OMBUDSMAN CHARTER DISTRICT 2

Introductory Narrative

Our History

Ombudsman Educational Services, a subsidiary of Educational Services of America, has been a charter holder in the state of Arizona since 1996. Beginning with one charter school in Phoenix, Ombudsman has expanded to eight schools in Phoenix and Tucson to date. It has been our privilege to help more than 6,000 students obtain a high school diploma, earn credits and obtain the academic skills necessary for post secondary success.

Over the course of our fifteen-years in Arizona, the Ombudsman organization has changed, but our beliefs and guiding principles remain consistent- all students have value, can learn and can develop their inherent talents to become contributing members of society. Initially founded by James Boyle and Lori Sweeney in 1975, Ombudsman was established to serve students who were unsuccessful in the traditional school environment. This principle holds true today and as an organization, Ombudsman is dedicated to providing a quality education for non-traditional learners. In 2005, Ombudsman was acquired by Educational Services of America (ESA), a private for-profit provider of alternative education services, who are our partners in the journey to help students in need.

Our organization has designated administrative, ancillary personnel in corporate and field offices to provide support services to our charter schools and administrative staff including operational and curriculum leadership, integrity assurance, finance/accounting, human resources, training/professional development, technical support, student information, business development and government relations, research and analytics, marketing and public relations, and facility support. In addition to the Ombudsman support staff, ESA offers an educational and support staff of more than 1,000 professionals, specialists and educators based in schools and offices in sixteen states.

Ombudsman is accredited as a comprehensive middle school and high school by AdvancED, the North Central Association of Colleges and Schools (NCA-CASI), the Middle States Association (MSCES) and the Southern Association of Colleges and Schools (SACS-CASI).

Our Mission

Students who enroll in the Ombudsman schools are frequently underperforming academically and at risk of dropping out due to issues of credit deficiencies, poor attendance, poverty, family situations, language barriers, personal challenges, teen pregnancy, family obligations or behavioral issues. Through a series of research-based diagnostics, the schools attempt to identify the specific areas of deficiency and to create an individualized learning plan for each student to address those areas, as well as to establish a positive learning environment in which the student can be challenged to demonstrate progress in all academic pursuits, particularly in the core subject areas, with an ultimate goal of high school graduation and post secondary success.

Toward that end, Ombudsman as a company has adopted the following Vision and Mission Statements nationwide:

> VISION: *We believe that all students have value, can learn and can develop their inherent talents to become contributing members of society.*
>
> MISSION: *Our mission is to provide personalized, evidence-based educational services for non-traditional learners in collaboration with families and public school districts.*

For the Ombudsman charter schools, a more detailed, expanded mission statement is filed with the Arizona State Board for Charter Schools. That statement calls on Ombudsman educators to accomplish the following:

- To help students fulfill their potential
- To provide a real alternative to acquire an education
- To provide a rigorous, achievable and valuable educational program
- To replace failure with success
- To provide a foundation for future success through performance-based education

Our Schools

Since its inception in 1996, Ombudsman Charters Schools has operated nine charter schools in Arizona. Our primary focus had been to serve students in the greater Phoenix area until 2008 when we expanded to offer education services to students in Tucson. In 2008, we opened three Tucson schools, Valencia, Central and Pantano. Unfortunately, Pantano was closed due to low enrollment in December, 2008.

In 2009, Ombudsman divided its charter into District One and District Two for the purpose of allocating specific resources based on demographic need. Ombudsman District Two consists of four schools. East and East II are located in Phoenix. Central and Valencia are located in Tucson.

- East Charter- established 1996
- East II Charter- established 2007
- Central Charter- established 2008
- Valencia Charter- established 2008

Our Approach

The Ombudsman program is grounded in the philosophical approach of Dr. William Glasser, which emphasizes the importance of taking responsibility for individual actions and the establishment of positive relationships and environments. Ombudsman staff is trained, responsible for and evaluated on their ability to foster such relationships and create and maintain such environments. Ombudsman's focus is to help students meet expectations and continuously focus efforts on excellence (educational goals) and quality (acceptable behavior and mastery of

educational material). Ombudsman's competency-based curriculum resources are aligned to the state standards and are utilized to provide differentiated and individualized instruction for each student in seven competency areas. Ombudsman uses a number of research-based curriculum platforms and resources as well as our own proprietary programs and materials to deliver personalized instruction for the student that is on pace with the state curricula. Curriculum provides core knowledge and facilitates the development of basic skills necessary to successfully work in entry-level positions in business and office environments.

Ombudsman serves a variety of students, each with individual needs. The typical Ombudsman student is 16-years-old and tests at the seventh-grade skill level upon entry in the program. On exit, the same standardized test results show that students typically advance at least one grade level in one year's time. However, we are not satisfied with just one year of growth. The goal of our charter is to motivate students to make at least two years or more levels of growth during enrollment. We believe that we can reach this overarching goal by focusing on the following areas:

1. Student Academic Achievement in Mathematics
2. Student Academic Achievement in Reading
3. Student Engagement (Internal)
4. Post Secondary Readiness and Success (Internal)

Included in this plan for the Arizona State Board for Charter Schools are the areas of Mathematics and Reading. Student Engagement and Post Secondary Readiness and Success are goals that were developed for internal purposes, but are not submitted as formal measures for the Charter renewal.

Our Commitment

Ombudsman is committed to providing a quality education that is in line with the guidelines of the State of Arizona and meets the needs of our student population. We have a relevant example of this from the 2008-2009 school years when two of our schools in this district were labeled as underperforming under AZ Learns. Our team immediately reviewed our internal metrics, personnel, parent and student feedback and state data to pinpoint specific contributing factors and make a targeted plan for improvement. Our swift action has resulted in significant results- all eight charter schools are labeled Performing for the 2009-2010. We are proud of turning around two underperforming schools in less than a year. During the school improvement process both schools implemented strategies and actions that focused on specific deficiencies that caused an underperforming label. These strategies and actions were successful, but are being fine tuned and we are confident that this approach as well as other initiatives will see us successfully meet the goals in our Performance Management Plan.

Although the schools have been deemed Performing utilizing the traditional calculation for high schools and not alternative schools under Arizona Learns, the Ombudsman team pursued the option of an Alternative label. In March of 2010, Ombudsman submitted an application to the research and evaluation department requesting the opportunity for the schools to be evaluated

using the alternative schools calculation. This request was denied, as the state determined that our mission does not specifically state that we are serving an alternative population. Because of this decision, we are currently evaluating the mission statement and the need to more specifically identify the population we serve. Over the course of the next few months, Ombudsman will seek the possibility of an amendment submission to the Arizona State Board for Charter Schools to change or specifically identify the service to alternative students in our mission.

RESULTS OF SELF ANALYSIS

The collection, analysis and interpretation of data in support of the Ombudsman Educational Services Charter's Performance Management Plan have been extensive and thorough. Multiple meetings and outreach with key stakeholders of the Ombudsman charter schools have identified strengths and specific categories where improvement is needed that will enhance the educational experience for students. It is our intent that goals set forth in the Performance Management Plan are aggressive yet reachable and will ensure that we continue to offer the best education services for students.

Methodology

Evaluation and continual improvement are a fundamental component of the Ombudsman program. As a part of this renewal process, Ombudsman took the following measures to determine areas of strength and areas for continued development. As a first measure for gathering informal data, we surveyed our students, parents, instructional staff and leadership team. We reviewed our norm-referenced assessment and other internal assessments for three things: validity, predictability and growth. We evaluated the AIMS results in order to identify specific targets for improvement and reviewed data gathered in our internal Learning Center Analysis.

Ombudsman annually distributes surveys to students, parents and instructional and administrative staff. The surveys are distributed electronically or via mail in English and Spanish. The responses are compiled by an objective third party within the corporate structure of the company. The tallied results are given to the State Charter School Director and Operations Manager. The State Charter School Director and Operations Manager review the results with the district as a whole and with the individual schools.

Ombudsman annually reviews our diagnostic assessments for validity, predictability and ability to measure growth. This review is lead by the Ombudsman Director of Curriculum and Instruction and involves stakeholders from the school level, administrative team and data departments. The review examines the performance results across the organization. Additionally, the Curriculum and Instruction Department continually evaluates additional resources for implementation that may address weaknesses identified during the annual review.

Ombudsman consistently reviews the district AIMS results against the state averages and former testing windows to identify areas of strength and needed improvement. The Ombudsman charter administrative team, the district leadership team and the school specific instructional team evaluated the AIMS strand specific breakdown for each school to look for commonalities and trends.

Ombudsman biannually analyzes and reports on specific school performance via our Learning Center Analysis (LCA). This comprehensive analysis consists of examining attendance trends, exit and transfer trends, credit acquisition and academic gains specifically in mathematics, comprehension and writing on a student and school level. The analysis then identifies contributing factors for performance and identifies goals and a focus for the upcoming trend. The

Ombudsman charter administrative team, the district leadership team and the school specific instructional team evaluated the LCA to drill down to further identify possible trends and deficiencies.

Survey Results

The results of the survey indicated that 94 percent of students believe that Ombudsman will help them reach their future goals, 91 percent believe that the academic structure is challenging but achievable, 90 percent feel safe and secure, and 80 percent feel that they are prepared for life after high school. The results of our parent survey show that 97 percent of parents feel our teachers are sensitive to their child's needs, 96 percent feel that Ombudsman prepares their child for state tests and 91 percent of parents have noticed a positive change in the behavior and attitude off their child since enrolling in Ombudsman. Our instructional and leadership survey shows similar results. Ninety-eight percent of our teachers feel the work we do is important, 91 percent support our mission and goals and 95 percent report that they feel safe working in our schools.

The overall results of the survey indicate that Ombudsman District Two is realizing its goal to operate a safe environment where students are challenged academically and all stakeholders feel valued and important. Ombudsman District Two is emerging in the realization its goal for all students to feel prepared for success after high school. Thus, this is a continuing focus for the renewal period as we will be formalizing our post-secondary process so that 100 percent of students are prepared. The Performance Management Plan details our post-secondary goal and action items to reach it.

While the data show that Ombudsman District Two is high performing as it relates to student engagement, this is a continued area for focus for all Ombudsman schools as a part of our vision and mission. The Performance Management Plan details our student engagement goal and action items to reach it.

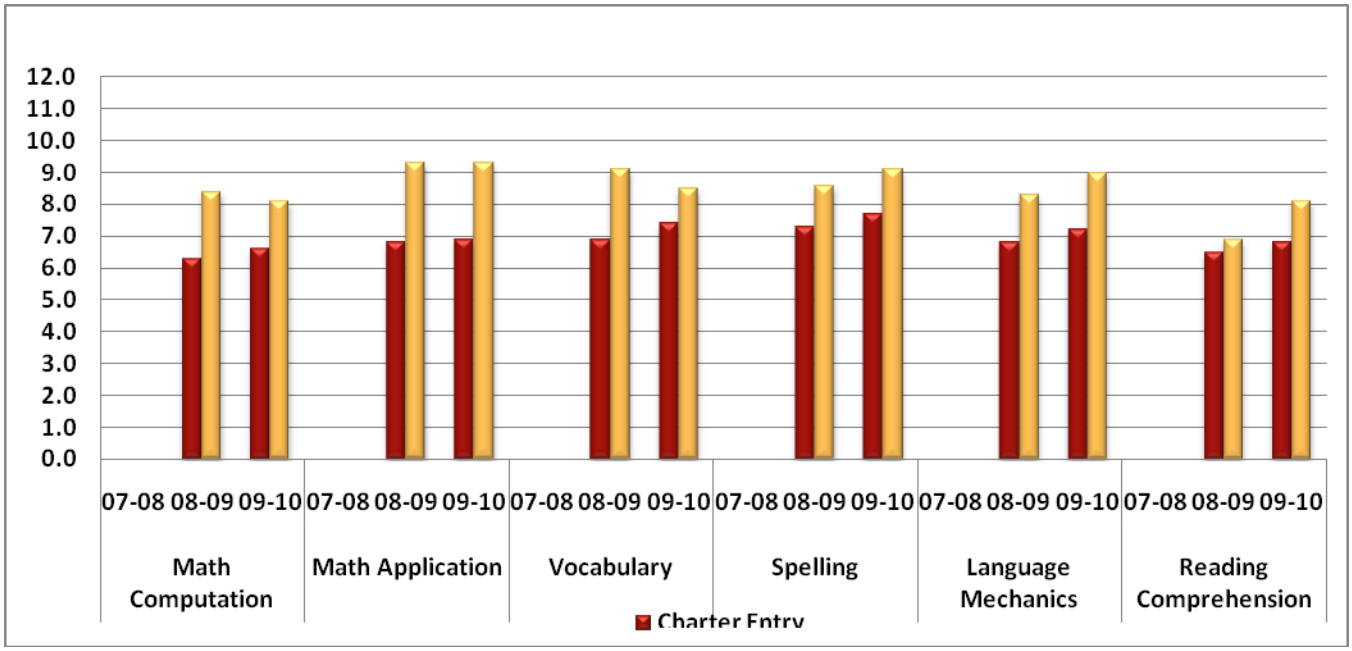
BASI Results

The BASI, a nationally norm-referenced and criterion-referenced assessment tool, is used along with other assessments to diagnose areas of student strengths and weaknesses. Ombudsman selected the BASI because of the assessment's ability to appropriately place students in the curriculum in order to identify and remediate deficiencies, and to determine strengths and develop an individualized academic path. From these data points, teachers develop an individualized learning plan with challenging but achievable goals set with the students for each week, quarter and semester. Daily diagnosis, evaluation and adjustment of program goals are features of Ombudsman that assure that students increase their performance on federal, state and other assessments. Students receive daily academic counseling and intervention by staff to

monitor, motivate and guide students toward improvement in attendance, social and behavior skills.

The annual review of the Basic Achievement Skills Inventory (BASI) yielded the following results: BASI is indeed valid, it is able to measure growth in grade level equivalencies and standard scores on specific strands, but it was weak in predicting state test performance. The overall BASI data does show entry for students in Math Computation, Math Application, and Reading Comprehension falls below a seventh-grade entry level. Further analysis of entry levels and growth is also analyzed by school within a school Learning Center Analysis. Although the BASI has been used to provide quality data for entry and growth for grade level equivalencies it does not, as previously stated, provide a gauge for predicting success on the AIMS test. Because of this shortcoming, Ombudsman will implement a lexile-based assessment called Measures of Academic Progress to replace the BASI. This assessment will provide a better predictor for state test performance as provided as part of the Performance Management Plan for Math.

Ombudsman Charter BASI GLE Entry and Growth



After review of the 2007-2008 BASI results; the validity of the data was in question. It does not appear that BASI test was administered according to specified guidelines at all schools thus it is not included on this chart.

Learning Center Analysis

The Learning Center Analysis allows Ombudsman schools the ability to drill down into specific data points for each school. The LCA measures the number of students receiving full, partial or no credit, entry levels in reading and math, percentage of growth in core content academic areas, retention, and identifies contributing factors for performance within an executive summary provided by the school director. The report is compiled by the Data Integrity Manager, School Director and expanded upon by the Operations Manager. Data points from the newly implemented MAP assessment will be included in the LCA data beginning 2010-2011. Using the LCA, school directors drill down scores to reveal individual student levels and growth. The average student entering an Ombudsman charter school in District Two had a grade level reading entry of fifth grade. In math, the grade level entry for the same period was seventh grade. The LCA data is described in further detail for each school within the Trends and Patterns section for the corresponding goal.

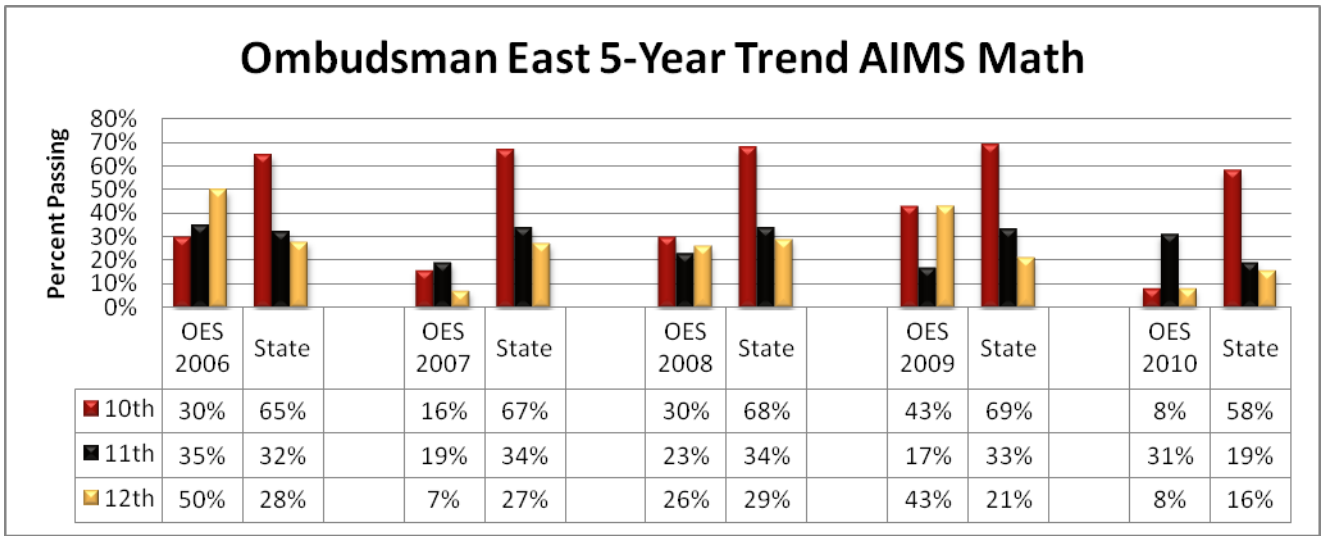
MATH

Interpretation of Findings- Mathematics

An overall analysis of data demonstrates that Ombudsman students in District Two are not meeting the Level of Adequate Academic Performance in Math as defined by the Arizona State Board for Charter Schools. This level is further defined as students must meet or exceed the state average percent proficient in Math. As described in more detail for each school, twelfth-grade students at some schools are scoring above the state average in math, but not consistently. Detailed school analysis also provides a comparison of AIMS math scores not only to the overall state averages in math, but to the percent passing rate for alternative schools in Arizona. Described in detail are identified trends and patterns, barriers and underlying reasons, and identified solutions for the schools within Ombudsman District Two, as well as any site based solutions that have occurred.

Individual School Math Analysis for East, East II, Central, and Valencia

East Charter



	OES 2006	State	OES 2007	State	OES 2008	State	OES 2009	State	OES 2010	State
10th	30%	65%	16%	67%	30%	68%	43%	69%	8%	58%
11th	35%	32%	19%	34%	23%	34%	17%	33%	31%	19%
12th	50%	28%	7%	27%	26%	29%	43%	21%	8%	16%

Trends & Patterns-Math

- Eleventh-graders have scored above the state average in two years (2006 and 2010).

- Twelfth-graders have scored above the state average in two years (2006 and 2009).
- East Charter AIMS scores were higher than the 2009 state's alternative school scores.
- East Charter tenth-graders have scored below the state average for five years.
- LCA data indicates students entering East Charter average a math grade level of seventh grade.
- LCA data also indicates on average that East Charter students are completing less than one full year of academic growth in math.
- East Charter students average a .34 percentage of a year's academic growth in math.

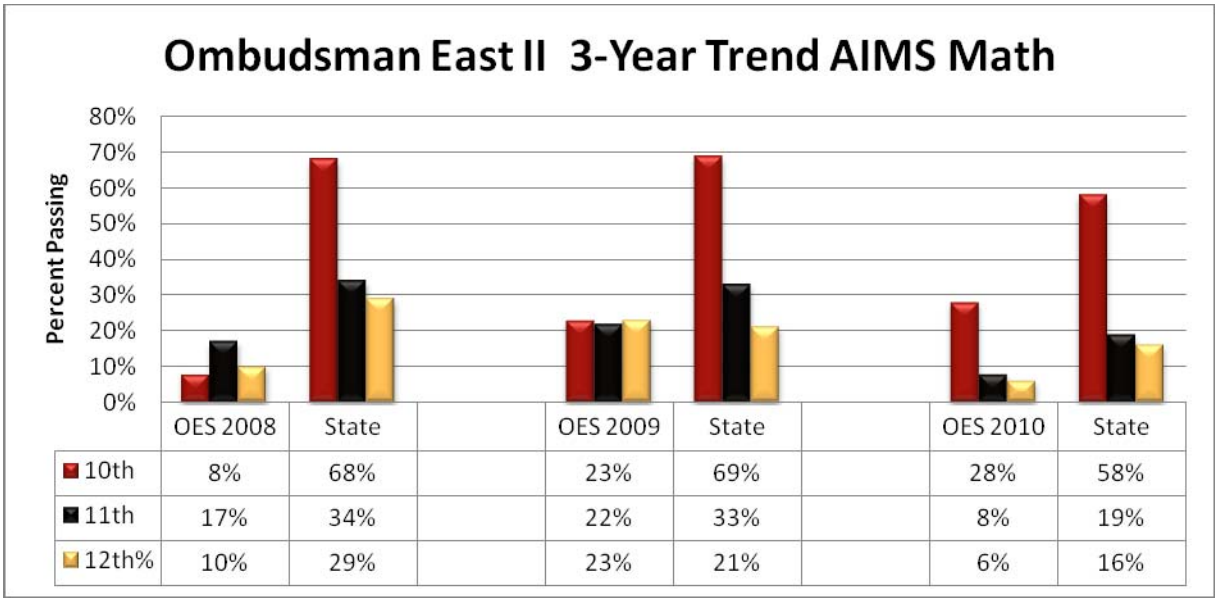
Barriers and Underlying Reasons

- Failure to consistently employ a highly qualified math instructor at the Center.
- Current math lab is insufficient in terms of time and frequency.
- Enrolled students have inconsistent academic experiences resulting in academic gaps that must first be addressed in order to succeed in other content areas.
- The volume of students requiring additional AIMS support has impacted the effectiveness of the AIMS instructors.
- The entry math diagnostic is not an accurate indicator of the students' level or ability in math on state tests. It is a hand-written, mastery exam done with a teacher. It is an assessment used to identify remediation in basic math skills rather than a strand-specific indicator of how a student will perform within the specific content areas.
- BASI, while effective at evaluating norms, does not allow for prediction on state tests.
- The current AIMS math lab does not have a strand-specific diagnostic to determine areas for remediation or concentrated effort, nor are there benchmark tests or exercises that would serve to be accurate predictors of student performance on the state test.

Site Based Identified Solutions for East Charter

Recruitment for the 2009-2010 school year included emphasis on acquiring a state certified highly qualified math instructor. The teacher was hired but was only able to work in a part time capacity. For the 2010-2011 school year, a highly qualified math instructor has been hired to fill the vacancy left at the school due to an end of year promotion. The school will move into the 2010-2011 school year with two HQT math instructors as well as receive continued assistance from the AIMS instructor. The availability of two HQT teachers will provide consistent delivery in time and frequency of the AIMS math lab called AMP as identified in the PMP. All other solutions are met as part of the district-wide initiatives.

East Charter II



	OES 2008	State		OES 2009	State		OES 2010	State
10th	8%	68%		23%	69%		28%	58%
11th	17%	34%		22%	33%		8%	19%
12th%	10%	29%		23%	21%		6%	16%

Trends & Patterns-Math

- Twelfth-graders scored above the state average in 2009.
- Grades ten through twelve increased percent passing on average 11% from 2008 to 2009.
- Percent passing in math decreased for eleventh and twelfth grade students for 2010.
- East II Charter tenth-graders have gradually increased math scores over the course of the three years the school has been open.
- LCA data indicates that East II Charter students are not completing a full year of academic growth in math.
- Students entering East II Charter average a math grade level of seventh grade.
- According to the LCA, East II Charter students have less than a .5 percentage of a year's academic growth in math.

Barriers and Underlying Reasons

- School leadership has been inconsistent.
- Current math lab is insufficient in terms of time and frequency.
- Enrolled students have inconsistent academic experiences resulting in academic gaps that must first be addressed in order to succeed in other content areas.
- The entry math diagnostic is not an accurate indicator of the students' level or ability in math on state tests. It is a hand-written, mastery exam done with a teacher. It is an

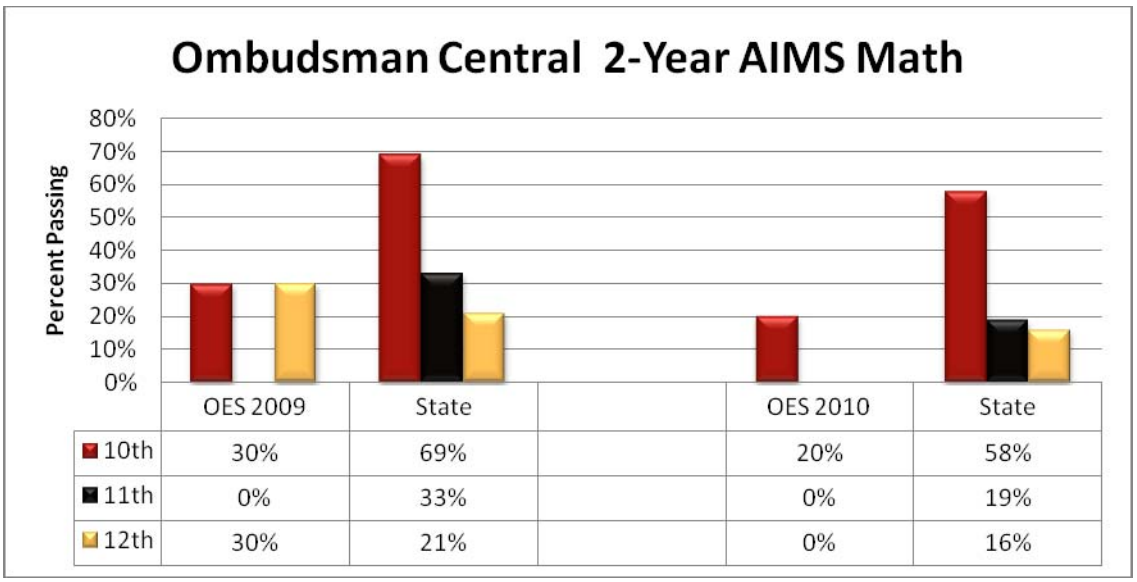
assessment used to identify remediation in basic math skills rather than a strand-specific indicator of how a student will perform within the specific content areas.

- The current AIMS math lab does not have a strand-specific diagnostic to determine areas for remediation or concentrated effort, nor are there benchmark tests or exercises that would serve to be accurate predictors of student performance on the state test.

Site Based Identified Solutions for East II

Ombudsman East II entered into a full staffing restructure for academic year 2009-2010 due to the schools underperforming status. The first year of operation for East II proved to be successful. As the school moved into its second year of operation, academic year 2008-2009, various staffing issues, leadership issues, and the overall climate of the school was not to Ombudsman standards. Several staffing changes were made within the 2008-2009 school year, but did not prove to be successful enough to keep the school from being labeled underperforming. At the conclusion of the 2008-2009 school year and upon receipt of the underperforming label, significant changes were made at the school. The school leadership was changed, HQT math and English instructors were recruited, and specific actions as part of the school improvement process were implemented. Specific actions for math as part of the plan included the use of tutorial groups in math and daily remediation of basic math skills for identified math students. Both of these actions are still part of the schools solutions but as shown in the PMP for District Two, they are now very structured and focus on strand-specific concepts. As the school moves onto the 2010-2011 school year, the leadership and instructional staff are veterans to Ombudsman and the school will employ three HQT math teachers and continue to utilize the AIMS instructor. All other solutions for math will be met as part of the district wide initiatives.

Charter Central



	OES 2009	State		OES 2010	State
10th	30%	69%		20%	58%
11th	0%	33%		0%	19%
12th	30%	21%		0%	16%

Trends & Patterns-Math

- Charter Central tenth and eleventh-graders have scored below the state average in the two years the school has been in existence.
- Twelfth-graders scored above the state average in 2009.
- Charter Central twelfth-graders scored higher than the state alternative school average in 2009.
- LCA data indicates that East Charter students are not completing a full year of academic growth in math.
- Students entering Charter Central average a math grade level of seventh grade.
- LCA data indicates that Charter Central students average a percentage of .07 of a year's growth in math.

Barriers and Underlying Reasons

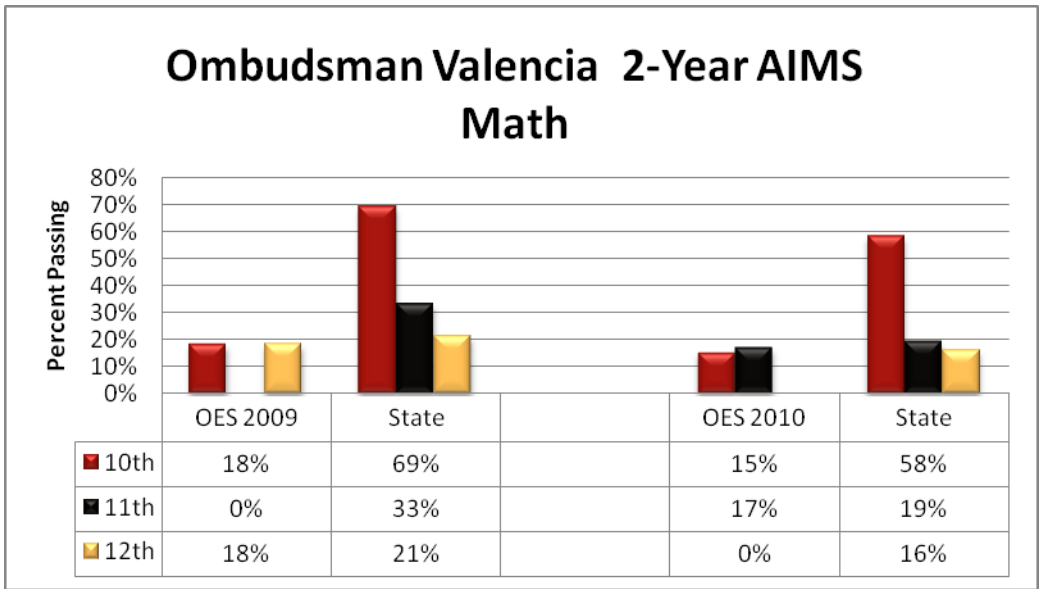
- Lack of an assigned AIMS instructor to provide intervention for students with serious math deficiencies.
- School has two years worth of data, no trend data, but does show slower progress in math growth.
- Overall enrollment for this school has shifted rapidly, going from on average 20 students within the first year of operation to 50 students within the second year of operation.
- Current math lab is insufficient in terms of time and frequency.
- Enrolled students have inconsistent academic experiences resulting in academic gaps that must first be addressed in order to succeed in other content areas.

- The entry math diagnostic is not an accurate indicator of the students' level or ability in math on state tests. It is a hand-written, mastery exam done with a teacher. It is an assessment used to identify remediation in basic math skills rather than a strand-specific indicator of how a student will perform within the specific content areas.
- The current AIMS math lab does not have a strand-specific diagnostic to determine areas for remediation or concentrated effort, nor are there benchmark tests or exercises that would serve to be accurate predictors of student performance on the state test.

Site Based Solutions for Central Charter

In preparation for the 2010-2011 school year, additional HQT math instructors have been recruited as well as the addition of an AIMS instructor who will rotate time between the two Tucson schools. The addition of this position can be found as part of the PMP for math to address the enrollment trend. Additional staff was hired during the 2009-2010 school year to adjust to these needs. All other math solutions are identified as part of the district-wide initiatives.

Charter Valencia



	OES 2009	State		OES 2010	State
10th	18%	69%		15%	58%
11th	0%	33%		17%	19%
12th	18%	21%		0%	16%

Trends & Patterns-Math

- Students scored one percentage point lower than the alternative school averages for 2009.
- Eleventh-grade students showed a 17% increase in percent passing from 2009 to 2010.

- Overall math is trending downward similar to Central Charter, also in Tucson.
- LCA data indicates that Charter Valencia students are completing a full year of academic growth in math.
- Students entering Charter Valencia average a math grade level of sixth grade.
- LCA data indicates that Valencia students had a growth percentage of 1.34 in math.

Barriers and Underlying Reasons

- Lack of an assigned AIMS instructor to provide intervention for students with serious math deficiencies.
- School has two years worth of data, no trend data, but does show slower progress in math growth.
- Overall demand and enrollment has increased rapidly for Valencia over the two years of operation. The school currently maintains a waiting list for enrollment.
- Current math lab is insufficient in terms of time and frequency.
- Enrolled students have inconsistent academic experiences resulting in academic gaps that must first be addressed in order to succeed in other content areas.
- The entry math diagnostic is not an accurate indicator of the students' level or ability in math on state tests. It is a hand-written, mastery exam done with a teacher. It is an assessment used to identify remediation in basic math skills rather than a strand-specific indicator of how a student will perform within the specific content areas.
- The current AIMS math lab does not have a strand-specific diagnostic to determine areas for remediation or concentrated effort, nor are there benchmark tests or exercises that would serve to be accurate predictors of student performance on the state test.

Site Based Identified Solutions

Valencia charter was a school that moved into underperforming status after only being in operation for one year. Results of the LCA and AIMS revealed the need to take action in math but to also ensure that the leadership of the school was eager and willing to take on the challenge of implementing a school improvement plan. The decision was made to promote an existing teacher of the school to the director position to ensure the actions necessary would take place. The overall actions taken as part of the school improvement process for math included increased instructional time in math with the use of small tutorial labs or groups, and the need to focus on basic math skills. As the school moves into the 2010-2011 school year, a strong leadership and instructional staff is in place as well as the addition of an AIMS instructor to assist students in math. All other math solutions are part of the district wide initiatives.

District Initiatives for Identified Solutions in Mathematics

AIMS Math Prep

Ombudsman will establish AIMS Math Prep (AMP) classes at each of the schools which will utilize small-group direct instruction delivered by highly qualified math teachers. AMP classes will be conducted in conjunction with the Ombudsman technology-rich mathematics curriculum that is aligned to state standards. As of July, 2010 a series of AMP lessons have been developed utilizing AIMS resources, USA Test Prep, online internet math resources, and Ombudsman proprietary materials. These lesson plans are broken down by AIMS strand, concept, and performance objectives. The lesson plans are based on the principles of effective lesson delivery and include a needed materials section, vocabulary, lesson procedure, review and assessment, and additional materials for remediation and review. The review and assessment section is used in conjunction with USA test Prep and provides the opportunity to assess mastery of the performance objective listed. If mastery is not acquired on the assigned lesson, students will remediate until 90% mastery is achieved.

MAP Assessment

Coupled with the AMP classes is the use of a new assessment system called MAP, Measures of Academic Progress. Students will be assessed in MAP upon entry, at semester, and prior to the third quarter. Since the AMP class lessons are aligned with state strands as well as the new MAP assessment, prediction of success on the AIMS Math test for students will be accomplished. As results from the MAP assessment are provided to instructional staff, evaluation of AMP lessons is realized. The teacher reports generated through the MAP assessment program will identify areas of deficiency within the Arizona Des Cartes Framework in number and operations; data analysis, probability, discreet mathematics; patterns, algebra and fractions; and geometry and measurement as a further support of instruction. If students score below mastery on MAP than they will increase their overall instructional time spent in math studies. This increased instructional time will include specific lessons assigned within a technology-based curriculum path, remediation and participation in the appropriate AMP class, and one-to-one instruction with the AIMS instructor, peer tutor, or highly qualified instructor. Implementation of the MAP, AMP classes, and overall math instruction for instructional staff will include a series of professional development days. As of July 27, 2010, the operations manager, school directors, and select teachers participated in professional development for implementing the new MAP assessment system. Training for MAP will be ongoing as stated in the PMP.

Math Professional Development

In addition to MAP training Ombudsman teachers will participate in a minimum of fifteen hours of job-embedded Math Professional Development within each academic year to be able to feel confident in assisting students with math instruction and to gain access to the curriculum from home to develop math skills.

2010 Math Scores

The introduction of a new AIMS Math test in the spring of 2010 has created a need to further monitor tenth and eleventh grade results. As with state results, the overall trend among tenth graders was a drop of at least ten percent while eleventh grade registered a drop of approximately fourteen percent. The district initiatives take these trends into account and the development of the Performance Management Plan.

Evaluation of Initiatives

Evaluation of these new initiatives are scheduled as part of the monthly school director meetings, biannual staff meetings, and a final evaluation upon conclusion of the academic year as well as upon receipt of MAP results, LCA results, and AIMS results. Action to modify or enhance the current strategies will take place at the school level when deemed necessary and will be completed at the district level if widespread support and changes are needed. Ombudsman will update and evaluate progress towards benchmark targets for the Arizona State Board for Charter Schools as part of the required annual report submitted by August 1 of every year.

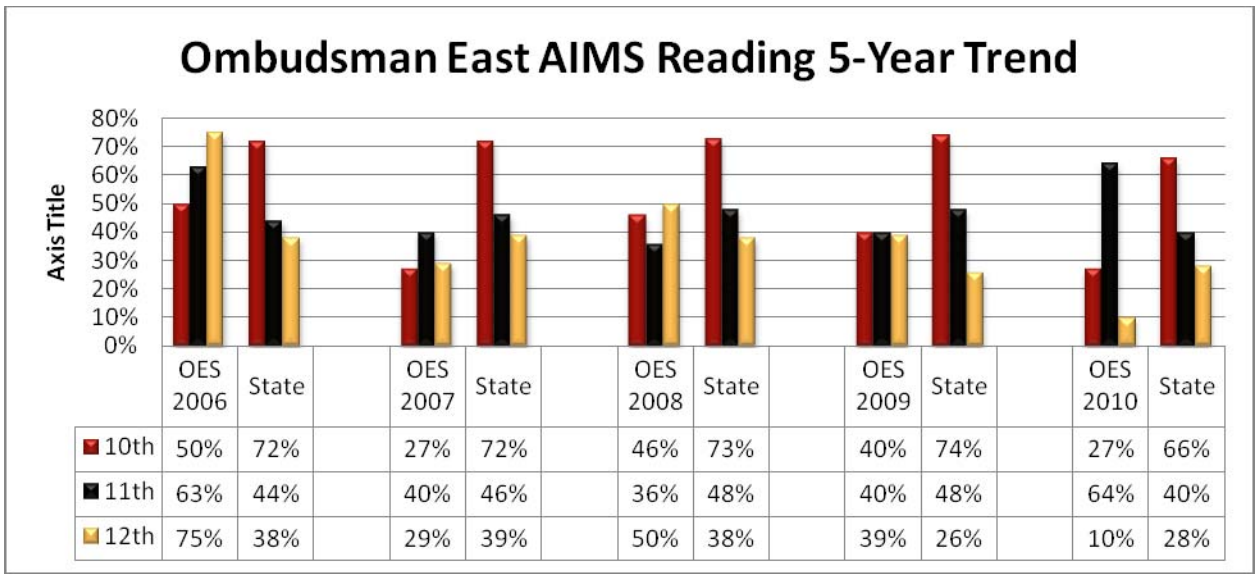
READING

Interpretation of Findings-Reading

An overall analysis of data demonstrates that Ombudsman students in District Two are not meeting the Level of Adequate Academic Performance in Reading as defined by the Arizona State Board for Charter Schools. As described in more detail for each school, twelfth-grade students on average for District Two score above state average in reading. Trends also suggest at some schools that tenth-grade students are scoring closer or meeting the state average in reading. Detailed school analysis also provides a comparison of AIMS Reading scores not only to the overall state averages in reading, but to the percent passing rate for alternative schools in Arizona. Described in detail are identified trends and patterns, barriers and underlying reasons, and identified solutions for each of the four schools within Ombudsman District Two.

Individual School Reading Analysis for East, East II, Central, and Valencia

East Charter



	OES 2006	State		OES 2007	State		OES 2008	State		OES 2009	State		OES 2010	State
10th	50%	72%		27%	72%		46%	73%		40%	74%		27%	66%
11th	63%	44%		40%	46%		36%	48%		40%	48%		64%	40%
12th	75%	38%		29%	39%		50%	38%		39%	26%		10%	28%

Trends & Patterns-Reading East Charter

- Eleventh-graders scored above the state average in 2006 and 2010.
- Twelfth-graders scored above the state average in 2006, 2008, and 2009.
- East Charter AIMS reading scores were higher than the state alternative school average in 2009.
- Tenth-graders scored below the AIMS reading state average in all five years.
- The reading grade level of students entering East Charter over the past four years was an average of fifth grade.
- LCA data indicates that on average East Charter students are completing less than one full year of academic growth in reading.
- East Charter students complete an average of .47 percentage of a year's academic growth in reading.

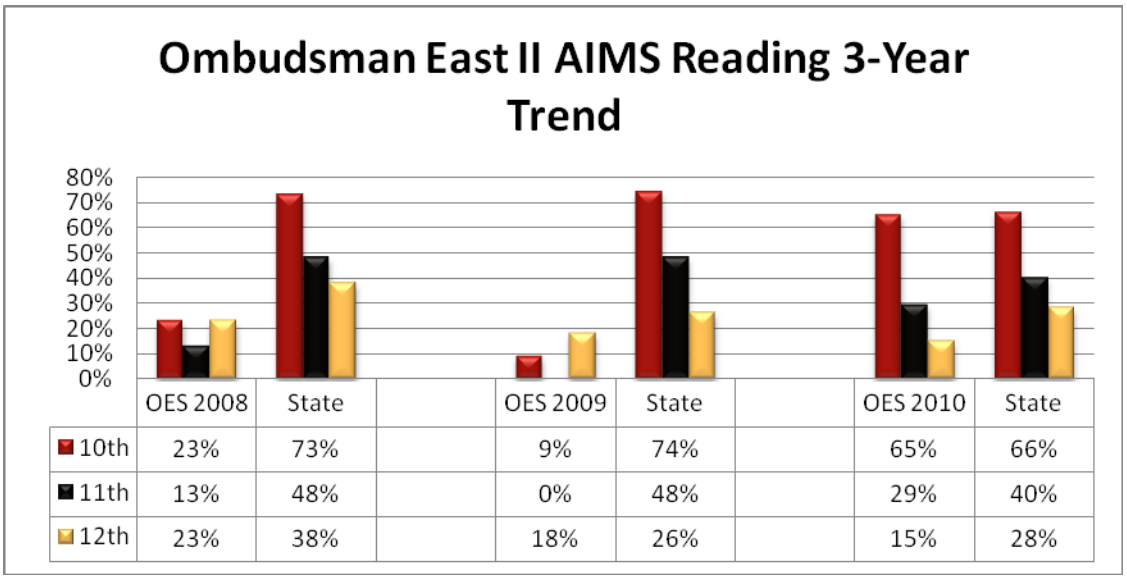
Barriers and Underlying Reasons

- Students entered East Charter at a fifth grade reading level requiring multiple levels of growth in order to pass the AIMS.
- The initial implementation of the Reading Plus curriculum during the spring of 2009 was inconsistent.
- A springboard reading program into Reading Plus is not available for students identified as struggling readers.
- Prior to Spring of 2009, the reading diagnostic was unable to identify specific deficiencies in reading.

Site Based Identified Solutions for East Charter

A time block devoted exclusively to reading will be scheduled and monitored on a consistent basis under the supervision of the highly qualified English teacher at the Center. Charter East will continue to utilize the Reading Plus Assessment (RPA) to determine the appropriate reading level for all students and will assign technology-based assignments accordingly. The Measure of Academic Progress (MAP) assessment will be administered quarterly to identify strand-specific areas where additional focus and reading support is needed. Struggling readers will be assigned to a foundational reading program and participate in small reading groups. Incorporating the identified strategies in the Performance Management Plan will assure that Charter East staff and leadership will significantly improve the percentage of annual growth accomplished by students in reading.

East II Charter



	OES 2008	State		OES 2009	State		OES 2010	State
10th	23%	73%		9%	74%		65%	66%
11th	13%	48%		0%	48%		29%	40%
12th	23%	38%		18%	26%		15%	28%

Trends & Patterns-Reading

- Due to the significant drop in percent proficient for Reading in 2009, the school moved into an underperforming status. Full restructure of staff as well as other actions were implemented for 2009-2010 as described in the identified solutions.
- Tenth-grade students for 2010 showed a significant increase in percent passing with a 65% pass rate.
- Students in all grades scored below the AIMS reading state average during the three years the school has been in existence.
- Eleventh-grade students showed a 29% percent increase from 2009 to 2010.
- LCA data indicates that the reading grade level of students entering East II Charter over the past four years was an average of fifth grade.
- LCA data indicates that on average East Charter II students are completing less than one full year of academic growth in reading.
- Due to staff realignment and the Arizona School Improvement Plan process, the percentage of a year's academic growth at East Charter II improved over 105 percent for academic growth in 2009-10.

Barriers and Underlying Reasons

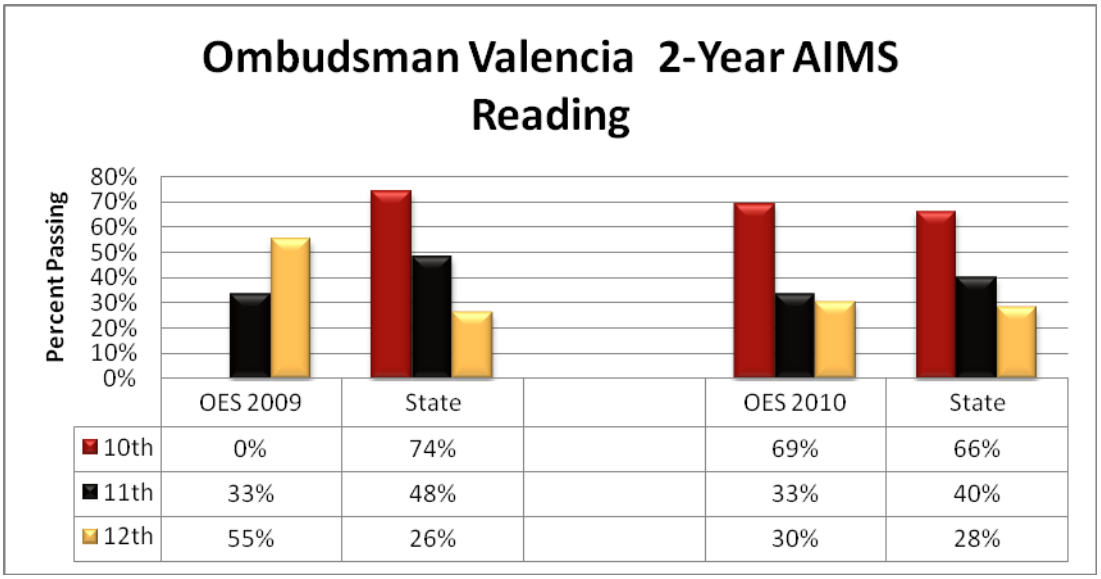
- Students entered East Charter Two at a fifth grade reading level requiring multiple levels of growth in order to pass the AIMS.
- The initial implementation of the Reading Plus curriculum during the spring of 2009 was inconsistent.
- A springboard reading program into Reading Plus is not available for students identified as struggling readers.
- Prior to Spring of 2009, the reading diagnostic was unable to identify specific deficiencies in reading.
- LCA data indicated a significant drop in reading proficiency in 2009 requiring a restructuring of staff and center leadership.
- East Two was identified by AZ Learns as an underperforming school.

Site Based Identified Solutions for East II Charter

This Center will continue to apply the strategies and goals of the Arizona School Improvement Plan developed during the 2009-10 school year which led to the improved status of Performing for this school. Charter East 2 will continue to utilize the Reading Plus Assessment (RPA) to determine the appropriate reading level for all students and will assign technology-based assignments accordingly. The Measure of Academic Progress (MAP) assessment will be administered quarterly to identify strand-specific areas where additional focus and reading support is needed. Struggling readers will be assigned to a foundational reading program and

participate in small reading groups. Incorporating the identified strategies in the Performance Management Plan will assure that Charter East 2 staff and leadership will significantly improve the percentage of annual growth accomplished by students in reading.

Valencia Charter



	OES 2009	State		OES 2010	State
10th	0%	74%		69%	66%
11th	33%	48%		33%	40%
12th	55%	26%		30%	28%

Trends and Patterns

- Tenth-graders scored above the state average in 2010 for reading, and made a 69% jump from 2009, the first year of operation for Valencia.
- Twelfth-graders scored above the state average in both years.
- Eleventh-graders scored below the state average in both years.
- The reading grade level of students entering Charter Valencia over the past two years was an average of fourth grade.
- LCA data indicates that on average Charter Valencia students completed more than one full year of academic growth in reading in first semester of 2010.
- Charter Valencia students complete an average of 100 percentage of a year's academic growth in reading.

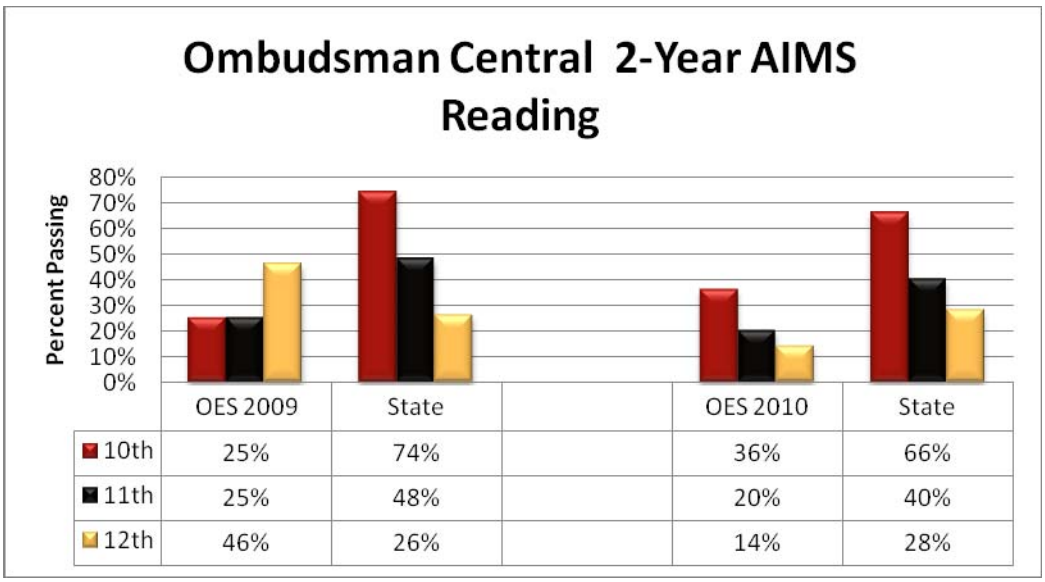
Barriers and Underlying Reasons

- Students entered Charter Valencia at a fourth grade reading level requiring multiple levels of growth in order to pass the AIMS.
- The initial implementation of the Reading Plus curriculum during the spring of 2009 was inconsistent.
- A springboard reading program into Reading Plus is not available for students identified as struggling readers.
- Prior to Spring of 2009, the reading diagnostic was unable to identify specific deficiencies in reading.
- LCA data indicated a significant drop in reading proficiency in 2009 requiring a restructuring of staff and center leadership.
- Charter Valencia was identified by AZ Learns as an underperforming school.

Site Based Identified Solutions for Valencia Charter

This Center will continue to apply the strategies and goals of the Arizona School Improvement Plan developed during the 2009-10 school year which led to the improved status of Performing for this school. Charter Valencia will continue to utilize the Reading Plus Assessment (RPA) to determine the appropriate reading level for all students and will assign technology-based assignments accordingly. The Measure of Academic Progress (MAP) assessment will be administered quarterly to identify strand-specific areas where additional focus and reading support is needed. Struggling readers will be assigned to a foundational reading program and participate in small reading groups. Incorporating the identified strategies in the Performance Management Plan will assure that Charter Valencia staff and leadership will significantly improve the percentage of annual growth accomplished by students in reading.

Central Charter



	OES 2009	State		OES 2010	State
10th	25%	74%		36%	66%
11th	25%	48%		20%	40%
12th	46%	26%		14%	28%

Trends and Patterns

- Tenth-graders scored below the AIMS reading state average in both years the school has been in operation.
- Eleventh-graders scored below the state average in both years.
- Twelfth-graders scored above the state average in 2009.
- The reading grade level of students entering Charter Central over the past two years was an average of third grade.
- LCA data indicates that on average Charter Central students are completing less than one full year of academic growth in reading.
- Charter Central students complete an average of .49 percentage of a year's academic growth in reading.

Barriers and Underling Reasons

- Students entered Charter Central at a third grade reading level requiring multiple levels of growth in order to pass the AIMS.
- The initial implementation of the Reading Plus curriculum during the Spring of 2009 was inconsistent.
- A springboard reading program into Reading Plus is not available for students identified as struggling readers.
- Prior to Spring of 2009, the reading diagnostic was unable to identify specific deficiencies in reading.

Site Based Identified Solutions for Central Charter

Charter Central will continue to utilize the Reading Plus Assessment (RPA) to determine the appropriate reading level for all students and will assign technology-based assignments accordingly. The Measure of Academic Progress (MAP) assessment will be administered quarterly to identify strand-specific areas where additional focus and reading support is needed. Struggling readers will be assigned to a foundational reading program and participate in small reading groups. Incorporating the identified strategies in the Performance Management Plan will assure that Charter Central staff and leadership will significantly improve the percentage of annual growth accomplished by students in reading.

District Initiatives for Identified Solutions in Reading

Structured Reading Curriculum

In the spring of 2009, Ombudsman overhauled the reading program in response to reading scores and shortcomings with the existing reading curriculum. The implementation of the reading curriculum Reading Plus has yielded growth in reading levels and better prepares students for the AIMS reading test. Although growth has been shown at some schools, the data reveals inconsistencies in implementation of the curriculum in terms of overall structure and frequency. The research supporting Reading Plus indicates the need to have structured and consistent use of the program to gain the desired results.

Foundational Reading Curriculum

In addition to supporting the need for structure and consistency is the need for a springboard reading program for students who are not yet ready for Reading Plus. This foundational reading program targets emerging readers and provides intense intervention for students in phonics and very basic concepts of learning how to read. Students who are below a fourth-grade reading level as assessed by the various diagnostics would be entered into this program. Success is demonstrated by mastery of all deficient concepts. Once accomplished students than move to the Reading Plus program. In the event that a student continues to struggle, small reading groups utilizing high level reading material will be conducted at least twice per week.

Reading Professional Development

The obvious need for continued job-embedded professional development is a major factor in the overall reading initiatives. Training in properly implementing the foundational reading program is a key component. Training is also needed to assist emerging readers. This training, available

through scheduled professional development or at home is supplemented by the opportunity for instructors to obtain company supported reading endorsements.

Evaluation of Initiatives

Evaluation of these new initiatives are scheduled as part of the monthly school director meetings, biannual staff meetings, and a final evaluation upon conclusion of the academic year as well as upon receipt of Reading Plus results, MAP results, LCA results, and AIMS results. Action to modify or enhance the current strategies will take place at the school level when deemed necessary and will be completed at the district level if widespread support and changes are needed. Ombudsman will update and evaluate progress towards benchmark targets for the Arizona State Board for Charter Schools as part of the required annual report submitted by August 1 of every year.

Conclusion

It is our hope that both the Introductory Narrative and the Performance Management Plan have made it evident that Ombudsman is committed to heightened performance in the years ahead through consistency, targeted instruction, accurate data interpretation, greater, meaningful student engagement and the overall expansion of the opportunities for success for the students in both of our Charter Districts. We believe that the strategies and identified solutions outlined are both practical and purposeful for the at-risk population we are privileged to serve. We do not intend, nor do we believe the governance which guides us expects, for these improvements to happen overnight. What we have attempted here is a real, results-oriented series of measureable guideposts that will direct our activities in the decades ahead. Our vision of the future is unchanged: It is, and always has been, to serve those in our community who might not otherwise have the opportunity to pursue all that a sound education offers. We serve no other greater purpose simply because we do not believe there is one.