Education Plan

A.5 Performance Management Plan - Reading Narrative

Basis for Setting the Baseline

The Target Population Analysis section presented school level data for the existing and operating 20 district and 12 charter schools located in the immediate 4-mile area from the targeted location for John Hancock Academy.

- The average school size, based on the 20 district and 12 charter schools located in the immediate 4-mile area from the targeted location is 515 students, with districts schools being approximately twice as larger than the charter schools (approx 700 for district and 300 for charter schools). The planned school size for John Hancock Academy is 570 students at full growth, which is approximately in the middle of this school size range.
- The average percentage of students eligible for the free and reduced lunch for all 32 public schools reviewed is 40% and ranges from as low as 3% to as high as 89%. Some of the charter schools, marked with "*" do not collect data on the free and reduced eligibility of their students. Others, marked with "**" are new schools and data for them is unavailable.
- Academic Performance - student achievement and academic growth levels.
    - 31% of the schools are "Excelling" and have earned the highest "A" rated label;
    - 28% of the schools are "Highly Performing" or Performing Plus" and have earned "B" rated label;
    - 38% of the schools are "Performing" or Performing Plus" and have earned "C" rated label;
    - 1% of the schools are "Performing" and have earned "D" rated label;
    - 1% of the schools (s schools) have not received their A-F label;
    - With the exception of one school, all other 31 schools have achieved typical academic growth for their students.

Projected Demographic Profile:

John Hancock Academy - Estimated Average Student Demographic Profile:

Ethnicity	John Hancock Academy (Estimates)
White	65%
Hispanic	23%
Asian	6%
Black	6%
American Indian or Alaska Native	<1%
Income	
Students eligible for free or reduced-price lunch program	24%-40%
Language Attainment	
English language learners	6%
Special Education	12%
School Size	570 (at full growth)
Class Size	30 (KG & 1st) 25 (2nd-6th)
Teacher/Student Ratio	1:15 (KG &1st) 1:15 to 1:20 (2nd-6th)

Academic Achievement Profile Analysis

	Number of Students	Free/Reduced Lunch Eligible	Math Proficiency	Reading Proficiency	Math Median Growth Percentile	Reading Median Growth Percentile
Charter Schools Averages:	317	42%	67.2	84.7		
District School Averages:	713	39%	69.9	81.1		
Combined Charter and District Averages	515	40%	68.5	82.9	Typical Growth	Typical Growth
State of Arizona (Average for All Grades)		51%	79.0	64.0	48.0 Typical	49.0 Typical

Source: Arizona Charter Schools Association Education Evaluator Database
Data Source: Arizona Department of Education SY 2010-2011

Baseline: The baseline was determined based on the demographic and academic performance averages of the comparison schools in the sample and state averages.

- **80% - Reading Proficiency Baseline**
- **50 (Typical Growth) - Reading Median Growth Percentile**

Process for gathering and analyzing data on the effectiveness of the action steps and updating and implementing improvements to the action steps

STRATEGY I: Provide and implement a curriculum that improves student achievement.

1. The Principal and Assistant Principal will be in charge of monitoring and overseeing the process for gathering and analyzing data on the effectiveness of the curriculum. The Executive Director will oversee the process and will participate in the data analysis.

2. The effectiveness of reading curriculum and instruction will be evaluated based on benchmark assessment results, winter and spring RTI screening, and State standardized assessment results.

3. The assessment data will be disaggregated to identify achievement gaps among various student subpopulations: ethnic groups, ELLs, students with disabilities, economically disadvantaged. Analysis of the disaggregated data will be used to identify particular strengths and weaknesses in curriculum and instruction.

4. The Assistant Principal will present the data to the Governing Board quarterly and annually.

5. Upon identified needs and gaps, the Principal and Assistant Principal will develop new action steps that will be implemented as an improvement process.

STRATEGY II: Develop and implement a plan for monitoring the integration of the Common Core State Standards into instruction.

1. The Assistant Principal and Principal will be in charge of gathering the various data for that strategy.

2. The Assistant Principal will present the data to the Governing Board quarterly and annually.

3. Upon identified needs and gaps, the Principal and Assistant Principal will develop new action steps that will be implemented as an improvement process.

STRATEGY III: Develop and implement a plan for monitoring and documenting student proficiency.

1. The Assistant Principal and Principal will be in charge of gathering the various data for that strategy:
   In addition to ongoing teacher evaluations in the classroom, the Gaddie Educational Model incorporates a comprehensive assessment and progress monitoring system, which includes initial screening, benchmarking and diagnostic tools to identify gaps and guide instruction in the classroom to meet the individual need of each and every child.
   - WRAT will be used as a diagnostic tool for reading, spelling and math in the mid-term to new teachers and to the lowest ability group for each grade in order to identify students who may be falling behind.
   - DIBELS® will be used to assess reading skills (Phonemic Awareness, Alphabetic Principle, Accuracy and Fluency, Vocabulary and Comprehension) on an individual basis and will be administered to grades K-3 three times during the school year – at the beginning, in the middle, and toward the end of the school year. The DIBELS® measures of reading skills will be used for instructional decision-making (i.e., to identify students who need additional instructional support and monitoring response to intervention).
   - Galileo K-12 Online, a research-based online standards-based instructional improvement system, will be used to monitor the second through sixth grade students' mastery of the Arizona State Standards, including Common Core Standards. Teachers will use the assessment results to identify specific performance objectives that each student struggles with in order to tailor remediation to individual student need. When assessment results indicate a need for remediation, a diagnosis will be made of the knowledge and the skills that the child lacks.
   - The Gaddie Educational Model also incorporates Response to Intervention to identify a student's frustration level and assign tutoring. The teacher will communicate with the parents regarding the academic status of their child.
   - Data from the annual AIMS and Stanford 10 and AZELLA assessments will be analyzed at teacher meetings to give teachers information at start-up of school.
2. The Assistant Principal will present the data to the Governing Board quarterly and annually.

3. Upon identified needs and gaps, the Principal and Assistant Principal will develop new action steps that will be implemented as an improvement process.

STRATEGY IV: Develop and implement a professional development plan that supports effective implementation of the curriculum.

1. The Assistant Principal and Principal will be in charge of gathering the various data for that strategy.

2. The Assistant Principal will present the data to the Governing Board quarterly and annually.

3. Upon identified needs and gaps, the Principal and Assistant Principal will develop new action steps that will be implemented as an improvement process.