for possible mastery of the given concept. Lessons were taught with the objective of reaching the expected outcome of the specific PO. These PO's were chosen based on the highest risk for the greatest number of students in the given class based on the pre-test scores. Twenty four lessons were taught over a 5 – 6 week period previous to the testing date. For PO's not taught in the classroom, students were tutored on an individual need.

Professional Development

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2b: SUBGROUP FRL

Reading

Curriculum

We do not currently have any FRL students but all curriculums that are used at Student Choice High School would be made available to the FRL student. A+LS Software incorporates a literature component in each of its high school English courses. All titles are aligned with the state standards. English teachers have also integrated and expanded the literature titles during the 2013-2014 school year in hopes to offer a wider selection of reading materials to hold student interest and to provide more choices. Individualized curriculum is assigned to every student upon enrollment based on transcripts, prior classes, and classes needed to fulfill their required credits. A+LS curriculum is delivered to every student via computer to align with our individualized, self-paced program where students work independently. A pretest is given in each class to determine what lessons each individual student will be assigned for that class. If a student shows mastery in certain skills/concepts, the software removes those lessons from the student's "clipboard". Typically, a clipboard has between 60 and 100 lessons in each half credit class. A student must pass each lesson with a minimum of a 70% in order to move on to the next lesson. Students are expected to daily progress. Classrooms are designed for independent learning with one-on-one instruction, as needed. However, an effective tracking system for teachers to demonstrate tutoring success, time spent with each student, and the daily lessons covered has yet to be created.
In addition to the core curriculum in A+LS, a supplemental program was used with students to increase their reading skills. Buckle Down Reading was chosen because of the following:

- Buckle Down Reading is a 100% aligned to the Arizona Academic Content Standards
- Special attention to grade-appropriate vocabulary and content
- Lessons focus on the reading process and comprehension of both literary and informational texts
- Lessons cover vocabulary, main idea, details, literary elements, inferences, text structures, author's purpose, and more
- Passages include references to Arizona people and places to build on students' experiential base
- Valuable practice with multiple-choice questions through two practice tests and AIMS-formatted end-of-lesson exercises

The online curriculum allows for accommodations to be made based on the student's skill levels and the FRL student would remain in the regular classroom

Instruction

Formal/traditional lesson plans are not created by the teachers for A+LS. Lessons are generated and presented to students via their computer-based curriculum in A+LS. Teachers monitor the students' daily work via the student monitoring system in A+LS software. It allows teachers to oversee their independent learning classrooms by aggregating the following reports: attendance (amount of time in class/lesson), grading (scores on lessons) and lessons completed. When necessary, these reports and daily teacher observation give them the tools needed for individual intervention plans. Based on the AIMS results for the 2012-2013 school year, steps were also taken to help students improve reading skills. Teachers implemented Galileo, an Arizona College and Career Ready assessment tool, to monitor students' progress and growth in a series of benchmark tests. Based on fall/winter results from Galileo, 2013 FAME scores and A+LS pre and post-tests, the teachers created a blended learning approach in their classroom. Small group and individual intervention/teaching/instruction was given with an intense and deliberate focus on AIMS concepts for

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Assessment

Galileo Assessment Technologies was incorporated to effectively evaluate student growth throughout the school year. By implementing Galileo Assessment Technologies we now have a tool to evaluate our students and give the teachers a strong resource to see exactly the skill levels of each student to better accommodate his/her learning needs. There were technical difficulties in getting Galileo set up at the beginning of the year. That did not allow for as many testing cycles as we would have liked to schedule; therefore, we were unable to have full year data. Changing the test dates/delivery method and perhaps creating another assessment for 9th graders and post-AIMS/ PARCC tests will be addressed with Galileo this summer. We believe that our students could have tried harder and done better; therefore, next year, we plan to find a better way to motivate the students to do their best by making the weight of the test count more in their overall grade.

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2b: SUBGROUP SPED

Math

Curriculum

In the summer of 2012, the board approved the purchase of A+LS (A+LS stands for A+nywhere Learning Software). It is a comprehensive, K-12 e-learning instruction program for online, traditional and alternative schools. SCHS chose this curriculum to accommodate our open-enrollment policy and for their commitment to align and update software to meet all state standards. Individualized curriculum is assigned to every student upon enrollment based on transcripts, prior classes, and classes needed to fulfill their required math credits. A+LS curriculum is delivered to every student via computer to align with our individualized, self-paced program where students work independently. A pretest is given in each math class to determine what lessons each individual student will be assigned for that class. If a student shows mastery in certain skills/concepts, the software removes those lessons from the student's "clipboard". Typically, a clipboard has between 60 and 100 lessons in each half credit class. A student must pass each lesson with a minimum of a 70% in order to move on to the next lesson. Students are expected to complete one to two math lessons each day. If a student does not achieve the desired proficiency, the math teacher will do "mini lessons" and tutoring to ensure that they can move along to the next lesson. Classrooms are designed for independent learning with one-on-one instruction, as needed. However, an effective tracking system for teachers to demonstrate tutoring success, time spent with each student, and the daily lessons covered has yet to be created. As we prepare for the new school year, our plan is to develop and implement a plan for this. Because teachers are moving from student to student, we have not perfected a documentation system that does not take away teaching time from students.

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Instruction

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Assessment

Students are tested in the A+LS curriculum at the beginning of each class. A pretest is given in each math class to determine what lessons each individual student will be assigned for that class. If a student shows mastery in certain skills/concepts, the software removes those lessons from the student's "clipboard". Typically, a clipboard has between 60 and 100 lessons in each half credit class. A student must pass each lesson with a minimum of a 70% in order to move on to the next lesson. Students are expected to complete one to two math lessons each day. If a student does not achieve the desired proficiency, the math teacher will do "mini lessons" and tutoring to ensure that they can move along to the next lesson. Classrooms are designed for independent learning with one-on-one instruction, as needed. However, an effective tracking system for teachers to demonstrate tutoring success, time spent with each student, and the daily lessons covered has yet to be created. As we prepare for the new school year, our plan is to develop and implement a plan for this. Because teachers are moving from student to student, we have not perfected a documentation system that does not take away teaching time from students . By implementing Galileo Assessment Technologies we now have a tool to evaluate our students and give the teachers a strong resource to see exactly the skill levels of each student to better accommodate his/her learning needs. There were technical difficulties in getting Galileo set up at the beginning of the year. That did not allow for as many testing cycles as we would have liked to schedule; therefore, we were unable to have full year data. Changing the test dates/delivery method and perhaps creating another assessment for 9th graders and post-AIMS/ PARCC tests will be addressed with Galileo this summer. We believe that our students could have tried harder and done better; therefore, next year, we plan to find a better way to motivate the students to do their best by making the weight of the test count more in their overall grade.

As you can see from Table A, the SPED students struggle with their math skills, some students did not participate in the testing and some were not enrolled for all of the test dates. A testing calendar will be put into place next year and students will have their scores used as part of their math grade.

Forty –five day screenings are done on all incoming students. If a student is determined to have a need, the special education teacher schedules the assessment. All curriculums that are used at Student Choice High School are made available to the SPED student. The online curriculum allows for accommodations to be made based on the student's IEP. All SPED students remain the regular classroom except when receiving individual help from the math tutor**.**

Professional Development

Although we do not have formal in-service regarding the special education program other than the one held at the beginning of the school year, the special education teacher meets regularly with staff on an individual basis regarding the students who have accommodations. They discuss the student's progress and implement a plan for change if there does not seem to be progress.

2b: SUBGROUP SPED *(Reading)*

Curriculum

We do not currently have any ELL students but all curriculums that are used at Student Choice High School would be made available to the ELL student. A+LS Software incorporates a literature component in each of its high school English courses. All titles are aligned with the state standards. English teachers have also integrated and expanded the literature titles during the 2013-2014 school year in hopes to offer a wider selection of reading materials to hold student interest and to provide more choices. Individualized curriculum is assigned to every student upon enrollment based on transcripts, prior classes, and classes needed to fulfill their required credits. A+LS curriculum is delivered to every student via computer to align with our individualized, self-paced program where students work independently. A pretest is given in each class to determine what lessons each individual student will be assigned for that class. If a student shows mastery in certain skills/concepts, the software removes those lessons from the student's "clipboard". Typically, a clipboard has between 60 and 100 lessons in each half credit class. A student must pass each lesson with a minimum of a 70% in order to move on to the next lesson. Students are expected to daily progress. Classrooms are designed for independent learning with one-on-one instruction, as needed. However, an effective tracking system for teachers to demonstrate tutoring success, time spent with each student, and the daily lessons covered has yet to be created.

In addition to the core curriculum in A+LS, a supplemental program was used with students to increase their reading skills. Buckle Down Reading was chosen because of the following:

- Buckle Down Reading is a 100% aligned to the Arizona Academic Content Standards
- Special attention to grade-appropriate vocabulary and content
- Lessons focus on the reading process and comprehension of both literary and informational texts
- Lessons cover vocabulary, main idea, details, literary elements, inferences, text structures, author's purpose, and more
- Passages include references to Arizona people and places to build on students' experiential base
- Valuable practice with multiple-choice questions through two practice tests and AIMS-formatted end-of-lesson exercises

The online curriculum allows for accommodations to be made based on the student's skill levels and the ELL student would remain in the regular classroom. Our special education teacher has designed a curriculum to work with students who need daily drills in reading and writing, to accommodate their needs, perform baseline annual assessment, and monitor skillset growth. The amount of involvement in these daily activities is determined by needs identified in the student IEP. It should be noted that daily drills will be required in reading and writing for all students. These drills will be modified for the ELL students to reflect their actual current grade level of performance.
Our special education teacher has designed a curriculum to work with students who need daily drills in reading and writing, to accommodate their needs, perform baseline annual assessment, and monitor skillset growth. The amount of involvement in these daily activities is determined by needs identified in the student IEP

Instruction

Formal/traditional lesson plans are not created by the teachers for A+LS. Lessons are generated and presented to students via their computer-based curriculum in A+LS. Teachers monitor the students' daily work via the student monitoring system in A+LS software. It allows teachers to oversee their independent learning classrooms by aggregating the following reports: attendance (amount of time in class/lesson), grading (scores

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The Special Education Reading Remedial Action Plan includes the following:

- Review of each student's IEP to identify needs and requirements
- Assessment of current student activities & needs
- Creating a formalized summary of needs and requirements for the classroom teacher
- Establishing a daily work plan for spelling, writing, and math needs
- Monitoring the plan for progress by the classroom teacher and the SPED administrator.

Beginning next fall, daily drills will be required in reading and writing for all students but these drills will be modified for SPED students to reflect their actual current grade level of performance.

The program will include the following: remedial time for reading and writing (short, grade level reading assignment), comprehension test on the reading assignment and a daily spelling activity.

Assessment

Galileo Assessment Technologies was incorporated to effectively evaluate student growth throughout the school year. By implementing Galileo Assessment Technologies we now have a tool to evaluate our students and give the teachers a strong resource to see exactly the skill levels of each student to better accommodate his/her learning needs. There were technical difficulties in getting Galileo set up at the beginning of the year. That did not allow for as many testing cycles as we would have liked to schedule; therefore, we were unable to have full year data. Changing the test dates/delivery method and perhaps creating another assessment for 9th graders and post-AIMS/ PARCC tests will be addressed with Galileo this summer. We believe that our students could have tried harder and done better; therefore, next year, we plan to find a better way to motivate the students to do their best by making the weight of the test count more in their overall grade.

Each student will participate in several phases of assessment testing throughout the year. These tests are used to determine actual student performance levels, and to measure the student achievement/progress throughout the year. The testing vehicle is Galileo. The testing schedule is as follows:

7. Start of School Assessment Test
8. End of First Trimester Benchmark test
9. End of Second Trimester Benchmark Test

A complete student profile will include results from Galilleo testing, AIMS test scores, and progress made in the administering of the daily and weekly task assignments. All progress will be included in the student SPED file on a trimester basis.

3a: STATE ACCOUNTABILITY

The overall performance rating for this school “meets the standard”, however due to the small numbers of students who take the AIMS test, we have not met the 95% test rule. If one student misses the test we are unable to meet this requirement. This spring we tested more than 95% on all three tests. Our graduation rate also affects our grade due to students enrolling that are significantly behind in credits but each year as we retain seniors who begin to recover credits, we will continue to see our graduation numbers increase.

4a. GRADUATION

Because we are an at-risk school, we enroll a large number of 12th graders who do not have sufficient credits to graduate in four years and often not in five years. With our ability to offer recovery credits, we help students earn a diploma even if it is not during their cohort year. This site has been open for three years and with the expected number of graduates for this school year, there have been a total of 42 graduates. The first year of operation we had 2 graduates, last year we had 15 graduates and this year we will have 25 graduates. As we continue to enroll students who are significantly behind in credits and are able to retain them, we are sure that our graduation rate will continue to increase.