C. Doby d.b.a Omega Academy

Demonstration of Sufficient Progress

Reflection on performance management plan

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Overview

C. Doby has gone through a great deal of restructuring over the past three years. New school leadership has implemented a number of aggressive programs and procedures due to last year's academic accountability rating. C. Doby now employs all highly qualified teachers which was not the case in previous years. Specialists in reading, math, and special education are on staff to increase student academic growth. Academic growth is being promoted by newly implemented, supplemental programs and curriculum in order to meet the academic needs. The change in staff, administration, class size, and school structure was not conducive to meeting the goals set forth in the Performance Management Plan. The current Performance Management Plan was written prior to the closing and consolidation of Omega's school sites.

Programs and supplemental curriculum have been adopted this year. Lesson plans are now required to reflect Common Core Standards, and teachers have and continue to receive training on deconstructing Common Core Standards. New classes in professional development have included Close reading, text complexity, and on-going training in Spalding and Zoo Phonics. Dibels testing has been done to identify the students who need additional reading support and those who are experiencing difficulty in the acquisition of basic literacy skills. This is the reason for the hiring of a reading specialist trained in Dibels and Spalding. This will target needed instructional support in reading to increase student growth. Professional development classes have targeted math instruction needed to support teachers in implementing the Common Core Standards; professional development will continue to focus on best practices to improve academic performance and instruction. Programs such MacRo, River Deep, Academy for Math, Growing with Mathematics by Wright Group, Harcourt Math, and Learn Zillion are being used to enhance math instruction and aid in RTI.

In addition, C. Doby absorbed some of the school population from Omega Schools Inc. effective the 2012-2013 fiscal year. The current population of C. Doby Elementary is 149, grades K-8, and falls into the traditional elementary school category. Thirty-two students are classified as ELL and twenty students are receiving special education services; this has varied significantly from the previous school years where total enrollment was less than 60. C. Doby was also

reclassified last year from Small School status to Traditional Elementary School Status. This reclassification does cause some skewing of the scores.

In previous data reports from the ADE, each of the six schools was reported separately. With the move to the Northern campus the data was aggregated somewhat, thus, not keeping a true report of both student growth and achievement. The FY 2013 was the baseline year from which the data was established. This year, FY 2014, will be a better reflection of instruction, curriculum, assessment, and professional development on the growth and achievement levels of students at C. Doby Elementary.

As part of the restructuring, a new dean was hired to oversee both schools and monitor the curriculum, professional development, classroom instruction, and assessment of students with the ultimate goal of increasing student achievement. Along with the new Dean, new staff members were added to enhance the educational program at Doby. Due to a variety of circumstances, the Dean and several teachers were replaced midway through the 2012-2013 school year. Those who remained and those newly hired are dedicated to providing a continued, uninterrupted educational program for the students.

SPG Math

Curriculum

The math curriculum at C. Doby is designed to master the Arizona College and Career Readiness Standards. Each teacher uses a combination of textbooks, manipulatives, enrichment programs and computer based activities/programs throughout every grade level. Text books published by Harcourt Brace and the Wright Group, Growing in Mathematics, are accompanied by sets of manipulatives to be used in the classroom. Due to low test scores, administration and teachers have met to review data and work together to address the problem. Thus far, C. Doby has adjusted the curriculum and is using supplemental programs designed to increase students' success. The Buckle Down Arizona Aims booklets are being used to reinforce state standards, each test taking skills and better prepare students for standardized tests. The MacRo Program, by Rodel, is used in grades 1-6. This program is designed to help students understand math content and encourage family involvement. Teachers also use videos from LearnZillion which

explain the standards to build content knowledge and teach to various learning styles to better engage students. In addition to classroom instruction focused on Common Core standards, every student visits the computer lab regularly. Here, students are assessed and monitored using Academy of Math in order to help their classroom teacher individualize instruction. In addition to the current curriculum, PLCs are working to finish pacing guides and curriculum maps which they began last year.

Instruction

C. Doby Elementary is committed to the implementation of the Arizona State Academic Common Core Standards and has provided the instructional staff with support to fully implement the standards into the curriculum. Administration has worked to ensure that all teachers are highly qualified or certified. Teachers are trained on Common Core Standards and must submit lesson plans reflecting them. Each lesson is expected to be taught at the appropriate level of rigor using instructional best practices. Teachers are expected to make accommodations and interventions as needed for students with IEPs and ILLPs. Within the classroom, to support instruction, teachers have manipulatives to reinforce and teach concepts. Each classroom is designed to have teacher led instruction where the "I do, we do, you do" method is used. Guided practice and individual practice comes in the form of textbooks and supplemental activities and programs. While students are working independently, teachers are required to monitor the students, helping those who may be struggling on an individual basis. In addition to the instruction, teachers reinforce concepts though the Academy of Math program. This program is specifically designed to meet the individual needs of each student based on assessments aligned to Common Core Standards. This individualized instruction is meant to enhance the classroom instruction.

Assessment

Student assessment is ongoing at C. Doby Elementary. It starts during the pre-service when a yearly summer workshop is held for all staff to discuss, organize, and be trained on data collection and analysis, to schedule and organize students appropriate to their level, and to establish student achievement goals. Another purpose of the pre-service training is to lay a foundation with the school to build a culture dependent on data, become more focused and data driven, understanding the complexities of data, and realizing how data can be used as an

effective tool for teachers and administrators as well as a communication system with additional stakeholders. C. Doby Elementary teachers use a variety of methods to assess and track student progress and mastery. Prior to the beginning of the school year, teachers are required to analyze AIMS/Stanford results from the previous school year to find areas of need. These become year-long focus standards and are kept in mind as teachers create lesson plans throughout the year. In addition, students are tested using the Academy of Math computer program. This program, aligned to common core, assesses and tracks growth per student, per standard. It also assigns lessons to reinforce any concepts not mastered on the assessment and later retests to track mastery. Each teacher and class reviews progress monthly and generates reports to discuss with parents during their monthly parent-teacher conferences. The pretesting and progress testing helps gauge instruction and allows teachers to reteach as needed. Teachers are encouraged to give frequent formative assessments within the classroom to promote increased scores on the benchmark and standardized testing. Unlike the AIMS assessments, the Academy of Math assesses instruction given in the classroom and reinforced through lessons on the computer. This program is designed to give teachers immediate feedback allowing the teacher to structure more individual or small group instructional time or reteach the concept to the whole class. Academy of Math shows growth between the pretest and summative tests by student, class, grade level, and overall.

Professional Development

Although this process starts in the summer, professional development continues throughout the entire school year. Fridays are used to build capacity within teachers by using professional development and professional learning communities to better understand the data and how to most effectively use it. We also incorporate collaboration time during professional development training to review academic data, to determine effective methods of delivering the appropriate instruction, and how to improve students' academic achievement. PLCs are working to complete their curriculum maps and pacing guides to ensure scaffolding and retention of content. Teachers have been given professional development on deconstructing the common core math standards, recognizing the shifts in the standards, and scaffolding to ensure retention of content. All professional development is meant to expose teachers to best practices geared towards improving math scores and enhancing learning school wide.

Math Data

The AIMS results show that there was as increase in the population tested. That fact, combined with the change in structure and staff, negatively affected student achievement. Data collected on students returning to C. Doby for 2012-2013 and those new to C. Doby for the same year show a significant difference in performance.

Table 1.

Student Turnover

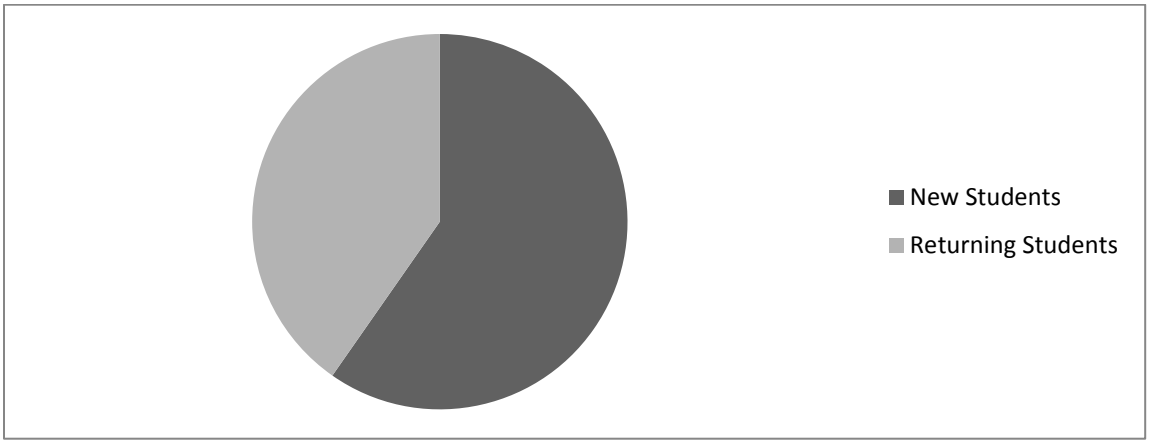
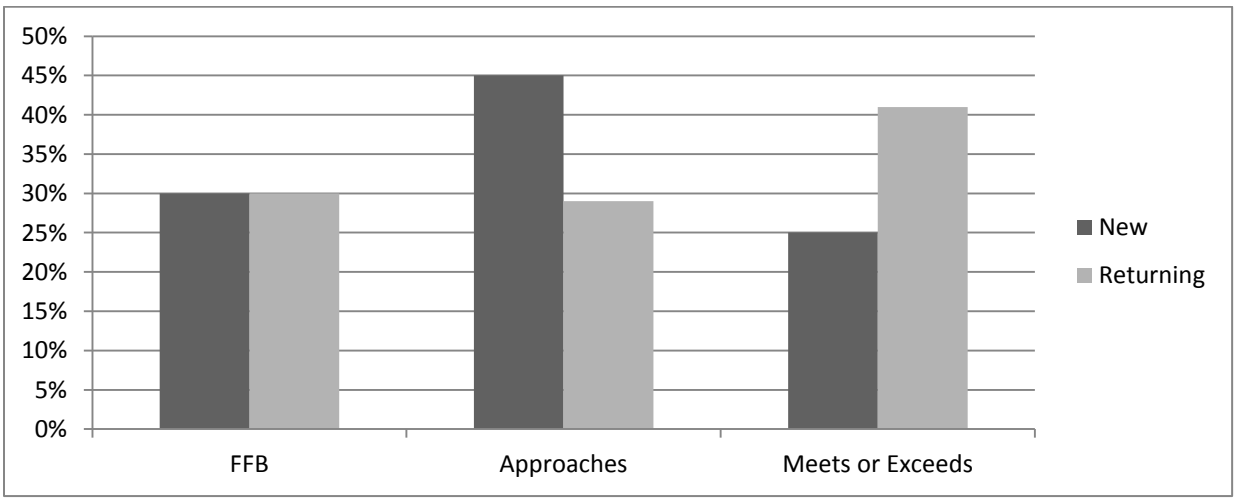


Table 2:

AIMS Math Results Comparison



Data and Data Analysis

This data indicates that there is a high turnover rate. Since students come from varying demographics, student population changes significantly from year to year. The number of students who are counted as returning, include students from merging Omega schools, demonstrate just how significantly turnovers may influence test scores, making it likely that the data collected by the state does not take this into account. For 2012-2013, instruction and curriculum was new to 60% of the school population which may be one of the reasons for decrease in SGP.

Table 3:

Class Level Change in Academic Data 4th Grade (August to October)

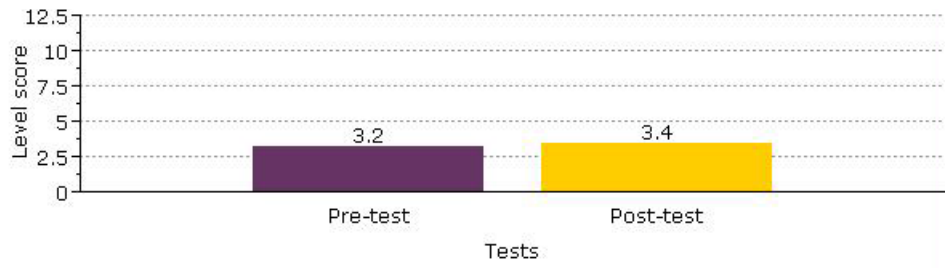


Table 4:

Performance Level Distribution 4th Grade (August to October)

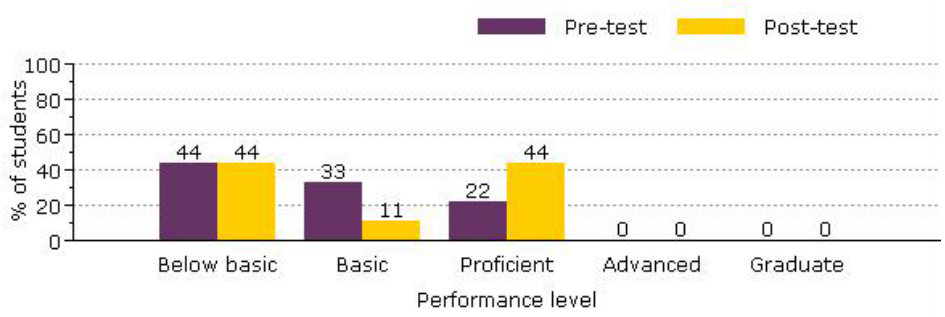


Table 5:

Class Level Change in Academic Data 7th Grade (August to October)

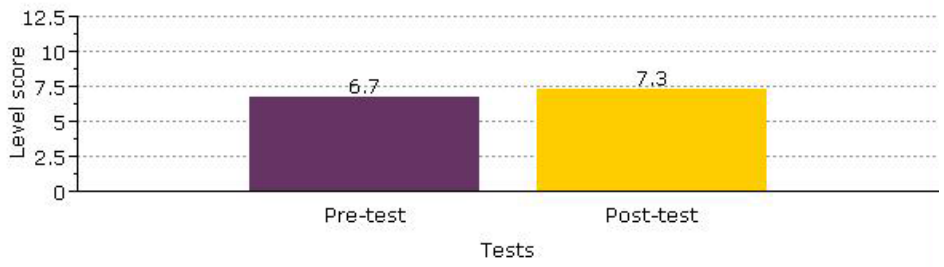


Table 3 above shows a slight gain in 4th grade math skills as measured by Academy of Math from August to October. Progress is indeed slow but gains are being seen. Table 4 shows the performance levels from 4th grade. Students at the basic level are moving to proficient. The chart, however, also shows that more attention must be focused on the below basic students. This data will drive instruction to focus on the bottom 25% in math. Table 5 shows the class level change in 7th grade. Gains are being made. Focus still needs to be on the bottom 25% however.

SGP Reading

Curriculum

The curriculum used at C. Doby for reading consists of textbooks, Spalding, Zoo Phonics, Academy of Reading, Vocabulary Workshop textbooks, ALS, and the River Deep Reading computer based program. The Harcourt Brace series is approved by the Move on When Reading program. The Academy of Reading software program, which is aligned to Common Core Standards, provides additional individualized as well as whole class instruction in each of the five identified reading areas of phonemic awareness, phonics, vocabulary, comprehension and fluency. Vocabulary is also addressed on the ALS software program and with Vocabulary Workshop texts in the classroom. Feeling that students needed more direct instruction with phonics, fluency, word work (syllabication, grammar rules, etc.), Spalding Phonics was introduced. Beginning in kindergarten classroom, students are taught phonics and progress through Harcourt Pre-Decodable and Decodable books. Reading A-Z is also used in K-4th grade to provide differentiated instruction and provide lexile leveled readers for students.

Instruction

Omega expects and trains teachers to use best practices in their classrooms. Teachers use direct instruction, small group instruction, and computer instruction to enhance learning and promote student retention and engagement. Collaboration is a large focus as students work in small groups to complete projects and assignments geared to improve comprehension of informational texts and content. Students use oral language and reasoning skills while participating in small/whole group discussions which require higher-level thinking skills. Teachers plan questions ahead of instruction to be able to assess the Depth of Knowledge/Bloom's Taxonomy levels of the questions they use with students.

Teachers are required to submit lesson plans weekly for ninety-minute reading periods, which are then checked for best practices, common core standards, and rigor. Each teacher has received training on the common core standards and understands how to deconstruct the standards and the importance of scaffolding. These standards serve as a guide and checklist to be sure every standard is taught. Teachers also use accommodations/interventions to best serve Ell students, students with IEPs and lower-performing students in order to meet their benchmarks/goals. In addition, administration frequents classrooms with walk-throughs to check on the use of items listed above, and formal evaluations are also held throughout the year.

Feeling students needed more choices in reading and in an effort to build life-long readers, a library has been planned and is scheduled to open this marking period. Students will be given library time each week. Reading contests are held and promoted in the classroom and in the office. Teachers and parents work together assuring that students read at home each night for twenty minutes, and parents sign-off on their student each night.

Assessment

Assessment planning begins in the pre-school meetings where teachers analyze the AIMS results. Teachers identify areas in which there needs to be more focus during the school year. Students are then given a pre-test on the Academy of Reading software to determine their reading level and their areas of need. Subsequent assessments monitor progress and adjust the program to meet each student's needs. Dibels testing is given three times a year in Kindergarten through 3rd grade as prescribed by Move on When Reading. Students are then placed into tutoring in the afterschool program. Programs to meet their needs are written by the reading

specialist and progress monitoring is conducted once a month to measure progress and adjustments are made in each student's program. Kindergarten students are tested once a month on letter recognition and letter sounds mastered. Great growths have been recorded by Kindergarten teachers on their student's mastery of sounds. First grade students are tested weekly and monthly on phonograms. All of the test results are analyzed by teachers in data groups. Assessments are also given in classrooms on literary elements, informational texts, summarizing and other common core requirements.

Instructional effectiveness is addressed in PLC groups at the end of each trimester. Teachers and leadership will evaluate what is working and what is not. A rubric on instructional effectiveness will be used to evaluate materials. Leadership will then research materials to locate more effective resources. Instructional strategies will be evaluated as formal and informal teacher observations are completed.

Professional Development

After assessing needs at the school, administration decided teachers needed additional training in common core standards and increase in the level rigor required for lessons. Changes in Lexile scores required under common core were taught and ways to reach the higher Lexiles were explored. The Spalding program was introduced and teachers in K-4 were trained in using the program. Training will be ongoing for two years in Spalding. Fifth and Sixth grades are now being trained to use Spalding. Teachers were also trained in understanding the data from Dibels and will be trained in how to give Dibels testing. How to use the data from Dibels testing effectively in the classroom training has begun and will continue.

Professional development is based on identified needs of teachers from available data and teacher surveys. The school is moving slowly toward a personalized professional learning plan for each teacher.

Data

Omega uses the Arizona College and Career Readiness Standards as the base for all curriculum decisions. The process for curriculum decisions begin with the Spring AIMS results in preservice meetings. The data is evaluated and revised as necessary. At the beginning of the 13-

14 fiscal year, all staff members were apprised of the decrease in reading scores from the previous school year. For reading, the Student Growth Percentile decreased 17% from the previous year, going from 53 to 44. Scores had increased significantly the year before so the decrease was a large disappointment. The Performance Management Plan laid out that there should be a 10% increase in reading scores each year making the decrease even larger.

Data Analysis

Based on *Table 1*, 40 students are new to C. Doby. The percentage of returning students making growth is higher than new students to C. Doby, demonstrating that the curriculum and instruction is successful in helping students make academic growth. Table 5 shows that there are more returning students who either approach or meet compared to those new to the school.

Table 6:

AIMS Reading Results Comparison

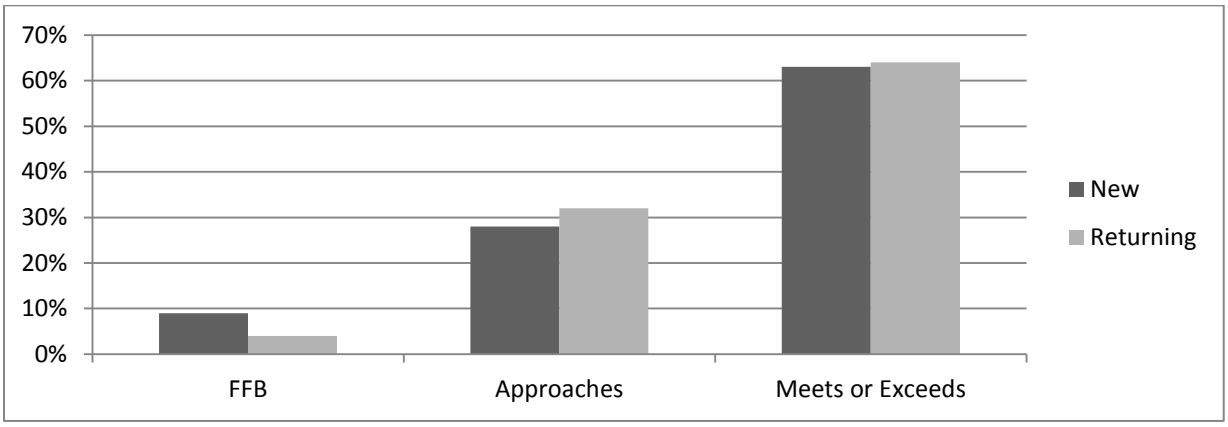


Table 7:

Class Average Level Change in Reading 5th grade (August to October)

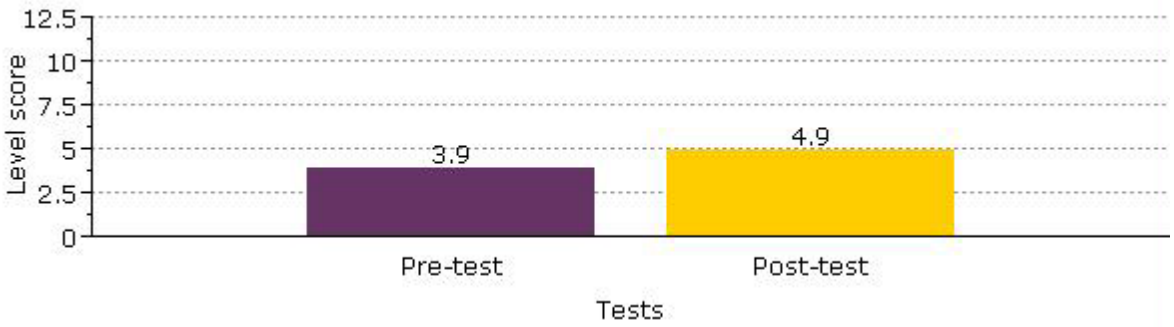
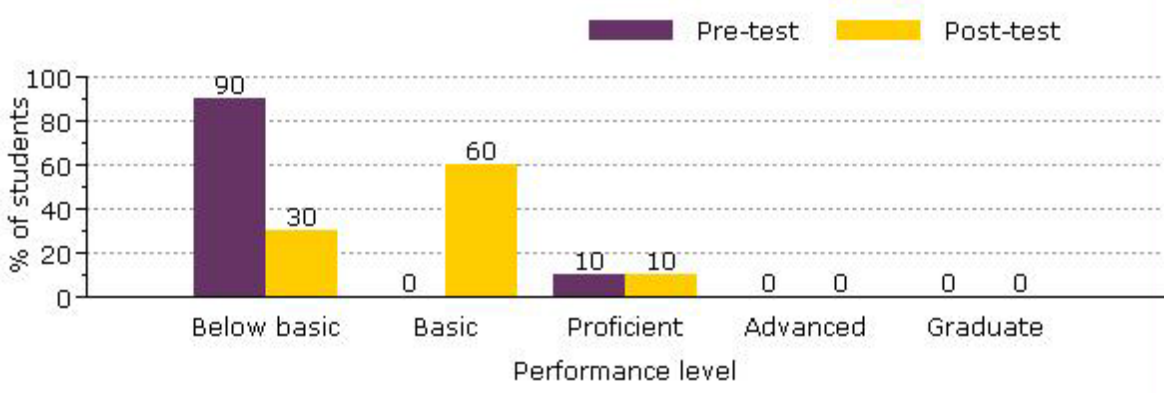


Table 7 shows significant progress in 5th grade reading from August to October as measured by the Academy of Reading. This shows the class almost at grade level with several months still to go. This is encouraging.

Table 8:

Performance Level Distribution 3rd Grade (August to October)



This table really demonstrates the exciting gains happening in classrooms. The 3rd-4th grade teacher is excellent at inspiring students to excel. This classroom is drastically reducing the below basic students and pulling them to a basic level. Now the focus needs to turn to the basic students to help them become proficient.

SGP Bottom 25% Math

The score on the bottom 25% in math fell from 47 points to 32 points which is a 32% decrease. All of the items below were implemented not only to increase scores to last year's level but to take the scores 5% higher as required by the Performance Management Plan.

Curriculum

Programs implemented to improve student growth focused on implementing new programs and giving the present curriculum more rigor. The Mac-RO program was implemented schoolwide this year compared to last year where it was used in one grade level. Rodel provided an instructor to train all staff in the MacRO program and the use of the hands-on manipulatives.

Instruction

The training provided by the Rodel Foundation in the Mac-RO program is being utilized in the classroom instruction while promoting other stakeholder's involvement. Lesson plans now include the Common Core Math Standards while teachers are also required to use differentiated instruction by implementing various techniques to foster learning for different types of learners. After reviewing data in their PLC's, teachers are now team teaching using each other's particular strengths to help reach all learners. With the professional development training in deconstructing the Common Core, teachers are better able to use their standards checklist within their lesson plans and instruction. Evaluations, formal and informal, are currently in place to monitor instruction, best practices, alignment to Common Core, and give constructive feedback in order to improve instruction.

Assessment

Academy of Math, which is aligned to Common Core, assesses and diagnoses each student based on their current performance in math. This allows teachers to identify skills and problematic areas that need to be re-taught and allows for focus on specific skills during tutoring. The personalized Academy of Math prescribes an individualized program specific for students, including the bottom 25%. This program remediates, instructs, assesses, and tracks students' progress to ensure academic growth. A data review team reviews the progress and discusses interventions and areas that need to be retaught again during instruction.

Professional Development

An intensive pre-service time is designed to set the format for professional development regarding research-based strategies, data collection and analysis, and utilization of data for instruction, observation/evaluation, progress monitoring, best practices, etc. Professional development in best practices is geared toward creating effective learning objectives, academic language acquisition, lesson structure and pacing, classroom management and structure and increasing meaning to new learning among other topics. These best practices support the learning of all the subgroups within the school. Along with general PD topics, math teachers receive specific PD based on data collection, teacher need, and teacher request. Professional

development has included Singapore Math Techniques used to increase number sense, use of the Macro Math Program, and strategies to help students with learning disabilities. Strategies such as touch math, place value learning mats, and number bonds have been introduced.

Data Analysis

Table 9:

Performance level Distribution in Math 4th Grade (August to October)

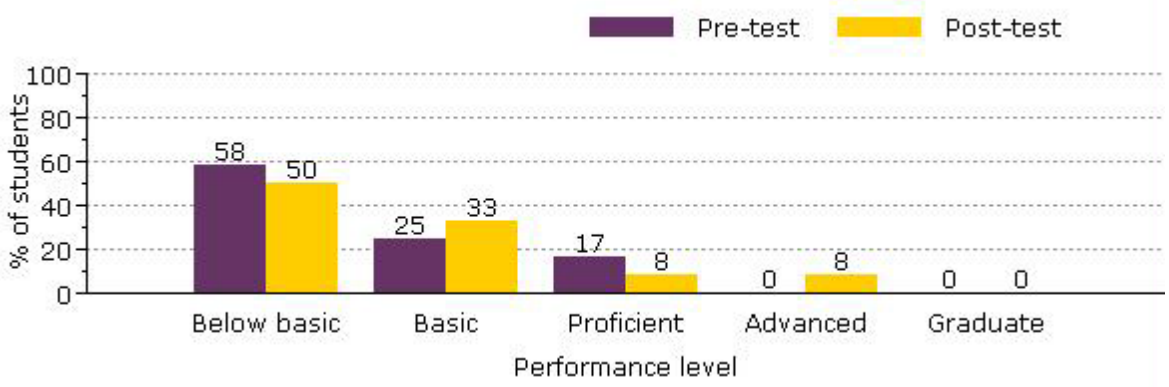


Table 8 demonstrates movement between levels in math. There are still too many students below basic but we are reducing that number. Proficiency level cores went down due to upward movement of proficient students. Focus still needs to be on the bottom 25% of students.

SGP Bottom 25% Reading

The score on the bottom 25% in reading fell from 35 points to 29 points which is a 17% decrease. All of the items below were implemented not only to increase scores to last year's level but to take the scores 10% higher as noted in our goals in the Performance Management Plan.

Curriculum

Spalding Phonics was implemented to benefit the bottom 25% of students. Spalding offers direct instruction with continuous repetition to allow struggling students the time needed and continued exposure to the content which, in turn, leads to mastery. Spalding has a structured approach of direct instruction. Review of phonograms in done every day both orally and written, and the

students use a journal in which they write and track lists of words using grammar, syllabication, and phonetic rules. Dibels and the River Deep program assessments help to identify the bottom 25% of students in grades K-3. C. Doby has reading specialists which will write individualized programs for these bottom 25% which will then be carried out as part of the after-school tutoring program. Each student is given an assessment when they enroll in C. Doby using the common core based program, Academy of Reading. This individualized program creates a program to meet the needs of each student based on their score. These programs will help increase student skills in letter identification, phonemic awareness and fluency.

Instruction

All Teachers at C. Doby are required to turn in lesson plans every Monday for the following week. Those lessons plans are reviewed by the principal looking for alignment to common core standards, accommodations for all learning styles, level of rigor, and accommodations for SPED and ELL students. Teachers are expected to use best practices that ensure that all students are engaged. Instructional practices are evaluated by formal and informal teacher evaluations. At least three informal walkthroughs and 2 formal, scheduled observations are done each school year. New teachers have a mentor, which is the lead teacher, who acclimates them to the school culture, schedules, requirements, policies and procedures. Teachers use direct instruction, such as Spalding, small group instruction, collaborative learning, class discussions, videos such as LearnZillion, and computer programs, such as River Deep and Academy of Reading, to reach the needs of every student in their rooms. Using a variety of instructional methods has been proven to help struggling students.

Assessment

After identifying the bottom 25% of students from the spring AIMS test, students will be assessed on the Academy of Reading software. Interim assessments will be given throughout the year. All students, K-3, are given Dibels testing three times a year. From that testing, the bottom 25% are identified and individualized tutoring programs are set up for those students. Progress monitoring is then set up once a month and tutoring is adjusted according to that data. Dibels will be given again in January. Spalding Spelling tests are given in grades 1-6;

students are placed in the appropriate level of words where they will begin working in their Spalding notebooks.

Professional Development

Professional development has been aligned to the needs of this subgroup. Teachers have received beginning training in Spalding and training is ongoing throughout the year. Teachers meet once every two weeks to go over their successes or problems in implementing the program and to receive further training. Teachers have also received training in interpreting Dibels data and what the data means in terms of instruction. Further training this year will deal with best practices for working with these students and instruction on how to give the Dibels assessments.

Data Analysis

Table 10:

Performance Level Distribution 7th Grade (August to October)

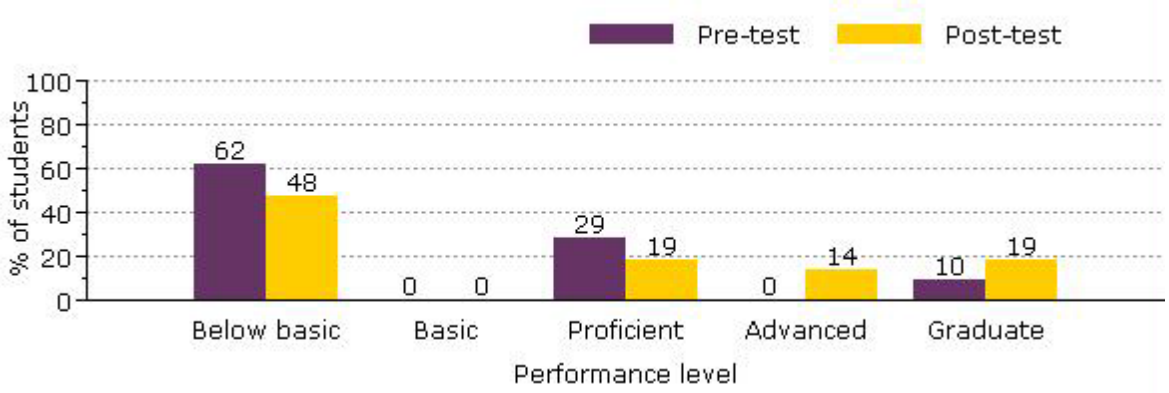
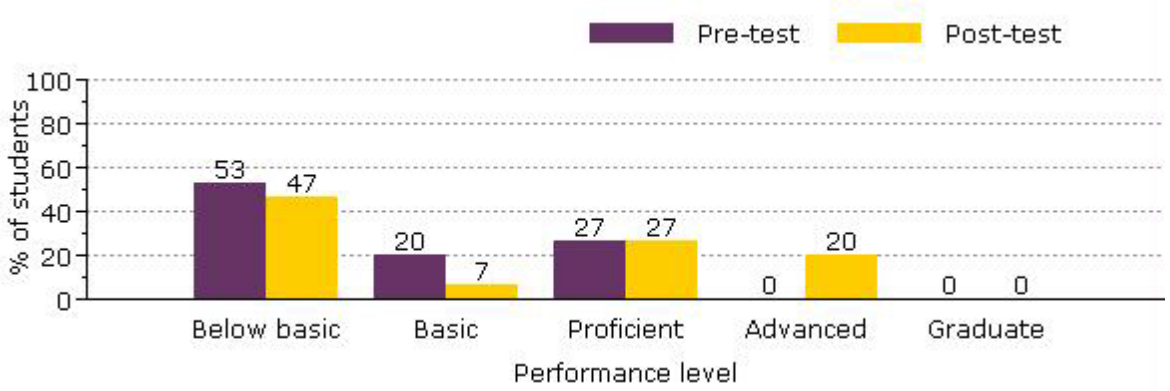


Table 11:

Performance Level Distribution 5th Grade (August to October)



Tables 10 and 11, measured by the Academy of Reading, show movement between levels. The bottom 25% is moving upward. Proficient students are progressing higher. The below basic group needs further reduction**.**

Percent Passing

In the fiscal year 2013, the percentage of students passing the math and reading portion of the AIMS either increased or stayed constant. Therefore it is evident that the goals set forth by the PMP were not met since they did not increase by 5% and 10% respectively. However, administration has addressed this issue by instituting the above mentioned additional programs, training, and utilization of data derived from assessments to drive instruction.

Percent Passing Math

Curriculum

C. Doby has made strides to improve curriculum and student proficiency. All staff members are trained in Common Core standards. Administration has worked to ensure that all teachers are highly qualified or certified. Teachers are working to complete the curriculum maps and pacing guides which they began in the spring. Administration has adopted instructional materials and programs to help ensure student growth and proficiency. Teachers reinforce concepts though the curriculum in Academy of Math, MacRo, River Deep mathematics, manipulatives, A+, LearnZillion program. Committees continue to work together to review data and revise curriculum as needed as assessments measure each student's progress towards proficiency.

Instruction

C. Doby Elementary is committed to the implementation of the Arizona State Academic Standards. Administration has worked to ensure that all teachers are highly qualified or certified. Teachers are trained on Common Core Standards and must submit lesson plans reflecting them. The instruction of math is focused on building understanding, process, application, reasoning, and engagement. Within the classroom, to support instruction, teachers have manipulatives to reinforce and teach concepts. Each classroom is designed to have teacher led instruction that provides direct instruction, guided practice and individual practice that provides multiple opportunities to help student growth and proficiency. Scaffolding lessons and activities found in the chosen curriculum and supplemental activities and programs help explain and bring meaning to the mathematical concepts being taught.

Assessment

Student assessment is continuous at C. Doby Elementary. The performance measures tested by the Academy of Math and River Deep mathematics are aligned with Common Core and instruction reflects best practices. The process of assessing students upon entry and continued assessment throughout the year help teachers to reflect on the effectiveness of lessons and instruction and track student performance. C. Doby uses monthly progress statements and frequent formative assessments within the classroom to promote increased standardized test scores.

Professional Development

Professional Development is vital to the success of the school, students and teachers. Each training session is aligned to identify student learning targets in math based on teacher learning needs. Administration trains teachers in research based and best practices. The planned professional development aims at improving instructional effectives. Each professional development training session includes follow-up and monitoring strategies.

Data Analysis

Table 12:

6th Grade Math Scores from Academy of Math (August to October)

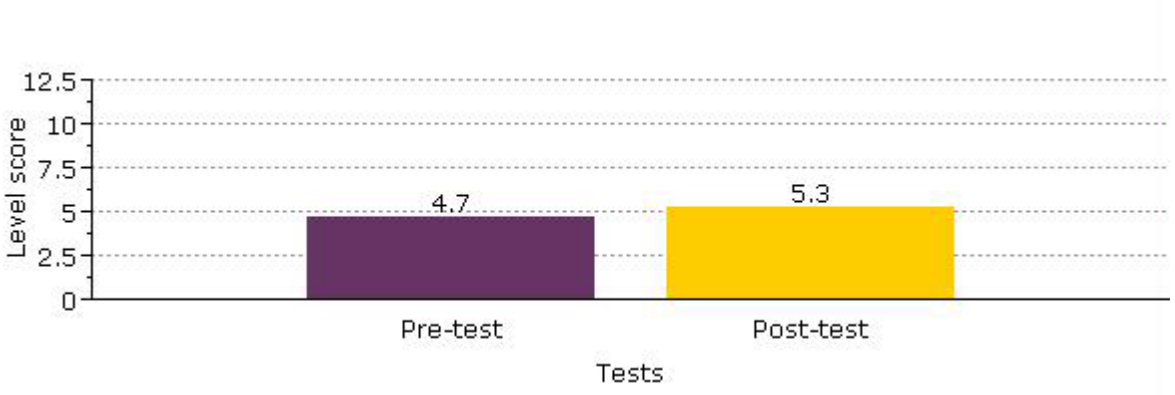


Table 12 shows an increase in 6th grade math from August to October as measured by Academy of Math. Sixth grade has consistently been lower in scores and now we are finally seeing progress.

Percent Passing Reading

Curriculum

The curriculum used at C. Doby for reading consists of textbooks, Spalding, Zoo Phonics, Academy of Reading, Vocabulary Workshop textbooks, ALS, and the River Deep Reading computer based program. These programs were selected to increase student growth; the data provided by Spalding and Dibels in combination with the other curriculum builds skills that improve student proficiency. C. Doby uses approved reading textbooks and the above mentioned supplemental instructional materials that are aligned to Common Core. Teachers are currently working within their PLC's to complete their curriculum maps and pacing guides which were begun in the spring. The data review team, the reading specialist and administration are working to together implement, evaluator and revise curriculum as needed based on the evidence gathered from assessments.

Instruction

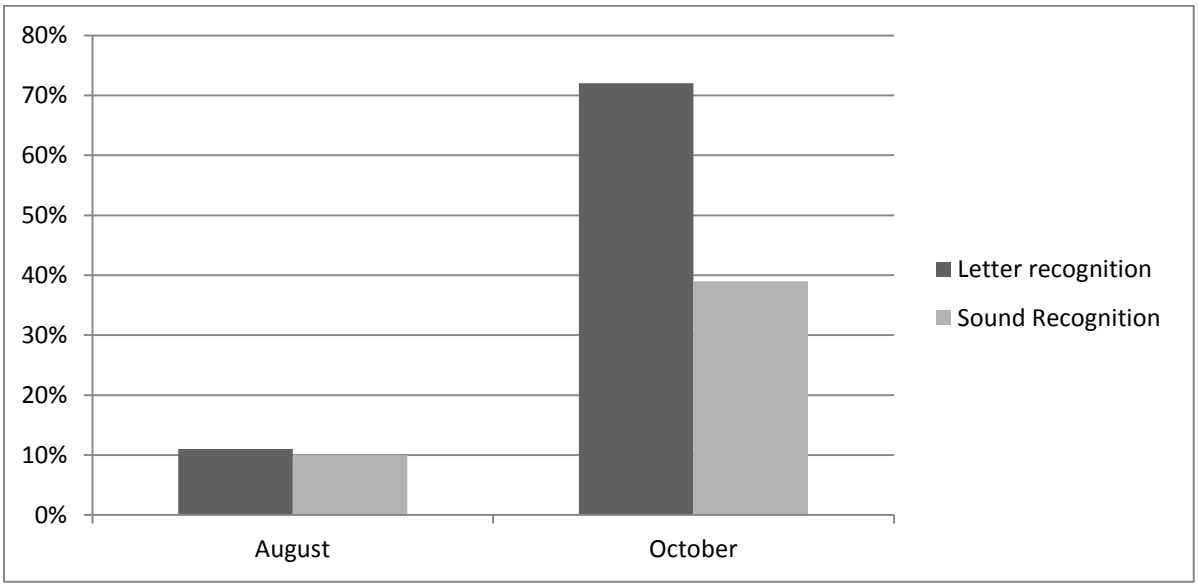
Omega expects and trains teachers to use best practices in their classrooms. Teachers use direct instruction, small group instruction, and computer instruction to enhance learning and promote student retention and engagement. With collaboration and submission of weekly lesson plans with inclusion of ninety-minute reading periods teachers are able to provide scaffold and organized instruction.

Assessment

Planning assessments in the pre-school meetings where teachers analyze the AIMS results, allowed for teachers to design lesson that provide instruction in the areas needed to help students make academic growth. Assessments given with a pre-test on the Academy of Reading software is used to determine their reading level and their areas of need. Therefore subsequent assessments monitor progress and adjust the program to meet each student's needs. Assessments are also given in classrooms on literary elements, informational texts, summarizing and other common core requirements. For example, Spalding has a Written and Oral Phonogram assessment that allows teachers to monitor and reinforce specific phonograms during instruction when necessary. The table 12, below, shows progress kindergarten students have made based on Spalding's letter recognition assessment, allowing for teachers to monitor instruction and acquisition of letters necessary for recognizing sound symbols relations needed for pre-emergent readers.

Table 13:

Kindergarten Scores from August to October



Professional Development

After assessing needs at the school, administration decided teachers needed additional training in common core standards and increase in rigor required. Changes in Lexile scores required under common core were taught and ways to reach higher Lexiles levels were explored. The Spalding

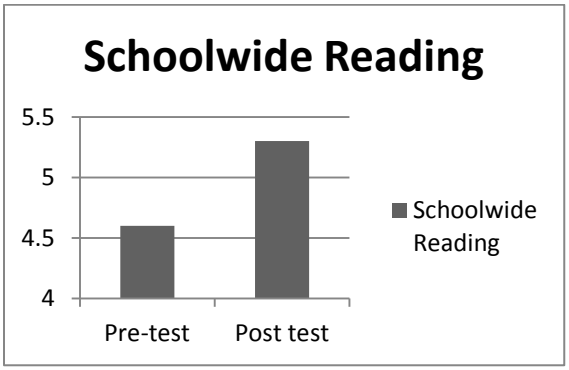
program was introduced and teachers in K-4 were trained in using the program. Training will be ongoing for two years in Spalding. Fifth and Sixth grades are now being trained to use Spalding. Teachers were also trained in understanding the data from Dibels and will be trained in how to give Dibels testing. Training on how to use the data from Dibels testing effectively in the classroom has begun and will continue throughout the year.

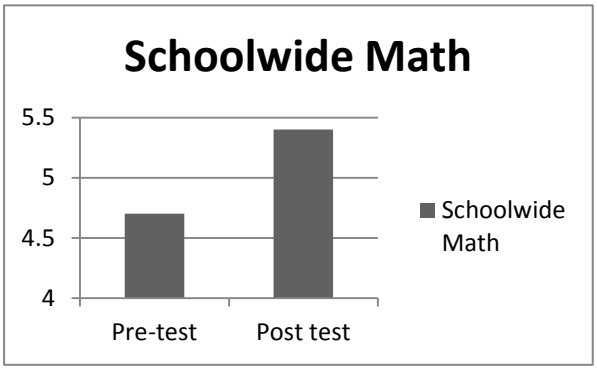
Professional development is based on identified needs of teachers from available data and teacher surveys. The school is moving slowly toward a personalized professional learning plan for each teacher.

Data and Data Analysis

Unlike the AIMS assessments, the Auto Skills, Academy of Reading and Math, chart is specific to C. Doby Elementary. Students are assessed on each lesson and monitored on the number of lessons they did, the number of lessons mastered, the score, and the amount of time spent on each lesson. Students and teachers like using the use Auto Skills' assessments because they give immediate feedback per student and by class which allows the teacher to structure more individual or small group instructional time or ret each the concept to the whole class. Auto Skills shows growth between the pretest and the post test by student, class, grade level, and overall. The following graph depicts overall school growth.

Table 14 and 15





Composite School Comparison

Based on Tables 2 and 3, students returning for a consecutive school year at C.Doby, are improving based on the AIMS results. The curriculum, instruction, and usage of assessments are beneficial once students have been given the opportunity to have repeat exposure to C. Doby's

curriculum and instruction and thus are able to make growth. Students new to C. Doby did not perform as well as returning students.

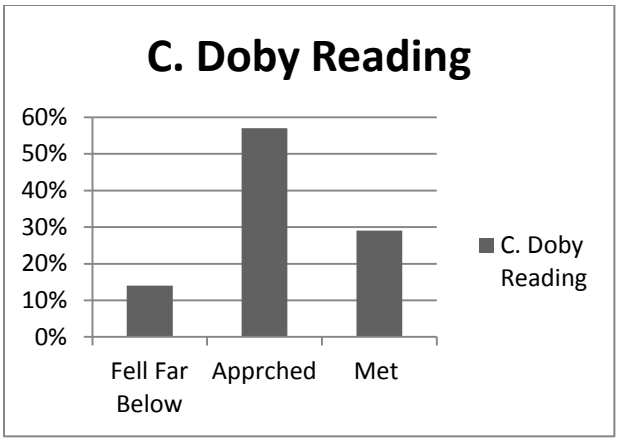
Based on the 2013 SPED AIMS with no accommodations spreadsheet, C Doby elementary school had fewer than 11 students tested and therefore, there is limited comparative data for students in those sub groups. Doby had, of those students with disabilities tested with no accommodation, 86% who Fell Far Below and 14% who meet on the Math AIMS in 2013 compared to a school in the same area also with fewer than 11 tested with disabilities. This similar school had 88% FFB, 13% Approaching, and 0% Meeting. Data pulled from the same state excel spreadsheet showed another charter school in the same area with fewer than 11 students tested had 14% who meet, 86% Fell Far below. As for reading, Doby had 14% FFB, 57% Approached, and 29% Meeting; the similar school with a small population of students with disabilities tested in reading had 0% FFB, 71% Approaching, and 29% Meeting.

Comparative Data

Doby's curriculum and instruction implementation is having a similar affect on student proficiency as a school of similar size and demographics. Improvements needed for passage of students with disabilities is apparent. More monitoring of integration of state standards and instruction for students with disabilities is apparent based on the data although the data shows that Doby is performing unilaterally with a similar school in size and location.

Table 16 and17

Doby SPED AIMS with no accommodations



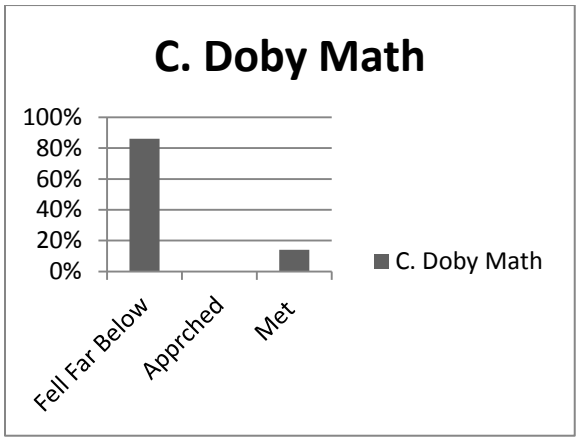
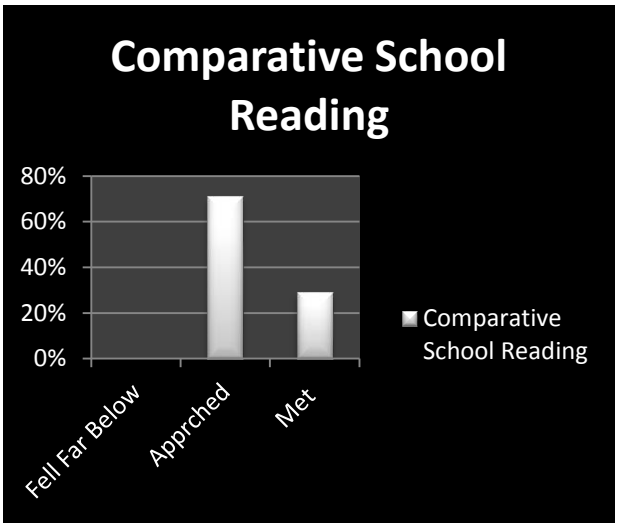
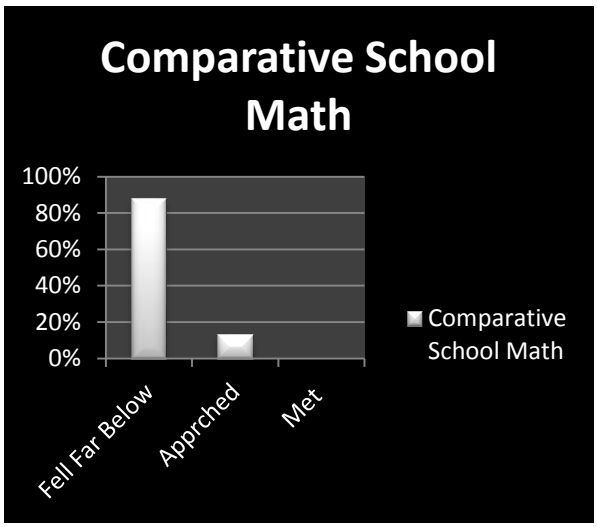


Table 18 and 19

Comparative School SPED AIMS with no accommodations





Subgroup Comparison

ELL Reading and Math

Curriculum new to this year was chosen to meet the needs of ELL students and those students with disabilities. Data for ELL was not reported last year due to school leadership and follow through. This year, data for ELL, has been submitted. It will now be possible to track the growth of students. Curriculum such as Spalding, Academy of Reading and Math are geared to repetition and individualized instruction.

Submission of lesson plans with alignment to Common Core Standards helps school leadership monitor the integration of the Arizona Academic Standards into instruction. The usage of Academy of Reading and Math allows for teachers to track and monitor progress in order to differentiate instruction.

AZELLA testing was completed this year and teachers were provided training in writing ILLP's for their students. The incorporation of ELL standards geared to increasing student proficiency will help the administration, teachers, and parents monitor students academic growth.

FRL Reading and Math

Title 1 funds are available due to the successful collection and processing of lunch eligibility applications. The Title I funds make it feasible to have an after school program that provides tutoring and support for students needing assistance.

The Title 1 staff and reading and math specialists have been given professional development in the curriculum as well as programs such as Dibels, Spalding, and Academy of math and reading. The extra funding allows for the specialists that can provide RTI and tutoring to reinforce regular classroom instruction.

The Academy of Reading and Math provide a format to collect data, allowing for staff to monitor progress and provide individualized instruction to improve student proficiency.

Students with Disabilities

Learning Solutions is contracted to handle all SPED requirements. The company ensures that students with disabilities have individualized learning goals. Learning Solutions works with teachers to provide the appropriate instruction and interventions in order to increase student proficiency.

Monitoring and documenting student proficiency is now done this year by a highly qualified special education teacher new to this fiscal year. She tracks and monitors students growth on individualized goals and works collaboratively with regular education classroom teachers to help increase student proficiency. In addition to all of the assessments listed above, the Resource

Room also uses Pearson Longman Reading Test, Brigance tests, Seeing Stars sight word test. and the San Diego Quick test.

The Resources Room provides the extra time spelled out in the IEP's. The Resource Teacher uses Keys to Math by AGS, Basic Writing Skills by PCI, Ready to Write by Lakeshore, The Six Trait Writing Rubric, Trophies by Harcourt Brace on different levels, Reading Mastery Plus and McCall-Crabbs to meet each student's IEP. In addition, there are several games to keep students engaged and build skills and computers provide older students the ability to seach for jobs or careers. The inclusion of Spalding and Touch math are two examples of curriculum designed to improve student proficiency. The repetitive, highly structured, hands on curriculum will increase student academic growth.

State Accountability and Overall rating

C Doby received a D rating from the state accountability system. C Doby's score of 35.62 placed the school in the D category. However, because C. Doby had 3 D grades in a row, the grade was changed to an F. C. Doby, however, has made significant changes in the past few months. Hiring of specialists in the reading and math areas will help the school to give students a more solid mathematical foundation. Testing with Dibels followed by tutoring, introducing and implementing Spalding which is a research based literacy program, and completing Title I goals all will help subgroups improve their proficiency. Strict adherence to Arizona's College and Career Readiness standards and introducing more rigor into the curriculum will produce gains for all students. Providing training and then monitoring teacher's implementation of best practices will improve classroom learning. Stability in leadership will help parents, students, and teachers focus better as they realize that the school climate has stabilized. Caring teachers who are willing to work hard for their students also helps students to master more skills.

Curriculum

C. Doby has a process to regularly evaluate curriculum. Every trimester, the leadership teams meets with teachers to evaluate the curriculum they are using. A rubric is completed by each member of the team and then compared. A review committee then looks at different resources to improve the curriculum.

The reading curriculum has been expanded by the use of Spalding. Fidelity to the program will increase as teachers receive more training throughout the year. The Trophies series is used by all elementary teachers, and use of the computers helps with student engagement in reading. The new library has also increased interest in reading. The 7th and 8th grade language arts period in integrated with reading and writing. At least half of each literacy period is devoted to reading. The school goal is a ten percent increase in scores each year.

The math curriculum is greatly enhanced with the use of manipulatives and the use of some Singapore math processes like ten frames and number bonds. Students receive a much stronger foundation in number sense which strengthens every other area of math. Continuous improvement is the goal for all students with a 5% increase in scores each year

Instruction

Teachers are learning and required to use best practices. This is monitored by classroom observations, both formal and informal. Teacher evaluations are also tied to test scores in the percentages required by the state. Instruction methods are varied to meet the needs of all learners. Lesson plans are required and reviewed each week. Teachers are in the process of completing curriculum maps and pacing guides for each class. Tutoring occurs in the afterschool session for any students requiring it. Students needing more help come in for Friday school when they get one-one-one assistance.

Assessment

C. Doby has several assessment systems in operation. Pretests, interim testing, and post-testing on Auto Skills. Benchmark testing is done every trimester to determine current reading and math levels and adjust programs. Dibels testing is done three times a year. Progress monitoring is done every two weeks on students scoring below proficient on Dibels. Teachers administer pre and post tests for units completed in their classrooms. Data from summative assessments is analyzed. This data is compared to the benchmark data to determine if the classroom assessments are at the appropriate level of rigor to ensure student achievement.

Professional Development

C. Doby has a four day school week so that Fridays are used for professional development, team meetings (data review teams, PLCs), and unit and lesson planning. We utilize the previous

school year-end summative data results and smart goals achievement to establish initial professional development sessions for the next school year. An intensive pre-service time is designed to set the format for professional development regarding research-based strategies, data collection and analysis and utilization for instruction, observation/evaluation, progress monitoring, best practices, etc. Professional development in best practices is geared toward creating effective learning objectives, academic language acquisition, lesson structure and pacing, classroom management and structure and increasing meaning to new learning among other topics. These best practices support the learning of all the subgroups within the school.

Summary

This school year (2013-2014), professional development topics have included:

- Implementation of Common Core Standards
- The shifts required in the Common Core Standards
- Unpacking the Common Core Standards
- Character First Education
- Implementation of Spalding Phonics in all K-4 classrooms
- Singapore Math Techniques to increase number sense
- Use of the MacRo Math Program
- Understanding the standards set-up for Ell Students
- Creating and Implementing IILP's in every classroom reflecting the standards
- Math Techniques to help Special Education and Ell Students
- The use of Logger Pro in creating and interpreting graphs with students
- McKinney Vento Training in identifying and helping homeless students

C. Doby looks to the future and has set goals to improve. In our Performance Management Plan, stringent goals were set for the 2013-2014 AIMS and Stanford testing. We fully plan to meet them. C. Doby has strong, highly qualified teachers that are committed to student growth, dedicated parents, and students who are willing to work hard. With the implementation of Spalding and increasing the rigor for all curriculum, C, Doby can and will be a successful school again if given a chance to show what it can do.