# DEMONSTRATION OF SUFFICIENT PROGRESS REPORT

# PACE PREPARATORY ACADEMY (80437)
# PRESCOTT VALLEY CAMPUS

## CURRICULUM

**Objective: Implement a curriculum that contributes to increased student growth in math and reading (1a).**

**Measure: Increase student achievement growth in math and reading as measured by the Arizona AIMS Assessments and the Academy's internal assessment programs (i.e., Galileo).**

Improvement is measured by increasing student academic growth in math and reading, curriculum alignment, curriculum maps, instructional material adoptions, and data review teams.

**Arizona's Growth Model:** The Arizona State Board of Education adopted the Arizona Growth Model, based on the Student Growth Percentile Methodology first used in Colorado. This method provides an effective way of measuring norm-referenced student growth. A student growth percentile (SGP) calculates a student's progress in comparison to his or her academic peers—students with similar performance on previous assessments. Each individual student's growth in assessment results is ranked against the growth for all students with the same test result on the baseline assessment. A student with an SGP of 50 demonstrated higher growth than at least half of his academic peers across the state with similar performance. A school median SGP of 50 indicates that at least half of the students in the school showed more growth than at least half of their academic peers with similar performance across the state.

PACE Preparatory Academy – Prescott Valley utilizes an individualized approach to learning. This means that students work at their own level of understanding, regardless of their age or grade. Based on the student's initial evaluation, the Academy's instructional team creates an individualized academic program for each student. This program is designed to help strengthen weak areas while allowing students to earn the credits needed to graduate and gain the skills necessary to be successful in life.

Because each student enters the Academy with different skills, the Academy does not utilize a traditional instructional approach where everyone is learning the same lesson at the same time. The model allows the student who has difficulty learning to work at a pace that is more in tune with their individual learning capability and with less pressure. That student is allowed to spend more time on a particular subject, in order that the student's engagement is maximized.

As part of the Academy's improvement process, the leadership team adopted two primary instructional programs to ensure alignment to standards and flexibility to meet individual student needs. In 2011, PACE Preparatory Academy adopted the A+LS content delivery system and the Galileo assessment and content recovery program. Both programs have well-documented standards alignment and curriculum mapping reports. The Academy's data review teams meet twice monthly to review student progress, identify students who may be at-risk of falling behind, and developing intervention groups with additional academic support.

PACE Preparatory Academy appointed a new leadership team in 2008 and eventually reorganized the executive leadership. That same year, a Performance Management Plan (PMP) was developed and implemented. The Academy's Math and Reading Performance Management Plan addresses four key strategies identified by the ASBCS PMP model: (1) Provide and implement a mathematics and reading curriculum that improves student achievement; (2) develop and implement a plan for monitoring the integration of the Arizona Academic Standards for Mathematics and Reading (ELA) into instruction; (3) develop and implement a plan for monitoring and documenting student proficiency in mathematics and reading; and (4) develop and implement a professional development plan that supports effective implementation of the mathematics and reading curriculum.

***Overview of the Academy's internal processes to create, implement, and evaluate core curricula in math and reading.***

Transitioning from the Arizona Math and Reading Standards to the new Common Core Math and English Language Arts Standards (*now referred as CCRS*) has been a priority of the school's leadership and an essential component of its Performance Management Plan. PACE Preparatory Academy uses an online content delivery system, A+LS as its core content provider. In addition, the Academy recently replaced its use of Study Island with the Galileo program to better measure student understanding of the Arizona Math and ELA Standards and to provide supplemental instruction in those strands and performance outcomes requiring additional instruction.

Both resources are aligned to the Arizona Math and Reading Standards and Common Core Math and ELA Standards (CCRS). PACE Preparatory Academy adopted a "crosswalk" policy in 2010 in order to better monitor the integration of the Arizona Math and Reading Standards into instruction. This policy requires vendors to demonstrate and document standards alignment before the Academy will approve the adoption of new instructional materials. Because most content delivery systems are not dependent on teacher-created lesson, it is imperative that our instructional staff can verify each lesson is aligned to the Arizona Standards and that lessons can be easily referenced in the event student remediation is required.

A *Sustained Silent Reading (SSR)* program was implemented in an effort to increase students' reading comprehension and basic literacy skills. After an initial reading interest survey, students select a book from a pre-approved list of leveled reading materials. Each Tuesday and Thursday students are required to read in silently for a minimum of 20 minutes. Short follow-up writing assignments are required and serve as informal assessments of student progress.

The Academy's math and language arts instructors, tutors and instructional assistants received training on the administration and interpretation of Galileo's diagnostic and benchmark assessments and reports. When a student is enrolled in the school for the first time, he/she is given a math and reading baseline/diagnostic assessment. Results of the baseline/diagnostic assessments are used to place students in the appropriate math and reading course (ELA) in order to optimize students' ability to succeed academically.

Periodic benchmark assessments are administered throughout the school year to measure and monitor student progress towards demonstrating proficiency of math and reading content standards. **Figure 1** is a sample screen shot of a student's benchmark tracking for math and reading. This information is used by the classroom teacher and data review team when making decisions about an individual student's curriculum and learning plan.

*Figure 1*

2013-2014

| Benchmark Test Name | Date | Score | Percentage | Developmental Level Score | Percentile Rank | Percentile Rank |
|---|---|---|---|---|---|---|
| AZ CC-M09: HS Algebra Low Risk | | | | | | |
| 2013-14 ATI AZ CC Math HS Algebra I CBAS #2 | 01/09/2014 | 16 / 45 | 36 % | 1425 (MS) | 24.48 | 0 25 50 75 100 |
| 2013-14 ATI AZ CC Math HS Algebra I CBAS #1 | 08/21/2013 | 9 / 45 | 20 % | 1338 (FFB) | 1 | 0 25 50 75 100 |
| AZ CC-M10: HS Geometry Low Risk | | | | | | |
| 2013-14 ATI AZ CC Math HS Geometry CBAS #2 | 01/07/2014 | 15 / 45 | 33 % | 1414 (AS) | 15.09 | 0 25 50 75 100 |
| 2013-14 ATI AZ CC Math HS Geometry CBAS #1 | 08/21/2013 | 16 / 45 | 36 % | 1413 (MS) | 17.85 | 0 25 50 75 100 |
| AZ CC-R11: 11th Grade ELA Minimal Risk | | | | | | |
| 2013-14 ATI AZ CC Reading 11 Gr. CBAS #2 | 01/09/2014 | 17 / 45 | 38 % | 1492 (MS) | 11.78 | 0 25 50 75 100 |
| 2013-14 ATI AZ CC Reading 11 Gr. CBAS #1 | 08/22/2013 | 13 / 45 | 29 % | 1449 (MS) | 4.07 | 0 25 50 75 100 |
| AZ CC-W11: 11th Grade Writing Low Risk | | | | | | |
| 2013-14 ATI AZ CC Writing 11 Gr. CBAS #2 | 01/07/2014 | 17 / 35 | 49 % | 1539 (MS) | 29.07 | 0 25 50 75 100 |

PACE Preparatory Academy began tracking individual student progress by math/reading strand[1] and content cluster in the Fall of 2010. Each student's A+LS and Galileo profile tracks and reports their progress toward meeting the Arizona Math and Reading (ELA) Standards. In order to monitor the integration and effectiveness of the Arizona Math and Reading (ELA) Standards into the content delivery system, the instructional team reviews student and course level data twice monthly. These reviews examine the math and reading strands and performance objectives that are presented within each lesson and documents student progress towards proficiency. As a result of these regular reviews,

[1] The terms *Strand* and *Performance Objectives* are used in the original PMP document. It should be noted that these terms are now replaced with *Conceptual Categories, Domain, and Cluster* when referencing the CCRS.

students who may be underperforming are placed on a "watch list" and are assigned to an instructor for individualized assistance. As a result, students may receive additional instruction, one-to-one tutoring, or receive targeted assistance for specific skills or performance objectives that have not be previously mastered.

Revisions to the math and reading curricula are done collaboratively each month during the data review team meetings. A revision to any students' instructional plan is guided by staff input, pre/post-test assessment data and other performance data provided by the A+LS and Galileo systems.

Prior to the beginning of each new school year, all instructional staff members participate in an annual review of student math and reading assessment data and make recommendations for individualized revisions to instructional plans. This annual data review includes artifacts such as prior academic records, A+LS and Galileo summary reports, Student Report for AIMS Math and Reading assessment and other available resources.

At the start of each new school year, all instructional staff, tutors and assistants receive a refresher workshop on the Arizona Academic Standards (CCRS). Included in the training is a module on reading, understanding and interpreting student assessment reports (AIMS, A+LS, and Galileo).

PACE Preparatory Academy's Prescott Valley campus maintained 3 of the 6 improved Academic Dashboard Measures in the Proficiency category (Indicator 2). The remaining 3 measures: percent passing math, composite school comparison and subgroup FRL decreased primarily as a result of the reclassification of the Prescott Valley campus from a "Small High School" to a "Traditional High School". This reclassification removed the pooling of three year's data for the reading and math measures, changed the comparison group from other small schools to traditional schools, and contributed to a drop in the State's Accountability letter grade.

In SY 2012, the ASBCS identified 2 of the 16 measures as not meeting the Board's requirement for meeting sufficient academic achievement (8 of the 16 measures received a rating of "NR"). Based on the implementation, revision, and implementation of the curriculum described above, the Prescott Valley campus improved all reading measures and received slightly lower math points (due partially to the reclassification).

In both the 2012 and 2013 school-years, the Academy's Prescott Valley campus has received ratings of "NR" in both math and reading for Indicator 1a – Growth (SGP). During the ASBCS's site visit in the summer of 2013, staff reviewed the Academy's DSP document and artifacts and determined the Academy had met the Board's demonstration of sufficient progress.

Revisiting the AIMS assessment data for math and reading, the Prescott Valley campus has maintained sufficient academic achievement for Indicator 1a – Growth (SGP). The method used to make this determination was to analyze the Math and Reading AIMS assessment scores for students assessed two (2) or more times during their enrollment at the Prescott Valley campus. Based on Tables 1 and 2 (page 6), the Academy's Prescott Valley campus demonstrated that 72.7% of students taking the AIMS Math

assessment two or more times improved their overall raw score; and 100% of students taking the AIMS Reading assessment two or more times improved their overall raw score.

Current Galileo benchmark assessment data indicates 53.9% of students are on course to master the Reading (ELA) standards at their grade-level; 23.8% have a low risk of not meeting their targets by the Spring 2014 benchmark assessment (Chart 1, page 7). In both the Algebra and Geometry content areas, 13.7% of students are on course to master the Mathematics standards, 22.5% have a low risk and 63.8% a moderate risk of not meeting their targets by the Spring 2014 benchmark assessment (Chart 1, page 7).

***Summary of improvement efforts to provide and implement a curriculum that improves student math and reading achievement.***

1. PACE Preparatory Academy reviewed and compared the current mathematics and reading curriculum (A+LS) and supplemental instructional resources (Galileo) for grades 9-12 to ensure alignment and completeness to Arizona's Academic and Common Core Standards.
2. PACE Preparatory has trained all mathematics instructors, tutors and instructional assistants on the interpretation and use of A+LS and Galileo diagnostic and benchmark assessment reports (Table 3, page 8).
3. PACE Preparatory Academy has implemented and integrated the Galileo supplemental math program into the regular math program to ensure individual student learning deficiencies are identified and addressed.
4. PACE Preparatory Academy has implemented an AIMS Readiness program (Galileo) for all students who have not met the proficiency standards as evidenced on the AIMS.

# INDICATOR 1A – GROWTH (SGP)
# DATA TABLES

Table 1: Prescott Valley Campus AIMS Math Scores (SGP)
*Student names have been removed for privacy purposes (FERPA)*

**PACE PREPARATORY ACADEMY / PRESCOTT VALLEY CAMPUS**
**AIMS MATH SCORES OVER 8 TESTING CYCLES (GROWTH)**

| Last Name | SP10 Math | FA10 Math | SP11 Math | FA11 Math | SP12 Math | FA12 Math | SP13 Math | FA13 Math |
|---|---|---|---|---|---|---|---|---|
| | 480 | 475 | | | | | | |
| | 430 | 407 | 415 | 436 | | | | |
| | 467 | 473 | 491 | | | | | |
| | | | | | | 474 | 460 | |
| | | 453 | 460 | 493 | | | | |
| | | | 472 | 481 | | | | |
| | | | 451 | 460 | 446 | | | |
| | | | | | 463 | 461 | 467 | 470 |
| | | | | | | 448 | 438 | 454 |
| | 458 | 459 | | | | | | |
| | | | | | | 456 | 446 | |
| | | | | | 441 | 436 | | |
| | | | | 483 | 493 | | | |
| | | | 446 | 439 | 483 | | | |
| | | | 412 | 429 | | | | |
| | | | 472 | 479 | 507 | | | |
| | 417 | 404 | | | | | | |
| | 425 | 439 | 439 | | | | | |
| | | | 458 | 434 | | | | |
| | | | | 451 | 477 | | | |
| | 471 | 493 | | | | | | |
| | | | | | 449 | 441 | | |
| | | | 449 | | 472 | | | |
| | | | | | 461 | 470 | 453 | |
| | | | | | | 474 | 472 | |
| | | | | | | 449 | 465 | 460 |
| | | | | | | 461 | 426 | 467 |
| | 451 | 432 | 481 | | | | | |
| | | | | | | | 470 | 483 |
| | | | | | | | 432 | 458 |
| | | | 446 | 451 | | | | |
| | 458 | | 444 | 476 | | | | |
| | | 470 | 481 | 472 | 507 | | | |
| | | | | | 479 | 483 | 443 | 485 |
| | 473 | 491 | | | | | | |
| | | | | | | | 470 | 494 |
| | | | | | | | 440 | 451 |
| | | | | | | | 483 | 474 |
| | | | | | | | 458 | 465 |
| | | | | | | | 479 | 501 |
| | | | | | | | 456 | 497 |
| | | | | | | | 472 | 465 |
| | | | | | | | 451 | 521 |
| | | | | | | | 448 | 476 |

Table 2: Prescott Valley Campus AIMS Reading Scores (SGP)
*Student names have been removed for privacy purposes (FERPA)*

**PACE PREPARATORY ACADEMY / PRESCOTT VALLEY CAMPUS**
**AIMS READING SCORES OVER 8 TESTING CYCLES (GROWTH)**

| Last Name | SP10 Read | FA10 Read | SP11 Read | FA11 Read | SP12 Read | FA12 Read | SP13 Read | FA13 Read |
|---|---|---|---|---|---|---|---|---|
| | | 673 | | | | 708 | | |
| | | | | 641 | | 681 | | |
| | 647 | | 736 | | | | | |
| | | | | | 648 | 704 | | |
| | 635 | 673 | | | | | 680 | |
| | | | | 625 | 635 | | | |
| | 662 | | 730 | | | | | |

Chart 1: Prescott Valley Campus Galileo Benchmark Risk Assessments (SGP)

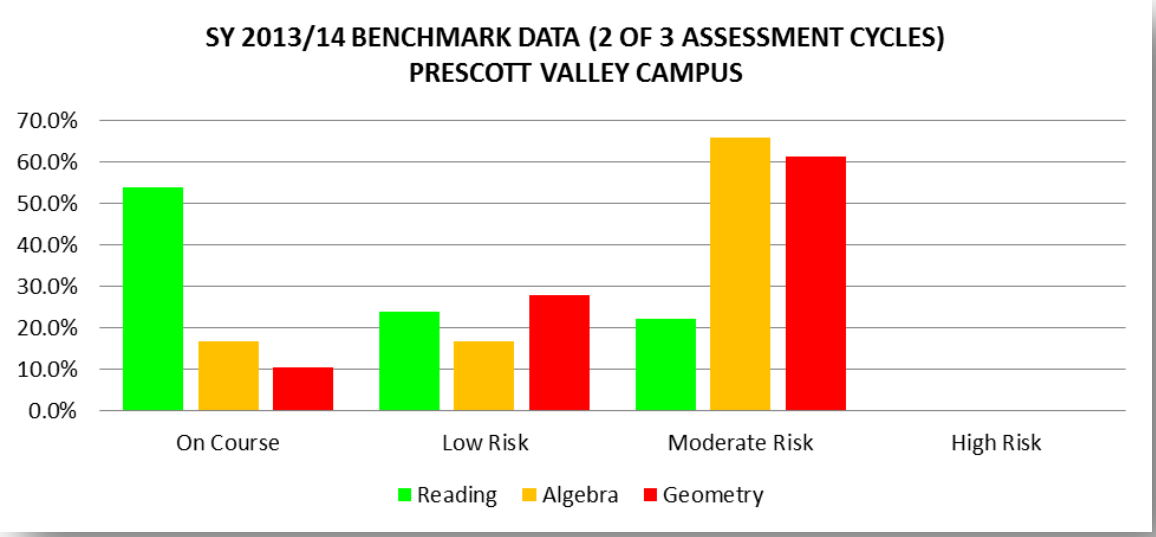


Table 3: Prescott Valley Campus Galileo Sample Benchmark Report (SGP)

*Student names have been removed for privacy purposes (FERPA)*

## Benchmark Summary Report

**School:** Prescott Valley **Class:** 11th

| Student | 2013-14 ATI AZ CC Reading 11 Gr. CBAS #1<br>Possible Scores: 1328 to 1896<br>Avg DL:1503<br>ES: 1780 MS: 1415 AS: 1366 | 2013-14 ATI AZ CC Reading 11 Gr. CBAS #2<br>Possible Scores: 1320 to 1903<br>Avg DL:1452<br>ES: 1790 MS: 1425 AS: 1376 | | | Risk Assessment |
|---|---|---|---|---|---|
| | 1577 (MS) | 1575 (MS) | --- | --- | On Course (minimal risk) |
| | 1513 (MS) | 1429 (MS) | --- | --- | On Course (minimal risk) |
| | --- | --- | --- | --- | |
| | 1415 (MS) | 1453 (MS) | --- | --- | On Course (minimal risk) |
| | --- | 1429 (MS) | --- | --- | On Course (minimal risk) |
| | 1404 (AS) | --- | --- | --- | Moderate Risk |
| | 1404 (AS) | 1506 (MS) | --- | --- | Low Risk |
| | --- | 1441 (MS) | --- | --- | On Course (minimal risk) |
| | 1674 (MS) | 1406 (AS) | --- | --- | Low Risk |
| | 1577 (MS) | 1441 (MS) | --- | --- | On Course (minimal risk) |
| | 1449 (MS) | 1429 (MS) | --- | --- | On Course (minimal risk) |
| | 1449 (MS) | 1453 (MS) | --- | --- | On Course (minimal risk) |
| | 1449 (MS) | 1376 (AS) | --- | --- | Low Risk |
| | 1565 (MS) | 1385 (AS) | --- | --- | Low Risk |
| | --- | 1479 (MS) | --- | --- | On Course (minimal risk) |
| | 1426 (MS) | 1429 (MS) | --- | --- | On Course (minimal risk) |
| | 1626 (MS) | 1406 (AS) | --- | --- | Low Risk |
| | 1462 (MS) | --- | --- | --- | On Course (minimal risk) |
| | 1552 (MS) | 1453 (MS) | --- | --- | On Course (minimal risk) |
| | --- | --- | --- | --- | |
| | --- | 1602 (MS) | --- | --- | On Course (minimal risk) |

**Objective: Implement a curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25% in math and reading (1b).**

**Measure: Increase student achievement growth in the lowest 25% of students in math and reading as measured by the Arizona AIMS Assessments.**

Improvement is measured by increasing student academic growth in math and reading, curriculum alignment, curriculum maps, instructional material adoptions, and data review teams.

**Arizona's Growth Model:** The Arizona State Board of Education adopted the Arizona Growth Model, based on the Student Growth Percentile Methodology first used in Colorado. This method provides an effective way of measuring norm-referenced student growth. A student growth percentile (SGP) calculates a student's progress in comparison to his or her academic peers—students with similar performance on previous assessments. Each individual student's growth in assessment results is ranked against the growth for all students with the same test result on the baseline assessment. A student with an SGP of 50 demonstrated higher growth than at least half of his academic peers across the state with similar performance. A school median SGP of 50 indicates that at least half of the students in the school showed more growth than at least half of their academic peers with similar performance across the state.

PACE Preparatory Academy – Prescott Valley utilizes an individualized approach to learning. This means that students work at their own level of understanding, regardless of their age or grade. Based on the student's initial evaluation, the Academy's instructional team creates an individualized academic program for each student. This program is designed to help strengthen weak areas while allowing students to earn the credits needed to graduate and gain the skills necessary to be successful in life.

Because each student enters the Academy with different skills, the Academy does not utilize a traditional instructional approach where everyone is learning the same lesson at the same time. Our model allows the student who has difficulty learning to work at a pace that is more in tune with their individual learning capability and with less pressure. That student is allowed to spend more time on a particular subject, in order that the student's engagement is maximized.

As part of the Academy's improvement process, the leadership team adopted two primary instructional programs to ensure alignment to standards and flexibility to meet individual student needs. In 2011, PACE Preparatory Academy adopted the A+LS content delivery system and the Galileo assessment and content recovery program. Both programs have well-documented standards alignment and curriculum mapping reports. The Academy's data review team meets twice monthly to review student progress, identify students who may be at-risk of falling behind, and developing intervention groups with additional academic support. An essential intervention group is comprised of students scoring at the bottom 25% of the AIMS Math and Reading assessments. In **Figure 2**, students in the bottom 25% are monitored by content area, standard and objective.

*Figure 2*

**Class Development Profile Grid Report**

**Class** 12th

**Test** 2013-14 ATI AZ CC Math HS Algebra I CBAS #2

| | |
|---|---|
| L | Learned |
| RN | Ready Now |
| RS | Ready Soon |
| RL | Ready Later |

| Standards | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| AZ-HS.N-Q.A.1.Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. [From cluster: Reason quantitatively and use units to solve problems] | RL | RL | RL | L | RL | RL | RL | RL | L | L | RL |
| AZ-HS.N-Q.A.2. Define appropriate quantities for the purpose of descriptive modeling. [From cluster: Reason quantitatively and use units to solve problems] | RL | RL | RL | L | L | RL | RL | RL | L | RL | RL |
| AZ-HS.N-Q.A.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. [From cluster: Reason quantitatively and use units to solve problems] | L | RL | RL | L | L | RL | L | RL | RL | RL | RL |
| AZ-HS.A-SSE.A.1. Interpret expressions that represent a quantity in terms of its context. [From cluster: Interpret the structure of expressions] | RL | RL | RL | L | RL | RL | RL | RL | RL | RL | RL |
| AZ-HS.A-SSE.A.2. Use the structure of an expression to identify | RL | L | RL | RL | RL | RL | RL | RL | L | L | RL |

Students are placed in A+LS math and reading courses according to their academic level based on historical data collected from AIMS assessments, Galileo assessments, unit pre/post-test assessments and teach/data review team recommendations. All A+LS and Galileo courses are aligned to the CCRS.

However, the scope, sequence and pacing of content are individualized to meet the specific needs of the student. Students scoring at the bottom 25% of the AIMS Math and Reading assessments are provided individualized math and reading tutoring and remediation on Fridays (PACE is a 4-day/week school). In addition, a full-time paraprofessional dedicated exclusively to math support was added to assist struggling students; and students receive additional AIMS math preparation support via the Galileo AIMS preparation program.

Intervention Alerts (**Figure 3***)* are generated for all students in the bottom 25%. This report allows the classroom teacher and data review team to closely monitor the progress of each student and make timely adjustments to each student's curriculum.

*Figure 3*

**Intervention Alert**

**District:** PACE Preparatory Academy, Inc.
**Year:** 2013-2014
**School:** Prescott Valley
**Class:** none

Click to return to previous page

✔ *Student took test.*
— *Student did not take test.*
L *Learned. (80.00 %)*
RN *Ready Now. (60.00 %)*
RS *Ready Soon. (40.00 %)*
RL *Ready Later. (0.00 %)*

| 2013-14 ATI AZ CC Reading 11 Gr. CBAS #2 | Question count | [illegible] | [illegible] | [illegible] | [illegible] | [illegible] | AIMS Prep 2 Sp14 | Number of Students Meeting Standard | % of Students Meeting Standard |
|---|---|---|---|---|---|---|---|---|---|
| | Demonstrated Mastery Of Learning Standards | | | | | | | | |
| | | — | — | — | — | ✔ | — | | |
| AZ-RL.11.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. | 5 | --- | --- | --- | --- | RS | 0.00% | 0 | 0.00% |
| AZ-RL.11.2 Key Ideas and Details: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | 3 | --- | --- | --- | --- | RN | 100.00% | 1 | 100.00% |
| AZ-RL.11.3 Key Ideas and Details: Analyze the impact of the | | | | | | | | | |

In both the 2012 and 2013 school-years, the Academy's Prescott Valley campus has received ratings of "NR" in both math and reading for Indicator 1b – Growth (SGP Bottom 25%). During the ASBCS's site visit in the summer of 2013, staff reviewed the Academy's DSP document and artifacts and determined the Academy had met the Board's demonstration of sufficient progress. Revisiting the AIMS assessment data for students scoring at the bottom 25% in math and reading, the Prescott Valley campus had maintained sufficient academic achievement for Indicator 1b – Growth (SGP Bottom 25%). The method used to make this determination was to analyze the Math and Reading AIMS assessment scores for

students in the bottom quartile and assessed two (2) or more times during their enrollment at the Prescott Valley campus. Based on Tables 4 and 5 (page 14), the Academy's Prescott Valley campus demonstrated that 81.8% of students (9 out of 11) taking the AIMS Math assessment two or more times improved their overall raw score; and 100% of students (2 out of 2) taking the AIMS Reading assessment two or more times improved their overall raw score.

**Objective: Implement a curriculum that contributes to increased student proficiency in math (2a).**

Improvement is measured by increasing student proficiency in math, curriculum alignment, curriculum maps, instructional material adoptions, and data review teams.

PACE Preparatory Academy – Prescott Valley utilizes an individualized approach to learning. Based on the student's initial evaluation, the Academy's instructional team creates an individualized math program for each student. This program is designed to help strengthen weak areas while allowing students to earn the credits needed to graduate and gain the skills necessary to be successful in life.

Several factors may influence a student's placement in the math program and measurable growth leading to proficiency. One significant factor is the current level of math readiness when students enroll in the Academy. Comparison analysis allows the ASBCS to judge how students are performing in a charter school compared to how students would be expected to perform based on the performance of similar student populations across the state. For each charter school, a comparative analysis is carried out by creating a "composite" school. The composite school is created by matching and aggregating student-level data for students statewide with similar characteristics. The difference between the school's actual proficiency rate and the school's expected proficiency rate, given the characteristics of the school's student population, are compared.

Although labeled as a "Traditional High School", school data reflects a more at-risk student population with a high percentage of students testing one or more years below grade level expectations. (Chart 2, page 15). For example, last year's tenth-grade students (Cohort 2015) took the AIMS Math assessment for the first time. Of those students, only 27.2% passed the math portion of the AIMS and 72.8% did not meet the proficiency standard. In the Fall of 2013, 40% of the students in Cohort 2015 had passed the math portion of the AIMS after two assessment cycles. Data for the Spring 2014 cycle is not available at the time of this report. Nonetheless, this data demonstrates that our first-time enrollees underperform when compared to other "Traditional High Schools" but do demonstrate an increase in the rate of proficiency in the second cycle. Unfortunately, those second and third years' gains are no longer pooled or considered when making Composite School Comparisons.

Additionally, In SY 2012, the Academy was labeled as a "Small High School" and benefited from the three-years pooling of student academic performance data. Unfortunately, while the Academy did not experience a drastic increase in enrollment, the ADE's reclassification of "Small High Schools" forced the Academy into the "Traditional High School" cohort and no longer uses pooled data when making assumptions about its academic performance.

**Implementation of a curriculum that contributes to increased student proficiency in math and reading for students in the English Language Learner (ELL), Free & Reduced Lunch Program (FRLP) and Special Education subgroups (2c).**

PACE Preparatory Academy – Prescott Valley includes the PHLOTE home language survey as part of its enrollment process. Additionally, ELL records are requested for students transferring to PACE

Preparatory Academy – Prescott Valley from another school. Measure 2c (subgroup ELL) received a rating of "NR" because there are no students requiring ELL services.

Between 2011 and 2013, PACE Preparatory Academy – Prescott Valley has served a special education population representing an average of 11.3% of the school's enrollment and a Free & Reduced Lunch Program percentage of 79.6%. Measure 2c (subgroup SPED) received a rating of "NR" because the student sample (*n*) was too small. The Academy's FRLP subgroup met the Board's requirement in SY 2011/12 and dropped down in SY 2012/13 in math; and, increased significantly in reading from SY 2011/12 to SY 2012/13. Nonetheless, PACE Preparatory Academy – Prescott Valley has implemented the following improvement measures as a result of the Academy's restructuring in 2011: provide individualized math tutoring and remediation on Fridays (PACE is a 4-day/week school); added a full-time paraprofessional dedicated exclusively to math support; and students receive additional AIMS math preparation support via the Galileo AIMS preparation program.

The student math and reading growth measurements of students receiving services as a result of an active Individualized Education Plan (IEP) between 2011 and 2013 are represented in Tables 6 and 7 on page 16.

## INDICATOR 1B – GROWTH (SGP BOTTOM 25%)
## DATA TABLES

Table 4: Prescott Valley Campus AIMS Math Scores (SGP 25%)
*Student names have been removed for privacy purposes (FERPA)*

**PACE PREPARATORY ACADEMY / PRESCOTT VALLEY CAMPUS**
**AIMS MATH SCORES OVER 8 TESTING CYCLES (BOTTOM 25%)**

| Last Name | SP10 Math | FA10 Math | SP11 Math | FA11 Math | SP12 Math | FA12 Math | SP13 Math | FA13 Math |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | 448 | 476 |
| | | | | | | | 451 | 521 |
| | | | | | | | 456 | 497 |
| | | | | | | | 458 | 465 |
| | | | | | | 449 | 465 | 460 |
| | | | | | 463 | 461 | 467 | 470 |
| | | | | | | | 470 | 483 |
| | | | | | | | 470 | 494 |
| | | | | | | | 472 | 465 |
| | | | | | | | 479 | 501 |
| | | | | | | | 483 | 474 |

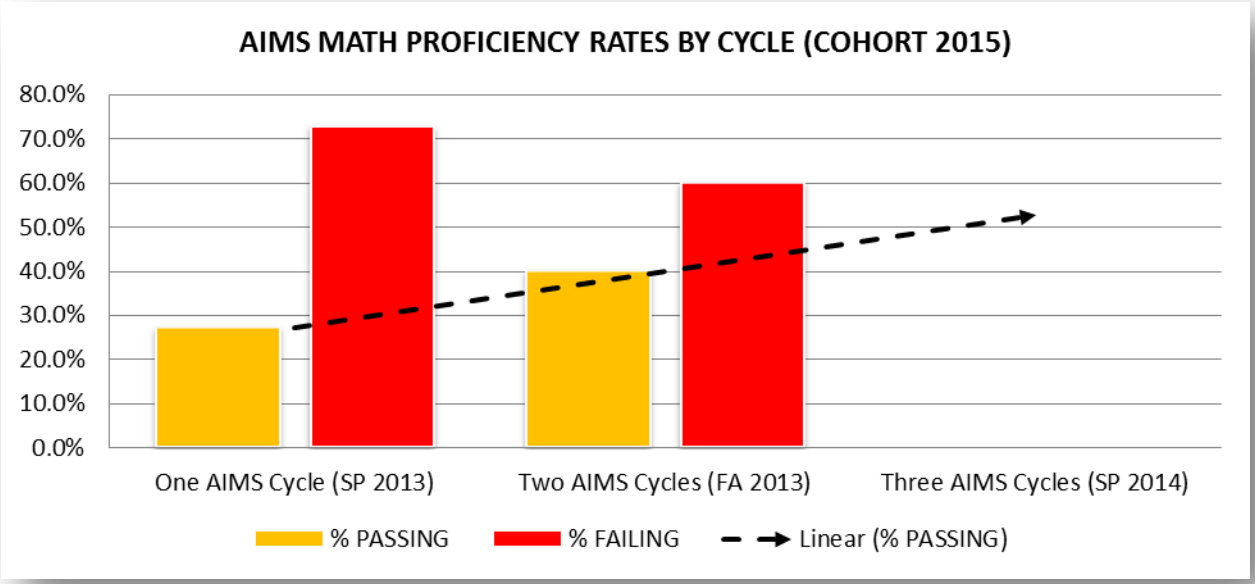
Table 5: Prescott Valley Campus AIMS Reading Scores (SGP 25%)
*Student names have been removed for privacy purposes (FERPA)*

**PACE PREPARATORY ACADEMY / PRESCOTT VALLEY CAMPUS**
**AIMS READING SCORES OVER 8 TESTING CYCLES (BOTTOM 25%)**

| Last Name | SP10 Read | FA10 Read | SP11 Read | FA11 Read | SP12 Read | FA12 Read | SP13 Read | FA13 Read |
|---|---|---|---|---|---|---|---|---|
| | 635 | 673 | | | | | 680 | |
| | | | | 625 | 635 | | | |

**INDICATOR 2A – PROFICIENCY (MATH)**
**DATA TABLES**

Chart 2: Prescott Valley Campus AIMS Math Scores (Cohort 2015)



# INDICATOR 2C – PROFICIENCY (SPED SUBGROUP)
# DATA TABLES

Table 6: Prescott Valley Campus AIMS Math Scores (SPED Subgroup)
*Student names have been removed for privacy purposes (FERPA)*

**PACE PREPARATORY ACADEMY / PRESCOTT VALLEY CAMPUS**
**AIMS SPED MATH SCORES OVER 8 TESTING CYCLES (PROFICIENCY)**

| Last Name | SP10 Math | | FA10 Math Score | | SP11 Math | | FA11 Math | | SP12 Math | | FA12 Math | | SP13 Math | | FA13 Math |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 430 | FFB | 407 | FFB | 415 | FFB | 436 | FFB | | | | | | | |
| | 437 | FFB | | | | | | | | | | | | | |
| | | | 432 | FFB | | | | | | | | | | | |
| | | | | | | | 444 | FFB | | | | | | | |
| | | | | | | | 472 | A | | | | | | | |
| | | | | | 412 | FFB | 429 | FFB | | | | | | | |
| | 417 | FFB | 404 | FFB | | | | | | | | | | | |
| | | | | | | | 420 | FFB | | | | | | | |
| | 425 | FFB | 439 | FFB | 439 | FFB | | | | | | | | | |
| | | | | | | | | | 449 | FFB | 441 | FFB | | | |
| | | | | | | | | | 451 | FFB | | | | | |
| | | | | | 434 | FFB | | | | | | | | | |
| | | | | | | | | | 461 | FFB | 470 | A | 453 | FFB | |
| | | | | | | | 444 | FFB | | | | | | | |
| | 435 | FFB | | | | | | | | | | | | | |
| | | | | | | | | | 446 | FFB | | | | | |

Table 7: Prescott Valley Campus AIMS Reading Scores (SPED Subgroup)
*Student names have been removed for privacy purposes (FERPA)*

**PACE PREPARATORY ACADEMY / PRESCOTT VALLEY CAMPUS**
**AIMS SPED READING SCORES OVER 8 TESTING CYCLES (PROFICIENCY)**

| Last Name | SP10 Reading | FA10 Reading | SP11 Reading | FA11 Reading | | SP12 Reading | | FA12 Reading | | SP13 Reading | | FA13 Reading |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 690 | Meets | | | | | | | |
| | | | | 690 | Meets | | | | | | | |
| | | | | 633 | A | | | | | | | |
| | | | | | | 661 | A | | | | | |
| | | | | | | 665 | A | 681 | Meets | | | |
| | | | | | | 677 | Meets | | | | | |
| | | | | | | 611 | FFB | | | | | |
| | | | | | | 657 | Approaches | 665 | A | 665 | A | |
| | | | | 641 | A | 657 | Approaches | | | | | |

## INSTRUCTION

**Objective: Develop and implement a plan for monitoring the integration of the Arizona Academic Standard for Mathematics and Reading (ELA) into instruction including those in the bottom 25% or specific subcategories.**

**Measure: Implement a comprehensive system to monitor the integration of Arizona's CCRS into instruction and evaluate the instructional practices of teachers.**

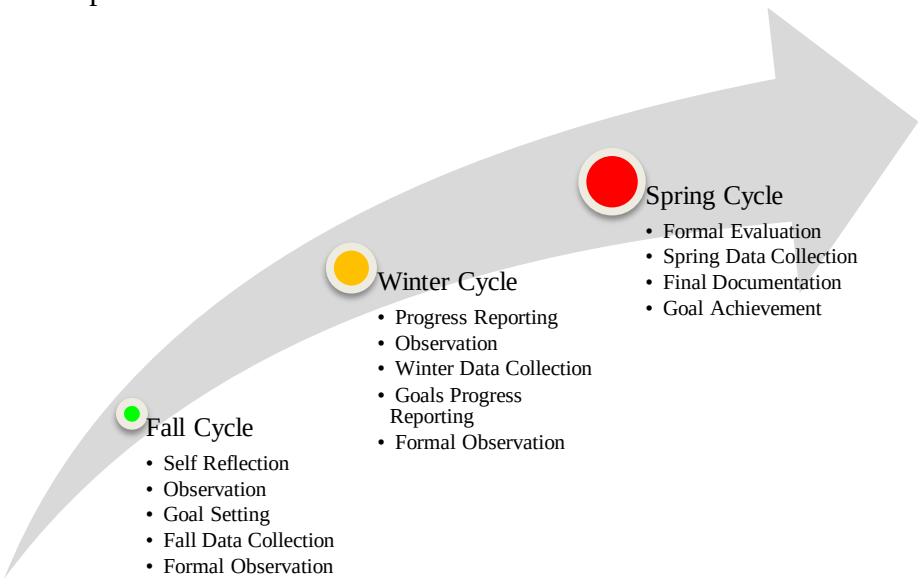
Improvement is measured by increasing student academic growth in math and reading, providing evidence of lesson plan reviews, formal teacher evaluations, classroom observations, data reviews, standards tracking, standards-based assessments, and a system that provides continuous data analysis and feedback.

Integration of Arizona's Math and Reading (ELA) CCRS is an essential component in ensuring increased student academic growth and proficiency. Various systems have been adopted and implemented to verify that state math and reading standards are integrated at all levels of instruction. The adoption of the curriculum and instructional resources has been described in previous sections; various resources such as curriculum maps and standards tracking reports have also been addressed in previous sections.

PACE preparatory Academy monitors and evaluates student AIMS Mathematics and Reading assessment scores to evaluate progress towards meeting proficiency standards and identify potential alignment gaps in the mathematics and reading curriculum. In order to monitor and verify these standards are being integrated into math and reading instruction, a system of formal teacher observation and evaluation has been implemented; instructional plans and modifications are reviewed during data team meetings; and standards monitoring reports (i.e., Figure 2) are used for monitoring purposes.

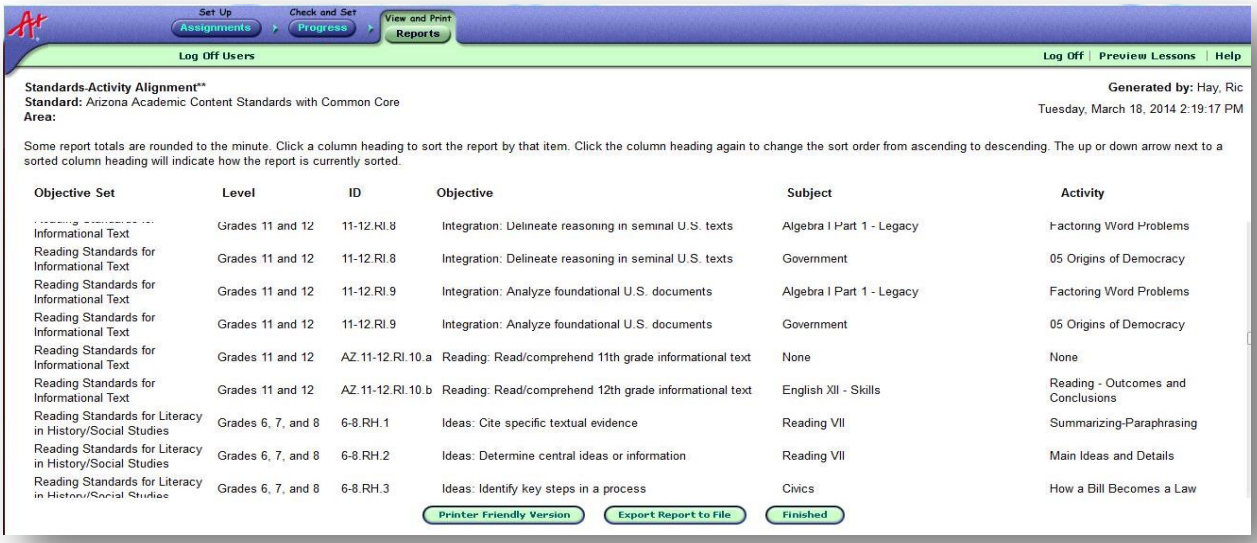
PACE Preparatory Academy has adopted a comprehensive and rigorous teacher observation and evaluation protocol based on the Yavapai County Education Service Agency's model. Multiple teacher observations are conducted throughout the year and are the basis for the monitoring standards integration across all instructional formats.

In addition to teacher observations, the Academy's evaluation program includes teacher-directed goal setting and data reviews. Below is summary of the various activities involved in the teacher observation/evaluation process:




PACE Preparatory Academy uses math and reading curriculum maps and/or standards alignment reports to track individual student progress towards meeting each standard as verified by the AIMS Math Assessment, A+LS and Galileo math assessments. **Figure 4** is a sample screenshot of a Standards-Activity Alignment report generated by the A+LS program. This report identifies standards, content clusters, aligned courses and activities.

*Figure 4*




| Objective Set | Level | ID | Objective | Subject | Activity |
|---|---|---|---|---|---|
| Informational Text | Grades 11 and 12 | 11-12.RI.8 | Integration: Delineate reasoning in seminal U.S. texts | Algebra I Part 1 - Legacy | Factoring Word Problems |
| Reading Standards for Informational Text | Grades 11 and 12 | 11-12.RI.8 | Integration: Delineate reasoning in seminal U.S. texts | Government | 05 Origins of Democracy |
| Reading Standards for Informational Text | Grades 11 and 12 | 11-12.RI.9 | Integration: Analyze foundational U.S. documents | Algebra I Part 1 - Legacy | Factoring Word Problems |
| Reading Standards for Informational Text | Grades 11 and 12 | 11-12.RI.9 | Integration: Analyze foundational U.S. documents | Government | 05 Origins of Democracy |
| Reading Standards for Informational Text | Grades 11 and 12 | AZ.11-12.RI.10.a | Reading: Read/comprehend 11th grade informational text | None | None |
| Reading Standards for Informational Text | Grades 11 and 12 | AZ.11-12.RI.10.b | Reading: Read/comprehend 12th grade informational text | English XII - Skills | Reading - Outcomes and Conclusions |
| Reading Standards for Literacy in History/Social Studies | Grades 6, 7, and 8 | 6-8.RH.1 | Ideas: Cite specific textual evidence | Reading VII | Summarizing-Paraphrasing |
| Reading Standards for Literacy in History/Social Studies | Grades 6, 7, and 8 | 6-8.RH.2 | Ideas: Determine central ideas or information | Reading VII | Main Ideas and Details |
| Reading Standards for Literacy in History/Social Studies | Grades 6, 7, and 8 | 6-8.RH.3 | Ideas: Identify key steps in a process | Civics | How a Bill Becomes a Law |

This tool is also used to monitor both the A+LS and Galileo program, student learning plans and student remediation or "watch-list" plans for alignment to Arizona's Mathematics and Reading (ELA) Standards (CCRS).

*Student growth outcomes are addressed on pages 4, 5, 9 and 10.*

## ASSESSMENT

**Objective: Develop and implement a plan for monitoring and documenting increases in mathematics and reading performance for all students including those in the bottom 25% or specific subcategories.**

**Measure: Implement a comprehensive assessment system to monitor and document increases in math and reading performance.**

Improvement is measured by increasing student academic growth in math and reading, providing evidence of formative and summative assessments, benchmark assessments, and data review team analyses.

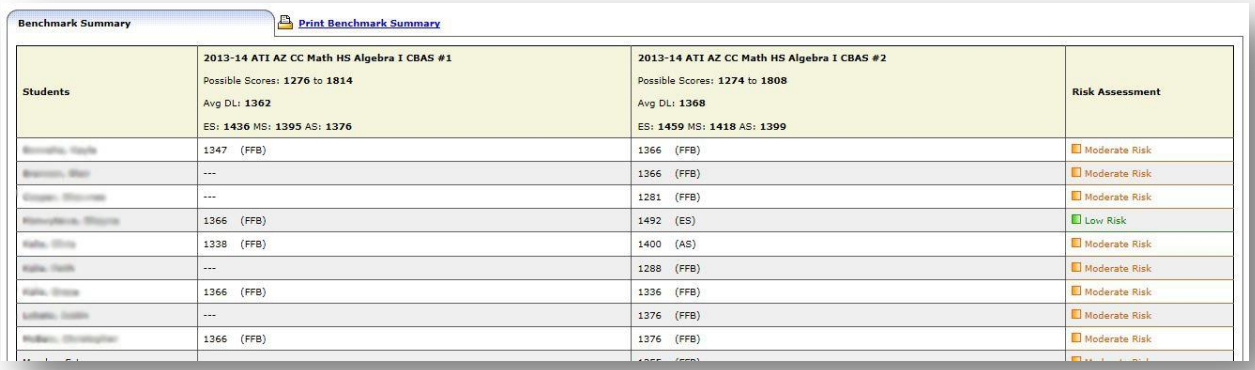
Monitoring, documenting and analyzing student proficiency results on state assessments are critical components of the Academy's comprehensive assessment program. The administrative and data review teams spend most of the post-Spring and summer months analyzing academic and assessment data: A+LS course grades, Galileo pre/post-test data, Galileo benchmark assessment results for Fall, Winter and Spring, and AIMS Math and Reading assessment data.

Assessment data is first evaluated in the aggregate (district) and eventually disaggregated at the school, grade-level and individual student levels for a variety of analytical and decision-making purposes such as curriculum adjustments, teacher professional development, scheduling, content delivery, intervention strategies and differential instruction. At every stage of the data analysis process, essential stakeholders are included: administrators, teachers, data review teams, and external consultants.

After each administration of the AIMS Math and Reading assessments, staff imports the results into a multiple-year Excel spreadsheet pivot table. Pivot tables are worksheet tables that allows the user to summarize and analyze hundreds of lines of assessment data in multiple views and formats. Some examples of the application of assessment data disaggregated from these pivot tables are: setting teacher instructional goals for the upcoming school year; guide individual student's instructional plans; serve as indicators for intervention services and differentiated instruction; and as state accountability reportable data.

In the past, student assessment data was only collected on an annual basis (i.e., yearly achievement testing). Today, assessment data is an integral part of the daily instructional program. When students first enroll in the Academy, they are given an initial benchmark assessment administered through the Galileo program in the content areas of Algebra, Geometry and Reading (see **Figure 5**).

*Figure 5*



Benchmark Summary | Print Benchmark Summary

| Students | 2013-14 ATI AZ CC Math HS Algebra I CBAS #1<br>Possible Scores: 1276 to 1814<br>Avg DL: 1362<br>ES: 1436 MS: 1395 AS: 1376 | 2013-14 ATI AZ CC Math HS Algebra I CBAS #2<br>Possible Scores: 1274 to 1808<br>Avg DL: 1368<br>ES: 1459 MS: 1418 AS: 1399 | Risk Assessment |
|---|---|---|---|
| [illegible] | 1347 (FFB) | 1366 (FFB) | Moderate Risk |
| [illegible] | --- | 1366 (FFB) | Moderate Risk |
| [illegible] | --- | 1281 (FFB) | Moderate Risk |
| [illegible] | 1366 (FFB) | 1492 (ES) | Low Risk |
| [illegible] | 1338 (FFB) | 1400 (AS) | Moderate Risk |
| [illegible] | --- | 1288 (FFB) | Moderate Risk |
| [illegible] | 1366 (FFB) | 1336 (FFB) | Moderate Risk |
| [illegible] | --- | 1376 (FFB) | Moderate Risk |
| [illegible] | 1366 (FFB) | 1376 (FFB) | Moderate Risk |

These benchmark exams are administered in the Fall (August), Winter (January) and again in the Spring (May). After each benchmark assessment cycle, the Academy's data review team analyzes the data and makes recommendations regarding student instructional pacing and modification. Another source of assessment data includes A+LS course pretest data which is used to make instructional adjustments for students performing at or above grade level in math and reading.

*Student growth outcomes are addressed on pages 8 and 9.*

**Summary of the Academy's comprehensive assessment program activities:**

1. PACE Preparatory Academy has created customized mathematics and reading benchmark assessments based on each academic strand using the Galileo (and formerly Study Island) assessment technology.
2. Implemented a quarterly mathematics and reading benchmark assessment to monitor and document student progress towards meeting proficiency standards.

3. PACE Preparatory Academy has trained its support and instructional staff to develop and maintain a student math and reading assessment growth spreadsheet using the Microsoft Excel pivot table training provided by the Arizona Charter School Association.
4. PACE Preparatory Academy conducts an annual review of student mathematics assessment data and make recommendations for improvement and curriculum revisions.
5. PACE Preparatory Academy conducts monthly math and reading data reviews and identifies lowest performing 25% of students ("watch-list") to be targeted for additional tutoring and academic assistance.

## PROFESSIONAL DEVELOPMENT

**Objective: Develop and implement a professional development plan that contributes to increased mathematics and reading performance for all students including those in the bottom 25% or specific subcategories.**

**Measure: Implement a comprehensive professional development plan that contributes to increases in math and reading performance.**

Improvement is measured by increasing student academic growth in math and reading, providing evidence of an aligned plan with student learning target areas, is based on teacher needs, and reflects research and best practices.

The purpose of a high-quality professional development program is to increase student achievement. This is accomplished by developing the skills of teachers, administrators, and support personnel in the effective delivery of a curriculum aligned with state standards. A comprehensive professional development program is long-term, is based on the curriculum and Academy goals, and is focused and coordinated.

During a site visit by ASBCS staff, a recommendation was made to further refine the Academy's professional development program to address teacher needs at the classroom and instructional level. Based on that recommendation, the leadership team researched national models and best practices and implemented a more comprehensive professional development program aligned with the Academy's

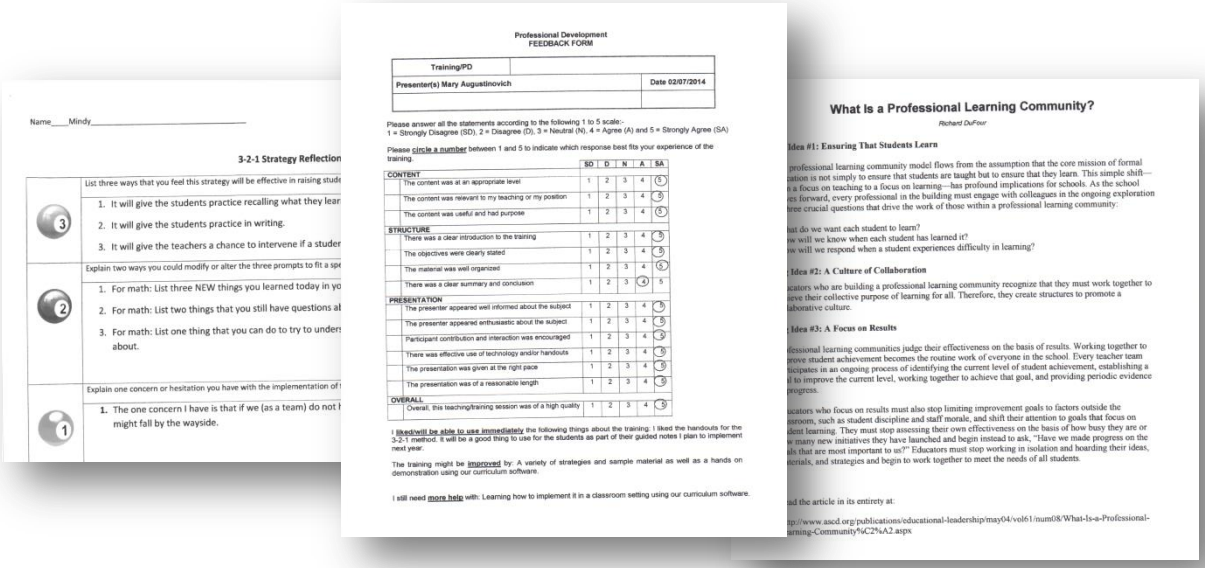
formal evaluation instrument. The leadership team, teachers and staff are guided by national and international research that validated the following principles of an effective professional development program:

- Quality of teaching is highly correlated to the academic success of students
- Professional development is a key strategy available to schools and school systems for improving teacher quality
- Effective professional development enables teachers to work regularly together to improve their practice and implement strategies to meet the needs of their students
- To ensure effective teaching in every classroom, educators must have opportunities each day to refine and expand their practice, reflect on how their practice impacts student learning, and engage in ongoing improvement to address learning challenges in the school
- For purposes of accountability, the system requires evidence showing improvements in teachers' practice and student performance
- Effective educator learning at the district, department and school levels must be supported, aligned and prioritized
- Professional development that improves student performance
    - is driven by LEA-defined autonomy and focused at the site
    - focuses on specific curriculum content and pedagogies needed to teach effectively
    - links standards, assessments, and professional development seamlessly as a coherent part of whole school reform
    - engages teachers in active learning allowing them to make sense of their learning
    - provides intensive, sustained, and continuous learning over time
    - supports transfer of skills to practice through coaching, modeling, observations, and feedback
    - connects with teachers‘ collaborative work in school-based professional learning communities and learning teams

Given these characteristics of high-quality professional development, the leadership team made the following recommendations in August 2013 based on a similar model developed by the Minneapolis Public School District in 2011:

1. Adopt a procedure assuring professional development for all employees that is driven by student achievement. This procedure will describe the expectation and direct professional development efforts regarding the following:
    - Assessing professional development needs
    - Planning, coordinating, implementing, and evaluating professional development activities
    - Tracking specific participation in professional learning activities
2. Plan for school professional development that is focused and aligned with the Academy's PMP and its commitment to increased student achievement.

3. Design, monitor, and evaluate performance improvement plans that include professional development driven by an analysis of student data over time and that inform and identify staff learning needs.
4. Design and deliver standards-based and curriculum-based professional development through effective models over time in a cycle of continuous improvement.
5. Adopt and implement a consistent Professional Learning Communities (PLC).



Name____Mindy_____

3-2-1 Strategy Reflection

List three ways that you feel this strategy will be effective in raising stude

1. It will give the students practice recalling what they lear
2. It will give the students practice in writing.
3. It will give the teachers a chance to intervene if a studer

Explain two ways you could modify or alter the three prompts to fit a spe

1. For math: List three NEW things you learned today in yo
2. For math: List two things that you still have questions al
3. For math: List one thing that you can do to try to unders about.

Explain one concern or hesitation you have with the implementation of

1. The one concern I have is that if we (as a team) do not might fall by the wayside.

Professional Development
FEEDBACK FORM

| Training/PD | |
|---|---|
| Presenter(s) Mary Augustinovich | Date 02/07/2014 |

Please answer all the statements according to the following 1 to 5 scale:-
1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A) and 5 = Strongly Agree (SA)

Please circle a number between 1 and 5 to indicate which response best fits your experience of the training.

| | SD | D | N | A | SA |
|---|---|---|---|---|---|
| **CONTENT** | | | | | |
| The content was at an appropriate level | 1 | 2 | 3 | 4 | 5 |
| The content was relevant to my teaching or my position | 1 | 2 | 3 | 4 | 5 |
| The content was useful and had purpose | 1 | 2 | 3 | 4 | 5 |
| **STRUCTURE** | | | | | |
| There was a clear introduction to the training | 1 | 2 | 3 | 4 | 5 |
| The objectives were clearly stated | 1 | 2 | 3 | 4 | 5 |
| The material was well organized | 1 | 2 | 3 | 4 | 5 |
| There was a clear summary and conclusion | 1 | 2 | 3 | 4 | 5 |
| **PRESENTATION** | | | | | |
| The presenter appeared well informed about the subject | 1 | 2 | 3 | 4 | 5 |
| The presenter appeared enthusiastic about the subject | 1 | 2 | 3 | 4 | 5 |
| Participant contribution and interaction was encouraged | 1 | 2 | 3 | 4 | 5 |
| There was effective use of technology and/or handouts | 1 | 2 | 3 | 4 | 5 |
| The presentation was given at the right pace | 1 | 2 | 3 | 4 | 5 |
| The presentation was of a reasonable length | 1 | 2 | 3 | 4 | 5 |
| **OVERALL** | | | | | |
| Overall, this teaching/training session was of a high quality | 1 | 2 | 3 | 4 | 5 |

I **liked/will be able to use immediately** the following things about the training: I liked the handouts for the 3-2-1 method. It will be a good thing to use for the students as part of their guided notes I plan to implement next year.

The training might be **improved** by: A variety of strategies and sample material as well as a hands on demonstration using our curriculum software.

I still need **more help** with: Learning how to implement it in a classroom setting using our curriculum software.

What Is a Professional Learning Community?

Richard DuFour

Idea #1: Ensuring That Students Learn

professional learning community model flows from the assumption that the core mission of formal ation is not simply to ensure that students are taught but to ensure that they learn. This simple shift— a focus on teaching to a focus on learning—has profound implications for schools. As the school es forward, every professional in the building must engage with colleagues in the ongoing exploration ree crucial questions that drive the work of those within a professional learning community:

at do we want each student to learn?
w will we know when each student has learned it?
w will we respond when a student experiences difficulty in learning?

Idea #2: A Culture of Collaboration

eators who are building a professional learning community recognize that they must work together to eve their collective purpose of learning for all. Therefore, they create structures to promote a laborative culture.

Idea #3: A Focus on Results

fessional learning communities judge their effectiveness on the basis of results. Working together to prove student achievement becomes the routine work of everyone in the school. Every teacher team ticipates in an ongoing process of identifying the current level of student achievement, establishing a l to improve the current level, working together to achieve that goal, and providing periodic evidence progress.

ucators who focus on results must also stop limiting improvement goals to factors outside the sroom, such as student discipline and staff morale, and shift their attention to goals that focus on dent learning. They must stop assessing their own effectiveness on the basis of how busy they are or w many new initiatives they have launched and begin instead to ask, "Have we made progress on the als that are most important to us?" Educators must stop working in isolation and hoarding their ideas, erials, and strategies and begin to work together to meet the needs of all students.

ad the article in its entirety at:

tp://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-arning-Community%C2%A2.aspx

6. Identify adequate time for job-embedded professional development.
7. Provide orientation and induction for all employees.
8. Base professional development on current job responsibilities to support growth and connect to an individual's performance assessment.
9. Evaluate the planning and implementation of professional development both formatively and summatively.

Based on the recommendation of ASBCS staff and an internal research and development endeavor during the summer months by staff, the following items were identified for implementation to improve the Academy's professional development program and increase student academic achievement:

- Focus on specific curriculum content and pedagogies needed to teach that content effectively (Mathematics & ELA).
- Design PD to engage teachers in active learning that allows them to make sense of what they learn in meaningful ways.
- Present in an intensive, sustained, and continuous manner over time.

- Link to analysis of teaching and student learning, including the formative use of assessment data.
- Support by coaching, modeling, observation, and feedback.
- Connect to teachers' collaborative work in school-based learning teams.

*The leadership team's primary source for this component was: (Wei et al., 2010)*

*Student growth outcomes are addressed on pages 4, 5, 9 and 10.*

## ACCOUNTABILITY

**Meeting acceptable standards according to the state accountability system (3a).**

PACE Preparatory Academy received an Arizona A-F grade of "C" in SY 2011/12. This grade was assigned using the criteria set for small schools: 50% growth score and 50% composite score. The method used to determine a growth score for a small school involves pooling the median Student Growth Percentiles (SGP) over a three-year period and the bottom 25% median SGPs over the same time period. The composite score is also determined by pooling the past three-years of academic outcomes: percent of students pass in the AIMS Mathematics, ELL reclassifications, graduation rates and dropout rates. In SY 2012/13, the ADE reclassified the definition of a "Small" school and determined the Prescott Valley campus would be treated as a "Traditional" school. Thus, State Accountability and Graduation Rate measures all dropped due exclusively to a change in definition.

PACE Preparatory Academy's growth score measures have been addressed in various sections previously. Although labeled as a "Traditional" school program by the Arizona Department of Education, the Academy's demographic data indicates the student population emulates that of an alternative school. Currently, 14 students (9.5%) of the student population on are probation with the local juvenile court system. Furthermore, student mobility is the greatest challenge when addressing the multiple measures used to assign a State Accountability Grade.

Chart 4 (page 26) is a graphical representation of the three-year mobility data for all students enrolled in the Academy. Careful analysis of this data set indicates the number of students who remain enrolled in the Academy for one full academy year (August – May) is increasing and the number of students exiting the Academy early (prior to May) is decreasing: down 20% in three years. Characteristic of an alternative school population is the number of students entering the school mid-year (September – May). The three-year average of students entering the Academy mid-year is 56.7% and is indicative of a larger student population seeking an alternative educational setting.

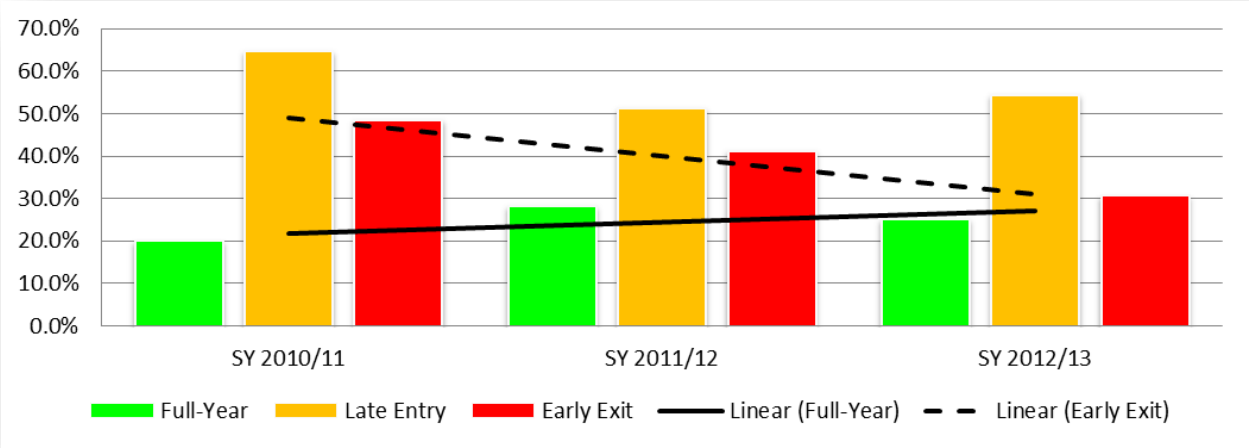
As a result, the Performance Management Plan implemented in 2011 addresses the high mobility rate of the Academy's students. Changes in the organizational structure (i.e., new Executive Director, new

curriculum team, and new instructors), partnerships with local juvenile justice institutions and collaboration with the County Superintendent's Office have resulted in sustained progress with regard to decreasing student mid-year withdrawals and increasing the number of students completing a full year's program.

Lastly, PACE Preparatory Academy has received accreditation from NCA's AdvanED accreditation organization. In May 2013, the organization hosted an on-site external review team as the final process leading to accreditation. The AdvanED accreditation process is designed as a school improvement model and PACE Preparatory Academy (both campuses) has incorporated many of the items included in this report in its AdvancED school improvement plan as well.

**INDICATOR 3A – STATE ACCOUNTABILITY**
**DATA CHART**

Chart 4: Trends in Full-Year Enrollment & Students Exiting Early



## INCREASING GRADUATION RATE

**Increasing the percent of entering ninth graders who graduate from high school in four years (4a).**

PACE Preparatory Academy – Prescott Valley is committed to meeting the state's graduation rate goal of 93% by 2020. As of SY 2011/12, the Academy's four-year graduation rate was 56.5% and the five-year rate was 60.0%. Based on this information, the Academy's leadership and curriculum team have developed an eight-year benchmark criterion to achieve the 93% graduation rate by SY 2020. Chart 5 (page 29) illustrates the annual graduation rate benchmarks (+8.685% annually) necessary to meet the 2020 goal.

An extensive review of the withdrawal codes covering the past three years (2011 – 2013) reveals that many of the Academy's students transfer to another school prior to the end of the school year. However, Chart 6 (page 29) highlights the various reasons for student withdrawals, including the following: transfer to another school (W1), chronic illness (W2), expulsion or long-term suspension (W3), 10 consecutive unexcused absences (W4), early graduation (W7), detention (W10), pursuit of GED (W11), completion of course requirements (W13).

The Academy's current Performance Management Plan has demonstrated sustained improvement by increasing the number of students completing a full year of instruction. Factors contributing to this improvement include additional instructional support, timely and accurate student achievement data, supplemental instructional support and AIMS preparation, benchmark assessments, dedicated tutorial and remediation time, positive reinforcement and rewards programs, and an improved learning environment as a result of the organization restructuring and target professional development.

PACE Academy is a member of the Arizona Career Information System (AzCIS) and requires students to participate in the program at the time of their initial enrollment. AzCIS provides comprehensive career information for students developing and updating educational plans. Using AzCIS in high school supports lifelong career planning and promotes career self-reliance. AzCIS includes tools that encourage self-assessment, exploration, research, goal setting, and decision-making. School staff works collaboratively with students to monitor and updates their education and career plans based on academic progress, assessment data and as personal interest and career goals change.

Opportunities for students to receive additional support, tutoring and credit recovery programs have been addressed within the narrative. However, these are essential opportunities when discussing strategies implemented to improve the Academy's graduation rate.

PACE Preparatory Academy partnered with the Arizona Boys to Men organization at the beginning of the 2013/14 school year in order to better address at-risk behaviors of our young men. The Boys to Men Mentoring Network is a nonprofit, nonsectarian program that guides boys 13-17 years of age through their passage to manhood. They provide boys with mentoring and modeling so that they learn integrity, accountability, compassion and respect. Boys to Men Mentoring Network helps boys develop responsibility and supports them toward healthy manhood. Imagine Boy Scouts, Big Brothers, and Outward Bound combined. They provide a complete program with community (Boy Scouts), mentoring (Big Brothers), and a Rite of Passage adventure (Outward Bound) that serves both boys and men.

**Main Components of the program are:**

- **Rites of Passage Adventure Weekend (ROPAW)** – This is a powerful weekend for both boys and men. It is a bonding experience that creates trust, respect and builds close connections between boys and their mentors. The boys and mentors spend more time together on a Boys to Men Weekend than a typical mentor program provides in six months.
- **Ongoing Group Mentoring** – Biweekly, the organization hosts fun, usually physical, activities and adventures. Both boys and mentors participate. They combine the activity with listening, group discussion, reflection and education. This combination supports young men in their growth and maturation.

As mentioned in the Accountability section of the narrative, the Academy was identified as a "Small High School" in SY 2012 and reclassifies as a "Traditional High School" in SY 2013 by the Arizona Department of Education for accountability and comparison purposes. However, a closer examination of the Academy's student composition reveals a much more at-risk student population. The Academy's leadership team and governing board have considered amending its mission statement to more accurately represent the students they serve. If approved, the Academy will apply for alternative certification with ADE. It is our belief, that if compared to schools with students more closely aligned to our population, the Academy will meet the Board's requirement for adequate performance.

**INDICATOR 4A – GRADUATION RATE**
**DATA CHARTS**

Chart 5: Graduation Rate Benchmarks to 2020 Goal of 93%

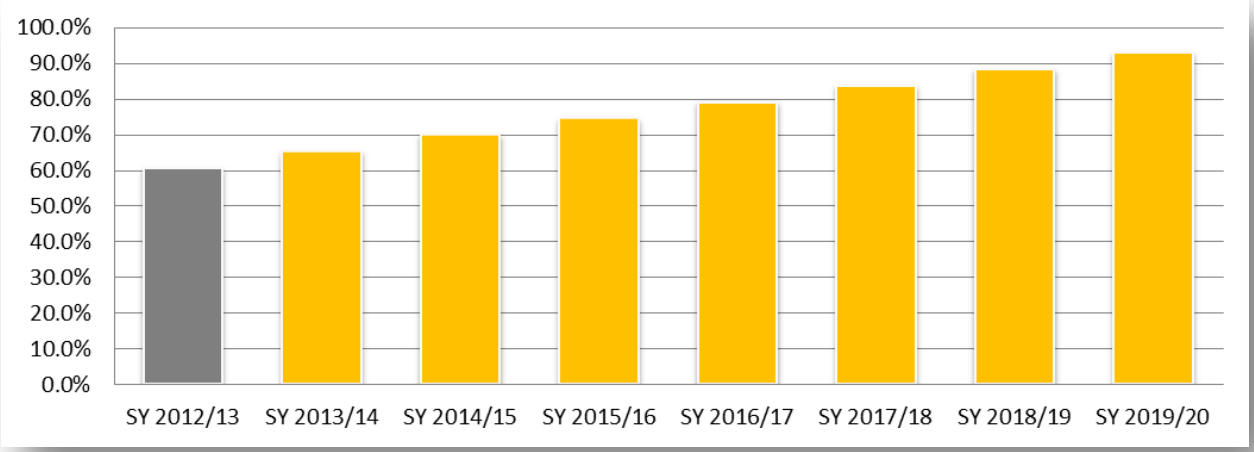
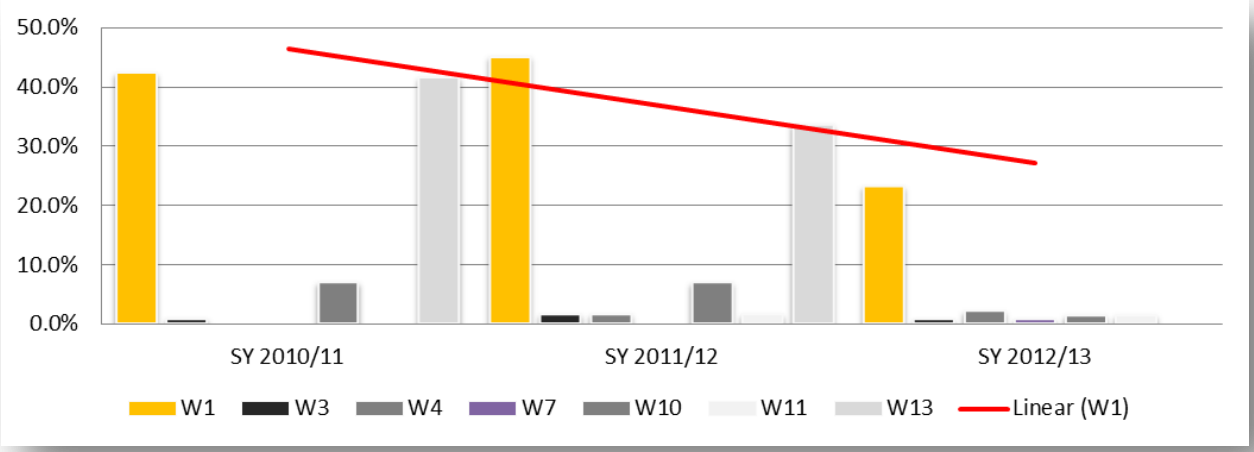



Chart 6: Early Student Withdrawal Trends



# APPENDIX:

# ADDITIONAL ITEMS SUPPORTING THE DEMONSTRATION OF SUFFICIENT PROGRESS NARRATIVE

Yavapai County Juvenile Detention Education Program
960 Division Street, Prescott, AZ 86301
Adrienne Carey-Transition Caseworker Juvenile Detention
Cell Phone: (928) 499-5265
Office: (928) 442-5778
FAX: (928) 771-3445

Educational services provided by
Yavapai County Education Service Agency

**"Providing Services
For Quality Education"**

4-16-13

To Whom it May Concern:

My name is Adrienne Carey and I work for Education Services Agency of Yavapai County. I work with youth on probation and help them to stay in school, find appropriate schooling and assist them in the schools to obtain assistance for their special needs. I started in this position in November of 2012 and was welcomed with open arms from all the staff at PACE both in Prescott Valley and Camp Verde. They have taken many of my students even though the difficulties and behaviors are high. The teachers and staff members at PACE remain in constant contact with me and are always willing to answer questions when I am there. They also respond to my emails and requests in a timely manner. Mr. Sakelarios has been very responsive to me as well and always finds ways to meet the needs of the students I work with. PACE took a student of mine in January. This particular student had been in 2 other schools without success and was at risk of long-term suspension. PACE agreed to take this student and has worked very successfully with him. The student has been able to be in an environment where he can learn and gain credits. The teachers and staff understand his special needs and work with him to be successful. I am very pleased with the work that PACE does with this very difficult population that I work with. They take students that have exhausted their chances and resources. These

*MISSION STATEMENT*

*The Yavapai County Education Service Agency provides quality leadership, services, and support in response to identified and anticipated needs that will ensure the highest quality education for students.*

Letter Head

students are challenging and difficult and give them a chance when others have given up. If you have any further questions, please feel free to give me a call.

Sincerely,

Adrienne Carey

*MISSION STATEMENT*

*The Yavapai County Education Service Agency provides quality leadership, services, and support in response to identified and anticipated needs that will ensure the highest quality education for students.*

Letter Head

**YAVAPAI COUNTY EDUCATION SERVICE AGENCY**

*The "First Choice" for Responsive Educational Services*

Tim Carter
Yavapai County
School Superintendent
2970 Centerpointe East Dr.
Prescott, AZ 86301-8426
Phone 928-925-6560
Fax 928-771-3329
tim.carter@yavapai.us

April 26, 2013

Arizona State Board for Charter Schools
1616 West Adams St., Suite 170
Phoenix, AZ 85007

To Whom It May Concern:

I have known William Sakelarios for just over three years. It was at that time that he was appointed as the new Charter Holder for **Pace Preparatory Academy for both the Camp Verde and Prescott Valley** campuses. When Mr. Sakelarios took on that position, the school had little or no academic direction. He changed the teaching staff to all HQT in the core subjects, upgraded the curriculum, the computers and the technology needed to enrich the educational process for the Pace community.

He has an in-depth knowledge of the State of Arizona's complex web of requirements, regulations, rules, and the various programs dealing with funding, reporting, data collection, and opportunities that exist for local schools.

I am particularly pleased with his enthusiasm in participating in the Yavapai County Charter School Association, Yavapai County Educational Technology Consortium, Greater Yavapai County Purchasing Consortium and most recently the Arizona Correctional Educators (ACE).

Additionally his regular attendance and participation at the countywide supervisors meetings keep him up to date with the pertinent issues facing the educational systems within the State.

It is my understanding that Pace Preparatory Academy has been nominated for NCA Accreditation.

Pace Preparatory Academy and its staff have been working closely with the caseworkers from the Yavapai County Juvenile Detention Education Program. They understand, care and provide for the special needs that the students require to succeed in their educational career path.

Under its new leadership Pace Preparatory Academy has raised its ability to provide a good solid education for its students, many of whom have been underserved.

Please feel free to contact me at any time, 928-925-6560.

Respectfully,

T. Carter

Tim Carter

Yavapai County School Superintendent

Dear Mr. William Sakelarios, March 19, 2014

I am writing this letter because PACE has been a huge help when it comes to kids that get in to trouble at other schools. PACE has always made a seat available for kids that come through the probation department. All the staff at PACE are always willing to help the students achieve their goals. Each time that I have been at PACE the kids are well mannered and wait to be called to the front. PACE has high standards of expectations and make it clear to the kids what is expected while they are at school. PACE has made High School possible for many kids that did not have a school to go to.

Mr. William Sakelarios is always willing to meet with kids and their families even on holidays to go over information about PACE. Mr. William Sakelarios has stated that he believes in giving kids chances to be able to earn their education. When I hear kids talking about PACE they are so glad that they have a place they can attend that does not pass judgment on them, which allows them to focus on their education. I am really thankful for a school such as PACE to help our kids in the community that struggle with their education. Please keep doing what you are to help the kids of our future.

*Thank you,*

*Alicia Schneider*

*Transition Caseworker Juvenile Detention*

*Education Services Agency*

*928-649-6238*

*602-540-3793*

*Fax: 928- 639- 7177*

Aschneider@courts.az.gov

# DEMONSTRATION OF SUFFICIENT PROGRESS REPORT

# PACE PREPARATORY ACADEMY (79108)
# CAMP VERDE CAMPUS

## CURRICULUM

**Objective: Implement a curriculum that contributes to increased student growth in math and reading (1a).**

**Measure: Increase student achievement growth in math and reading as measured by the Arizona AIMS Assessments and the Academy's internal assessment programs (i.e., Galileo).**

Improvement is measured by increasing student academic growth in math and reading, curriculum alignment, curriculum maps, instructional material adoptions, and data review teams.

**Arizona's Growth Model:** The Arizona State Board of Education adopted the Arizona Growth Model, based on the Student Growth Percentile Methodology first used in Colorado. This method provides an effective way of measuring norm-referenced student growth. A student growth percentile (SGP) calculates a student's progress in comparison to his or her academic peers—students with similar performance on previous assessments. Each individual student's growth in assessment results is ranked against the growth for all students with the same test result on the baseline assessment. A student with an SGP of 50 demonstrated higher growth than at least half of his academic peers across the state with similar performance. A school median SGP of 50 indicates that at least half of the students in the school showed more growth than at least half of their academic peers with similar performance across the state.

PACE Preparatory Academy – Camp Verde utilizes an individualized approach to learning. This means that students work at their own level of understanding, regardless of their age or grade. Based on the student's initial evaluation, the Academy's instructional team creates an individualized academic program for each student. This program is designed to help strengthen weak areas while allowing students to earn the credits needed to graduate and gain the skills necessary to be successful in life.

Because each student enters the Academy with different skills, the Academy does not utilize a traditional instructional approach where everyone is learning the same lesson at the same time. The model allows the student who has difficulty learning to work at a pace that is more in tune with their individual learning capability and with less pressure. That student is allowed to spend more time on a particular subject, in order that the student's engagement is maximized.

As part of the Academy's improvement process, the leadership team adopted two primary instructional programs to ensure alignment to standards and flexibility to meet individual student needs. In 2011, PACE Preparatory Academy adopted the A+LS content delivery system and the Galileo assessment and content recovery program. Both programs have well-documented standards alignment and curriculum mapping reports. The Academy's data review teams meet twice monthly to review student progress, identify students who may be at-risk of falling behind, and developing intervention groups with additional academic support.

PACE Preparatory Academy appointed a new leadership team in 2008 and eventually reorganized the executive leadership. That same year, a Performance Management Plan (PMP) was developed and implemented. The Academy's Math and Reading Performance Management Plan addresses four key strategies identified by the ASBCS PMP model: (1) Provide and implement a mathematics and reading curriculum that improves student achievement; (2) develop and implement a plan for monitoring the integration of the Arizona Academic Standards for Mathematics and Reading (ELA) into instruction; (3) develop and implement a plan for monitoring and documenting student proficiency in mathematics and reading; and (4) develop and implement a professional development plan that supports effective implementation of the mathematics and reading curriculum.

***Overview of the Academy's internal processes to create, implement, and evaluate core curricula in math and reading.***

Transitioning from the Arizona Math and Reading Standards to the new Common Core Math and English Language Arts Standards (*now referred as CCRS*) has been a priority of the school's leadership and an essential component of its Performance Management Plan. PACE Preparatory Academy uses an online content delivery system, A+LS as its core content provider. In addition, the Academy recently replaced its use of Study Island with the Galileo program to better measure student understanding of the Arizona Math and ELA Standards and to provide supplemental instruction in those strands and performance outcomes requiring additional instruction.

Both resources are aligned to the Arizona Math and Reading Standards and Common Core Math and ELA Standards (CCRS). PACE Preparatory Academy adopted a "crosswalk" policy in 2010 in order to better monitor the integration of the Arizona Math and Reading Standards into instruction. This policy requires vendors to demonstrate and document standards alignment before the Academy will approve the adoption of new instructional materials. Because most content delivery systems are not dependent on teacher-created lesson, it is imperative that our instructional staff can verify each lesson is aligned to the Arizona Standards and that lessons can be easily referenced in the event student remediation is required.

A *Sustained Silent Reading (SSR)* program was selected in an effort to increase students' reading comprehension and basic literacy skills. After an initial reading interest survey, students select a book from a pre-approved list of leveled reading materials. Each Tuesday and Thursday students are required to read in silence for a minimum of 20 minutes. Short follow-up writing assignments are required and serve as informal assessments of student progress.

The Academy's math and language arts instructors, tutors and instructional assistants received training on the administration and interpretation of Galileo's diagnostic and benchmark assessments and reports. When a student is enrolled in the school for the first time, he/she is given a math and reading baseline/diagnostic assessment. Results of the baseline/diagnostic assessments are used to place students in the appropriate math and reading course (ELA) in order to optimize students' ability to succeed academically.

Periodic benchmark assessments are administered throughout the school year to measure and monitor student progress towards demonstrating proficiency of math and reading content standards. **Figure 1** is a sample screen shot of a student's benchmark tracking for math and reading. This information is used by the classroom teacher and data review team when making decisions about an individual student's curriculum and learning plan.

*Figure 1*

2013-2014

| Benchmark Test Name | Date | Score | Percentage | Developmental Level Score | Percentile Rank | Percentile Rank |
|---|---|---|---|---|---|---|
| AZ CC-M09: HS Algebra Low Risk | | | | | | |
| 2013-14 ATI AZ CC Math HS Algebra I CBAS #2 | 01/09/2014 | 16 / 45 | 36 % | 1425 (MS) | 24.48 | 0 25 50 75 100 |
| 2013-14 ATI AZ CC Math HS Algebra I CBAS #1 | 08/21/2013 | 9 / 45 | 20 % | 1338 (FFB) | 1 | 0 25 50 75 100 |
| AZ CC-M10: HS Geometry Low Risk | | | | | | |
| 2013-14 ATI AZ CC Math HS Geometry CBAS #2 | 01/07/2014 | 15 / 45 | 33 % | 1414 (AS) | 15.09 | 0 25 50 75 100 |
| 2013-14 ATI AZ CC Math HS Geometry CBAS #1 | 08/21/2013 | 16 / 45 | 36 % | 1413 (MS) | 17.85 | 0 25 50 75 100 |
| AZ CC-R11: 11th Grade ELA Minimal Risk | | | | | | |
| 2013-14 ATI AZ CC Reading 11 Gr. CBAS #2 | 01/09/2014 | 17 / 45 | 38 % | 1492 (MS) | 11.78 | 0 25 50 75 100 |
| 2013-14 ATI AZ CC Reading 11 Gr. CBAS #1 | 08/22/2013 | 13 / 45 | 29 % | 1449 (MS) | 4.07 | 0 25 50 75 100 |
| AZ CC-W11: 11th Grade Writing Low Risk | | | | | | |
| 2013-14 ATI AZ CC Writing 11 Gr. CBAS #2 | 01/07/2014 | 17 / 35 | 49 % | 1539 (MS) | 29.07 | 0 25 50 75 100 |

PACE Preparatory Academy began tracking individual student progress by math/reading strand[1] and content cluster in the Fall of 2010. Each student's A+LS and Galileo profile tracks and reports their progress toward meeting the Arizona Math and Reading (ELA) Standards. In order to monitor the integration and effectiveness of the Arizona Math and Reading (ELA) Standards into the content delivery system, the instructional team reviews student and course level data twice monthly. These reviews examine the math and reading strands and performance objectives that are presented within each lesson and documents student progress towards proficiency. As a result of these regular reviews,

[1] The terms *Strand* and *Performance Objectives* are used in the original PMP document. It should be noted that these terms are now replaced with *Conceptual Categories, Domain, and Cluster* when referencing the CCRS.

students who may be underperforming are placed on a "watch list" and are assigned to an instructor for individualized assistance. As a result, students may receive additional instruction, one-to-one tutoring, or receive targeted assistance for specific skills or performance objectives that have not be previously mastered.

Revisions to the math and reading curricula are done collaboratively each month during the data review team meetings. A revision to any students' instructional plan is guided by staff input, pre/post-test assessment data and other performance data provided by the A+LS and Galileo systems.

Prior to the beginning of each new school year, all instructional staff members participate in an annual review of student math and reading assessment data and make recommendations for individualized revisions to instructional plans. This annual data review includes artifacts such as prior academic records, A+LS and Galileo summary reports, Student Report for AIMS Math and Reading assessment and other available resources.

At the start of each new school year, all instructional staff, tutors and assistants receive a refresher workshop on the Arizona Academic Standards (CCRS). Included in the training is a module on reading, understanding and interpreting student assessment reports (AIMS, A+LS, and Galileo).

PACE Preparatory Academy's Camp Verde campus improved each Academic Dashboard Measure in the Proficiency category (Indicator 2). In SY 2012, the ASBCS identified 6 of the 10 measures as not meeting the Board's requirement for meeting sufficient academic achievement (the remaining 4 measures received a rating of "NR"). Based on the implementation, revision, and implementation of the curriculum described above, the Camp Verde campus moved all 6 measures to the "Meets" rating in Math and Reading Proficiency - Indicator 2.

In both the 2012 and 2013 school-years, the Academy's Camp Verde campus has received ratings of "NR" in both math and reading for Indicator 1a – Growth (SGP). During the ASBCS's site visit in the summer of 2013, staff reviewed the Academy's DSP document and artifacts and determined the Academy had met the Board's demonstration of sufficient progress.

Revisiting the AIMS assessment data for math and reading, the Camp Verde campus has maintained sufficient academic achievement for Indicator 1a – Growth (SGP). The method used to make this determination was to analyze the Math and Reading AIMS assessment scores for students assessed two (2) or more time during their enrollment at the Camp Verde campus. Based on Tables 1 and 2 (page 6), the Academy's Camp Verde campus demonstrated that 87.5% of students taking the AIMS Math assessment two or more times improved their overall raw score; and 100% of students taking the AIMS Reading assessment two or more times improved their overall raw score.

Current Galileo benchmark assessment data indicates 66.6% of students are on course to master the Reading (ELA) standards at their grade-level; 33.3% have a low risk of not meeting their targets by the Spring 2014 benchmark assessment (Chart 1, page 7). In both the Algebra and Geometry content areas, 35.7% of students have a low risk and 64.3% a moderate risk of not meeting their targets by the Spring 2014 benchmark assessment (Chart 1, page 7).

***Summary of improvement efforts to provide and implement a curriculum that improves student math and reading achievement.***

1. PACE Preparatory Academy reviewed and compared the current mathematics and reading curriculum (A+LS) and supplemental instructional resources (Galileo) for grades 9-12 to ensure alignment and completeness to Arizona's Academic and Common Core Standards.
2. PACE Preparatory has trained all mathematics instructors, tutors and instructional assistants on the interpretation and use of A+LS and Galileo diagnostic and benchmark assessment reports.
3. PACE Preparatory Academy has implemented and integrated the Galileo supplemental math program into the regular math program to ensure individual student learning deficiencies are identified and addressed.
4. PACE Preparatory Academy has implemented an AIMS Readiness program (Galileo) for all students who have not met the proficiency standards as evidenced on the AIMS.

# INDICATOR 1A – GROWTH (SGP)
# DATA TABLES

Table 1: Camp Verde Campus AIMS Math Scores (SGP)
*Student names have been removed for privacy purposes (FERPA)*

**PACE PREPARATORY ACADEMY / CAMP VERDE CAMPUS**
**AIMS MATH SCORES OVER 8 TESTING CYCLES (GROWTH)**

| Last Name | SP10 Math | FA10 Math | SP11 Math | FA11 Math | SP12 Math | FA12 Math | SP13 Math | FA13 Math |
|---|---|---|---|---|---|---|---|---|
| | | 422 | 444 | 444 | | | | |
| | | 424 | * | 453 | | | | |
| | 437 | 466 | 465 | 472 | | | | |
| | 453 | * | * | * | * | 500 | | |
| | | | | 444 | * | 458 | | |
| | | | | 460 | 493 | | | |
| | 494 | 460 | 463 | | | | | |
| | | 422 | * | * | * | 441 | | |
| | | | | | 479 | 481 | | |
| | | | | | 444 | 451 | 516 | |
| | | | | | 441 | 488 | | |
| | 425 | 441 | 429 | | | | | |
| | 480 | 482 | 498 | | | | | |
| | | | 472 | 420 | | | | |
| | | | | | | 468 | 485 | 485 |
| | 430 | 413 | | | | | | |
| | | | | 449 | 434 | | | |
| | | | | | | 449 | 513 | |
| | | | | 444 | 474 | 465 | 508 | |
| | 427 | 419 | * | * | 495 | | | |
| | | | 444 | 479 | | | | |
| | | | | | | | 483 | 490 |
| | | 484 | 498 | | | | | |
| | | | | | | | 432 | 465 |

Table 2: Camp Verde Campus AIMS Reading Scores (SGP)
*Student names have been removed for privacy purposes (FERPA)*

**PACE PREPARATORY ACADEMY / CAMP VERDE CAMPUS**
**AIMS READING SCORES OVER 8 TESTING CYCLES (GROWTH)**

| Last Name | SP10 Read | FA10 Read | SP11 Read | FA11 Read | SP12 Read | FA12 Read | SP13 Read | FA13 Read |
|---|---|---|---|---|---|---|---|---|
| | | 673 | * | * | * | 708 | | |
| | | | | 641 | * | 681 | | |
| | 647 | * | 736 | | | | | |
| | | | | | 648 | 704 | | |
| | 635 | 673 | * | * | * | * | 680 | |
| | | | | 625 | 635 | | | |
| | 662 | * | 730 | | | | | |

Chart 1: Camp Verde Campus Galileo Benchmark Risk Assessments (SGP)

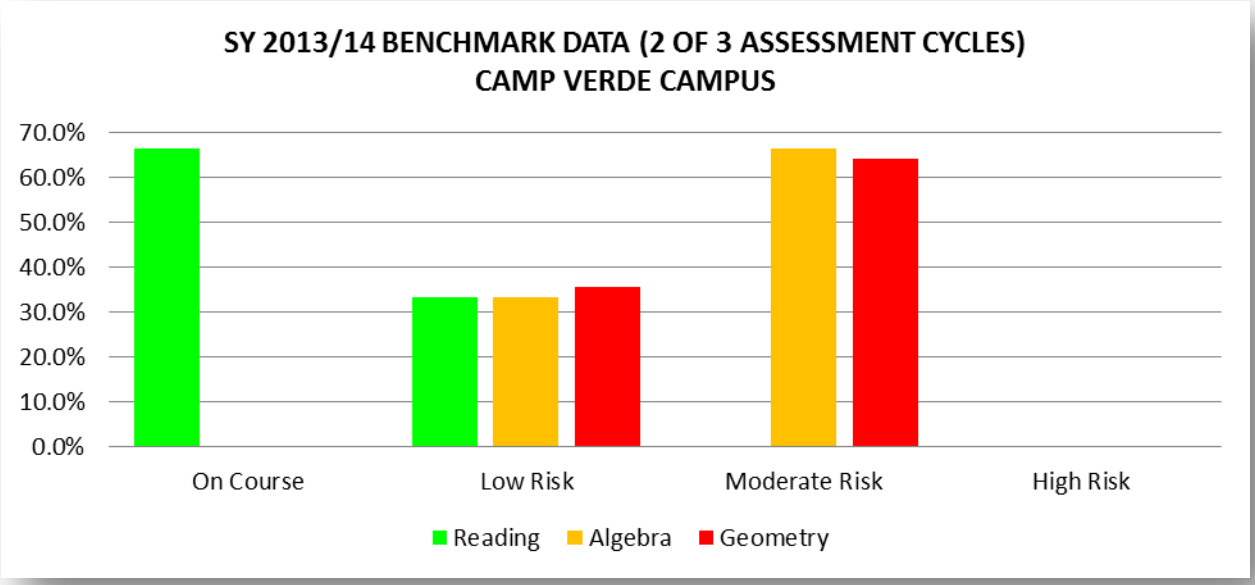



Table 3: Camp Verde Campus Galileo Sample Benchmark Report (SGP)
*Student names have been removed for privacy purposes (FERPA)*

**Benchmark Summary Report**

**School:** Camp Verde **Class:** 12th

| Student | 2013-14 ATI AZ CC Reading 12 Gr. CBAS #1<br>Possible Scores: 1435 to 1988<br>Avg DL:1637<br>ES: 1776 MS: 1516 AS: 1471 | 2013-14 ATI AZ CC Reading 12 Gr. CBAS #2<br>Possible Scores: 1423 to 1997<br>Avg DL:1574<br>ES: 1801 MS: 1541 AS: 1496 | | | Risk Assessment |
|---|---|---|---|---|---|
| [redacted] | 1646 (MS) | 1560 (MS) | --- | --- | On Course (minimal risk) |
| [redacted] | --- | 1475 (FFB) | --- | --- | Moderate Risk |
| [redacted] | --- | 1665 (MS) | --- | --- | On Course (minimal risk) |
| [redacted] | 1658 (MS) | 1679 (MS) | --- | --- | On Course (minimal risk) |
| [redacted] | 1560 (MS) | 1585 (MS) | --- | --- | On Course (minimal risk) |
| [redacted] | --- | 1423 (FFB) | --- | --- | Moderate Risk |
| [redacted] | 1671 (MS) | 1625 (MS) | --- | --- | On Course (minimal risk) |
| [redacted] | --- | 1536 (AS) | --- | --- | Moderate Risk |
| [redacted] | 1634 (MS) | 1585 (MS) | --- | --- | On Course (minimal risk) |
| [redacted] | --- | 1560 (MS) | --- | --- | On Course (minimal risk) |
| [redacted] | --- | 1599 (MS) | --- | --- | On Course (minimal risk) |
| [redacted] | --- | --- | --- | --- | |
| [redacted] | --- | 1503 (AS) | --- | --- | Moderate Risk |
| [redacted] | 1572 (MS) | 1525 (AS) | --- | --- | Low Risk |
| [redacted] | --- | 1639 (MS) | --- | --- | On Course (minimal risk) |
| [redacted] | 1718 (MS) | 1652 (MS) | --- | --- | On Course (minimal risk) |

**Objective: Implement a curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25% in math and reading (1b).**

**Measure: Increase student achievement growth in the lowest 25% of students in math and reading as measured by the Arizona AIMS Assessments.**

Improvement is measured by increasing student academic growth in math and reading, curriculum alignment, curriculum maps, instructional material adoptions, and data review teams.

**Arizona's Growth Model:** The Arizona State Board of Education adopted the Arizona Growth Model, based on the Student Growth Percentile Methodology first used in Colorado. This method provides an effective way of measuring norm-referenced student growth. A student growth percentile (SGP) calculates a student's progress in comparison to his or her academic peers—students with similar performance on previous assessments. Each individual student's growth in assessment results is ranked against the growth for all students with the same test result on the baseline assessment. A student with an SGP of 50 demonstrated higher growth than at least half of his academic peers across the state with similar performance. A school median SGP of 50 indicates that at least half of the students in the school showed more growth than at least half of their academic peers with similar performance across the state.

PACE Preparatory Academy – Camp Verde utilizes an individualized approach to learning. This means that students work at their own level of understanding, regardless of their age or grade. Based on the student's initial evaluation, the Academy's instructional team creates an individualized academic program for each student. This program is designed to help strengthen weak areas while allowing students to earn the credits needed to graduate and gain the skills necessary to be successful in life.

Because each student enters the Academy with different skills, the Academy does not utilize a traditional instructional approach where everyone is learning the same lesson at the same time. Our model allows the student who has difficulty learning to work at a pace that is more in tune with their individual learning capability and with less pressure. That student is allowed to spend more time on a particular subject, in order that the student's engagement is maximized.

As part of the Academy's improvement process, the leadership team adopted two primary instructional programs to ensure alignment to standards and flexibility to meet individual student needs. In 2011, PACE Preparatory Academy adopted the A+LS content delivery system and the Galileo assessment and content recovery program. Both programs have well-documented standards alignment and curriculum mapping reports. The Academy's data review team meets twice monthly to review student progress, identify students who may be at-risk of falling behind, and developing intervention groups with additional academic support. An essential intervention group is comprised of students scoring at the bottom 25% of the AIMS Math and Reading assessments. In **Figure 2**, students in the bottom 25% are monitored by content area, standard and objective.

*Figure 2*

**Class Development Profile Grid Report**

**Class** 12th

**Test** 2013-14 ATI AZ CC Math HS Algebra I CBAS #2

| | |
|---|---|
| L | Learned |
| RN | Ready Now |
| RS | Ready Soon |
| RL | Ready Later |

| Standards | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| AZ-HS.N-Q.A.1.Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. [From cluster: Reason quantitatively and use units to solve problems] | RL | RL | RL | L | RL | RL | RL | RL | L | L | RL |
| AZ-HS.N-Q.A.2. Define appropriate quantities for the purpose of descriptive modeling. [From cluster: Reason quantitatively and use units to solve problems] | RL | RL | RL | L | L | RL | RL | RL | L | RL | RL |
| AZ-HS.N-Q.A.3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. [From cluster: Reason quantitatively and use units to solve problems] | L | RL | RL | L | L | RL | L | RL | RL | RL | RL |
| AZ-HS.A-SSE.A.1. Interpret expressions that represent a quantity in terms of its context. [From cluster: Interpret the structure of expressions] | RL | RL | RL | L | RL | RL | RL | RL | RL | RL | RL |
| AZ-HS.A-SSE.A.2. Use the structure of an expression to identify | RL | L | RL | RL | RL | RL | RL | RL | L | L | RL |

Students are placed in A+LS math and reading courses according to their academic level based on historical data collected from AIMS assessments, Galileo assessments, unit pre/post-test assessments and teach/data review team recommendations. All A+LS and Galileo courses are aligned to the CCRS.

However, the scope, sequence and pacing of content are individualized to meet the specific needs of the student. Students scoring at the bottom 25% of the AIMS Math and Reading assessments are provided individualized math and reading tutoring and remediation on Fridays (PACE is a 4-day/week school). In addition, a full-time paraprofessional dedicated exclusively to math support was added to assist struggling students; and students receive additional AIMS math preparation support via the Galileo AIMS preparation program.

Intervention Alerts (**Figure 3***)* are generated for all students in the bottom 25%. This report allows the classroom teacher and data review team to closely monitor the progress of each student and make timely adjustments to each student's curriculum.

*Figure 3*

**Intervention Alert**

**District:** PACE Preparatory Academy, Inc.
**Year:** 2013-2014
**School:** Camp Verde
**Class:** 11th

Click to return to previous page

✔ *Student took test.*
— *Student did not take test.*
L *Learned. (80.00 %)*
RN *Ready Now. (60.00 %)*
RS *Ready Soon. (40.00 %)*
RL *Ready Later. (0.00 %)*

| 2013-14 ATI AZ CC Math HS Algebra I CBAS #2 | Question count | [redacted] | [redacted] | [redacted] | [redacted] | [redacted] | AIMS Prep 1 Sp14 | Number of Students Meeting Standard | % of Students Meeting Standard |
|---|---|---|---|---|---|---|---|---|---|
| | | Demonstrated Mastery Of Learning Standards | | | | | | | |
| | | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | | |
| AZ-HS.N-Q.A.1.Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. [From cluster: Reason quantitatively and use units to solve problems] | 1 | RL | RL | RL | L | RL | 20.00% | 1 | 20.00% |
| AZ-HS.N-Q.A.2. Define appropriate quantities for the purpose of descriptive modeling. [From cluster: Reason quantitatively and use units to solve problems] | 1 | RL | RL | RL | RL | L | 20.00% | 1 | 20.00% |
| AZ-HS.N-Q.A.3. Choose a level of accuracy appropriate to | | | | | | | | | |

In both the 2012 and 2013 school-years, the Academy's Camp Verde campus has received ratings of "NR" in both math and reading for Indicator 1b – Growth (SGP Bottom 25%). During the ASBCS's site visit in the summer of 2013, staff reviewed the Academy's DSP document and artifacts and determined the Academy had met the Board's demonstration of sufficient progress. Revisiting the AIMS assessment data for students scoring at the bottom 25% in math and reading, the Camp Verde campus had maintained sufficient academic achievement for Indicator 1b – Growth (SGP Bottom 25%). The method used to make this determination was to analyze the Math and Reading AIMS assessment scores for students in the bottom quartile and assessed two (2) or more time during their enrollment at the Camp Verde campus. Based on Tables 4 and 5 (page 15), the Academy's Camp Verde campus demonstrated

that 83.3% of students (5 out of 6) taking the AIMS Math assessment two or more times improved their overall raw score; and 100% of students (2 out of 2) taking the AIMS Reading assessment two or more times improved their overall raw score.

**Measure 2.a – Percent Passing AIMS Math**

Proficiency measures and targets are an effective method to compare a school's proficiency rate to other schools, sub-groups and state proficiency rates. However, caution should be taken when making broad conclusions based solely on proficiency rates. Because comparative AIMS Math proficiency rates for high schools are based cohorts and the percentage of students statewide passing the AIMS Math assessment within each cohort, evaluators should be aware that a small school's data can easily be skewed positively or negatively by one or two students; and a larger at-risk student population may not achieve a proficiency level at the same rate as others within their cohort.

Chart 2 (page 16) represents the percentage of PACE Preparatory Academy – Camp Verde students scoring at the Meets/Exceeds level between Spring 2010 and Fall 2012. During these six testing cycles, the average percentage of students scoring at the proficiency level was 15.8%.

Chart 3 (page 16) illustrates the distribution of students meeting the proficiency requirements for math by cohort. The importance of this chart is to show the increase in the percentage of students scoring at the proficiency level in cohorts 2012, 2013, and 2014. These three cohorts represent students entering the program during the restructuring of the organization and the implementation of the revised instructional program. This data indicates a larger percentage of students are achieving proficiency in math sooner than previous cohorts under the previous instructional program.

The Academy acknowledges the overall AIMS Math proficiency percentage is below that of the state. However, Chart 4 does demonstrate an upward trend in math proficiency over the course of the last six testing cycles. This is important because it demonstrates academic improvement as a result of the Academy's restructuring and formalized school improvement plan.

The Academy's Performance Management Plan addresses strategies to improve the math curriculum, instruction, assessment and implementation of a purposeful professional development and growth program. As a result of these improvement measures, the percentage of students meeting or exceeding the standards in math is increasing at a regular and predictable rate. However, the effect of recent refinements to the Academy's improvement efforts will not be quantifiable until the release of the Spring 2013 AIMS Math results.

As previously addressed in Measure 1, the Academy has developed a formalized process to evaluate and revise its curriculum based on empirical assessment data and alignment with the Arizona Common Core Math Standards. The Academy's ability to effectively monitor and analyze its instructional program has been greatly enhanced through several cycles of curriculum review, revision and implementation. Since 2004, the Academy has revised and implemented math curriculum revisions three times. The current computer-assisted program allows staff to easily verify alignment to Arizona Common Core Math Standards, individualized student pacing and progress reports, pre/posttest data, and other various data sets used during weekly data review meetings.

In an effort to better address the percentage of student achieving proficiency levels in math as measured by the AIMS, PACE Preparatory Academy – Camp Verde recently reviewed and implemented the Galileo Assessment program used to forecast student mastery of academic standards. The curriculum

team recommended replacing the Study Island AIMS Prep program with the Galileo program in 2011 based on historical assessment data reviews, student feedback and staff research.

Although the primary delivery system of math instruction is computer-based, the role of the instructor cannot be minimized. Instructors are responsible for monitoring student progress and making instructional adjustments based on the student's needs and available data. Each week, instructors meet as a team to review the academic progress of each student. Performance objectives, progress and pacing and pre/post-test assessment data are all reviewed.

Formal teacher evaluations and performance pay are based largely on improved student academic performance. Instructional observations, participation in weekly data reviews, individualized remediation plans and research-based assessment data all are key measures of instructor performance and effectiveness.

**Measure 2.a – Percent Passing AIMS Reading**

Proficiency measures and targets are an effective method to compare a school's proficiency rate to other schools, sub-groups and state proficiency rates. However, caution should be taken when making broad conclusions based solely on proficiency rates. Because comparative AIMS Reading proficiency rates for high schools are based cohorts and the percentage of students statewide passing the AIMS Reading assessment with each cohort, evaluators should be aware that a small school's data can easily be skewed positively or negatively by one or two students; and a greater at-risk student population may not achieve a proficiency level at the same rate as others within their cohort.

Chart 4 (page 17) represents the percentage of PACE Preparatory Academy - Camp Verde students scoring at the Meets/Exceeds level between Spring 2010 and Spring 2013. During these seven testing cycles, the average percentage of students scoring at the proficiency level was 59.5%. However, the most significant interpretation of this data is steady and consistent increase in the number of student Meeting/Exceeding the reading proficiency standards. The trend line from Fall 2012 to Spring 2013 demonstrates the effectiveness of the Academy's reading Performance Management Plan and organizational restructuring.

Chart 5 (page 17) illustrates the distribution of students meeting the proficiency requirements for reading by cohort. The importance of this chart is to show an increase in the percentage of students scoring at the proficiency level in cohorts 2012, 2013, 2014, and 2015. These four cohorts represent students entering the program since the restructuring of the organization and the implementation of the revised instructional program. This data indicated that a larger percentage of students are achieving proficiency in reading sooner that previous cohorts under the previous instructional program. It should be noted that many of the students in Cohort 2013, as represented in Chart 12, have previously exited the program. There are currently six students in Cohort 2013, all have passed the AIMS Reading assessment.

The overall AIMS Reading proficiency percentage is well above that of the state. The Arizona average for Cohort 2015 passing the AIMS Reading assessment is 83%. PACE Preparatory Academy - Camp Verde posted 100% with nine students represented in Cohort 2015.

The Academy's Performance Management Plan addresses strategies to improve the curriculum, instruction, assessment and implement a purposeful professional development and growth program. As a result of these improvement measures, the percentage of students meeting or exceeding the standards in reading has increased at a regular and predictable rate.

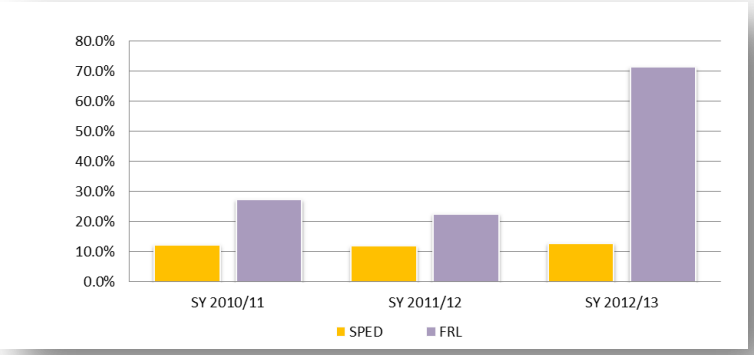
As previously addressed in Measure 1, the Academy has developed a formalized process to evaluate and revise its curriculum based on empirical assessment data, alignment with the Arizona and Common Core Standards. The Academy's ability to effectively monitor and analyze the instructional program has been greatly enhanced through several cycles of curricular review, revision and implementation. Since 2004, the Academy has revised and implemented curriculum revisions three times. The current computer-assisted program allows staff to easily verify alignment to Arizona Academic Standards, individualized student pacing and progress reports, pre/posttest data, and other various data sets used during weekly data review meetings.

In an effort to better address the percentage of student achieving proficiency levels in reading as measured by the AIMS, PACE Preparatory Academy - Camp Verde reviewed and implemented the Galileo Assessment program used to forecast student mastery of academic standards. The curriculum team recommended replacing the Study Island AIMS Prep program with the Galileo program in 2011 based on assessment scores, data reviews, student feedback and staff research.

Although the primary delivery system of reading instruction is computer-based, the role of the instructor cannot be minimized. Instructors are responsible for monitoring student progress and making instructional adjustments based on the student's needs and available data. Each week, instructors meet as a team to review the academic progress of each student. Performance objectives, progress, pacing and pre/post-test assessment data are all reviewed. Formal teacher evaluations and performance pay are based largely on improved student academic performance. Instructional observations, participation in weekly data reviews, individualized remediation plans and research-based assessment data all are key measured of instructor performance and effectiveness.

**Measure 2.c – Subgroup FRL**

As represented in the charts below, PACE Preparatory Academy – Camp Verde has served a student population qualifying for the Free/Reduced Lunch Program ranging from 37.4% - 42.3% over the past three years. According to the most current Academic Performance Rating available for math and reading, PACE Preparatory Academy – Camp Verde reports a 54% and 9% proficiency rate respectively. Recognizing that students who qualify for the Federal Free/Lunch Program are more likely to behind academically, PACE Preparatory Academy – Camp Verde has implemented the following improvement measures as a result of the Academy's restructuring in 2011: provide individualized reading tutoring and remediation on Fridays (PACE is a 4-day/week school) and students receive additional AIMS Reading preparation support via the Galileo AIMS preparation program.



**Implementation of a curriculum that contributes to increased student proficiency in math and reading for students in the English Language Learner (ELL) & Special Education subgroups (2c).**

PACE Preparatory Academy - Camp Verde includes the PHLOTE home language survey as part of its enrollment process. Additionally, ELL records are requested for students transferring to PACE Preparatory Academy - Camp Verde from another school. Measure 2c (subgroup ELL) received a rating of "NR" because there are no students requiring ELL services.

Between 2011 and 2013, PACE Preparatory Academy – Camp Verde has served a special education population representing an average of 13% of the school's enrollment. Measure 2c (subgroup SPED) received a rating of "NR" because the student sample (*n*) was too small. Nonetheless, PACE Preparatory Academy – Camp Verde has implemented the following improvement measures as a result of the Academy's restructuring in 2011: provide individualized math tutoring and remediation on Fridays (PACE is a 4-day/week school); added a full-time paraprofessional dedicated exclusively to math support; and students receive additional AIMS math preparation support via the Galileo AIMS preparation program.

The student math and reading growth measurements of students receiving services as a result of an active Individualized Education Plan (IEP) between 2011 and 2013 are represented in Tables 6 and 7 on page 18; and Charts 6 and 7 on page 19.

## INDICATOR 1B – GROWTH (SGP BOTTOM 25%)
## DATA TABLES

Table 4: Camp Verde Campus AIMS Math Scores (SGP 25%)
*Student names have been removed for privacy purposes (FERPA)*

**PACE PREPARATORY ACADEMY / CAMP VERDE CAMPUS**
**AIMS MATH SCORES OVER 8 TESTING CYCLES (GROWTH / BOTTOM 25%)**

| Last Name | SP10 Math | FA10 Math | SP11 Math | FA11 Math | SP12 Math | FA12 Math | SP13 Math | FA13 Math |
|---|---|---|---|---|---|---|---|---|
| | | 422 | 444 | 444 | | | | |
| | | 424 | * | 453 | | | | |
| | | 422 | * | * | * | 441 | | |
| | 425 | 441 | 429 | | | | | |
| | 430 | 413 | | | | | | |
| | 427 | 419 | * | * | 495 | | | |

Table 5: Camp Verde Campus AIMS Reading Scores (SGP 25%)
*Student names have been removed for privacy purposes (FERPA)*

**PACE PREPARATORY ACADEMY / CAMP VERDE CAMPUS**
**AIMS READING SCORES OVER 8 TESTING CYCLES (GROWTH / BOTTOM 25%)**

| Last Name | SP10 Read | FA10 Read | SP11 Read | FA11 Read | SP12 Read | FA12 Read | SP13 Read | FA13 Read |
|---|---|---|---|---|---|---|---|---|
| | 635 | 673 | * | * | * | * | 680 | |
| | | | | 625 | 635 | | | |

**INDICATOR 2A – PROFICIENCY (MATH & READING)**
**DATA CHARTS**

Chart 2: Percent of Students at the Meets/Exceeds Level by AIMS Math Assessment Cycle

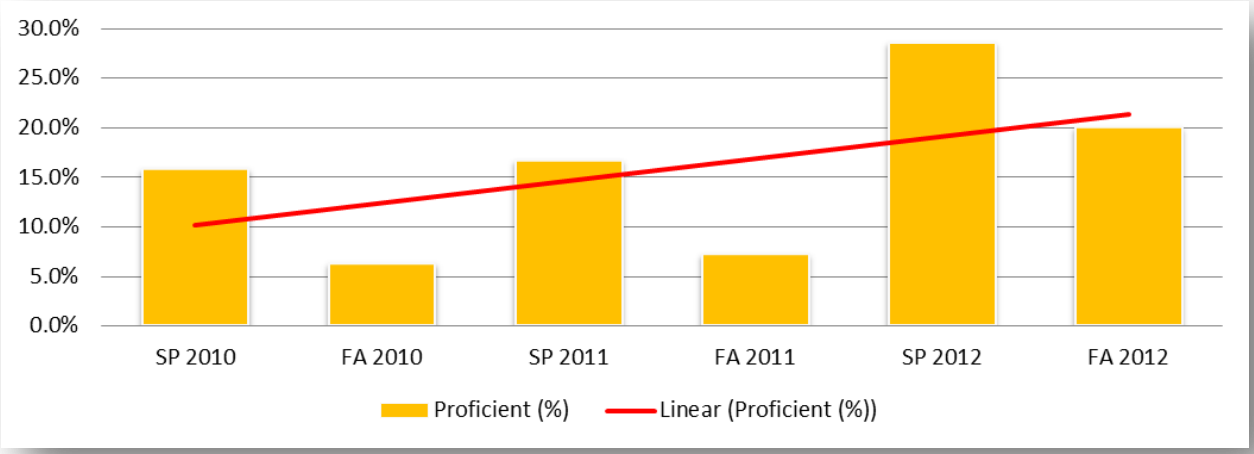



Chart 3: Percent of Students at the Meets/Exceeds Levels by Cohort (AIMS Math)

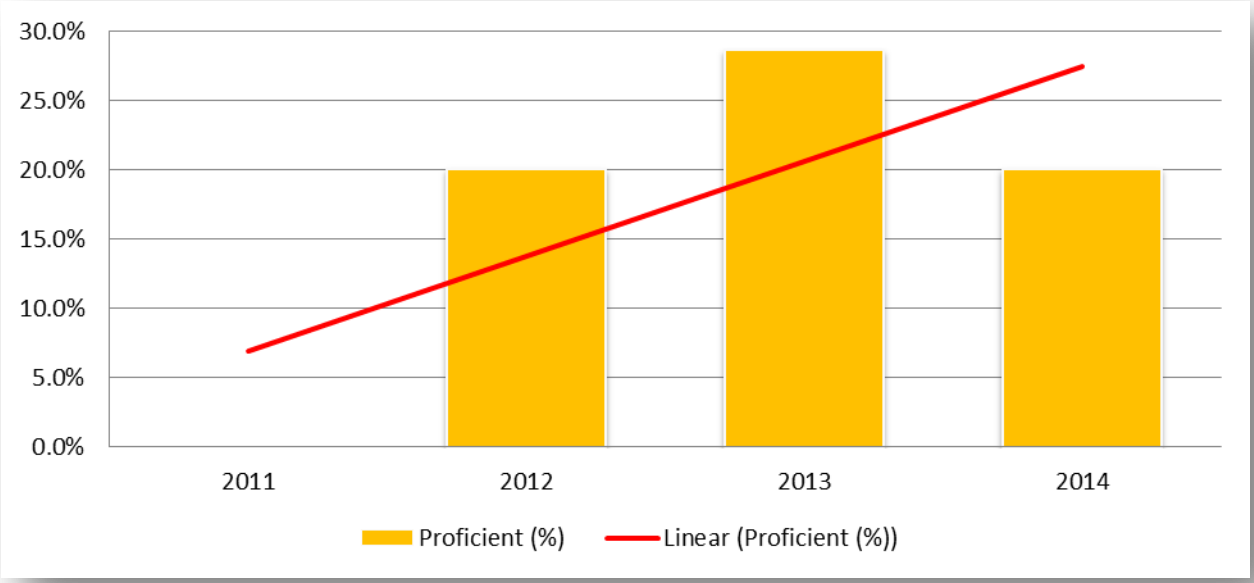


Chart 4: Percent of Students at the Meets/Exceeds Level by AIMS Reading Assessment Cycle

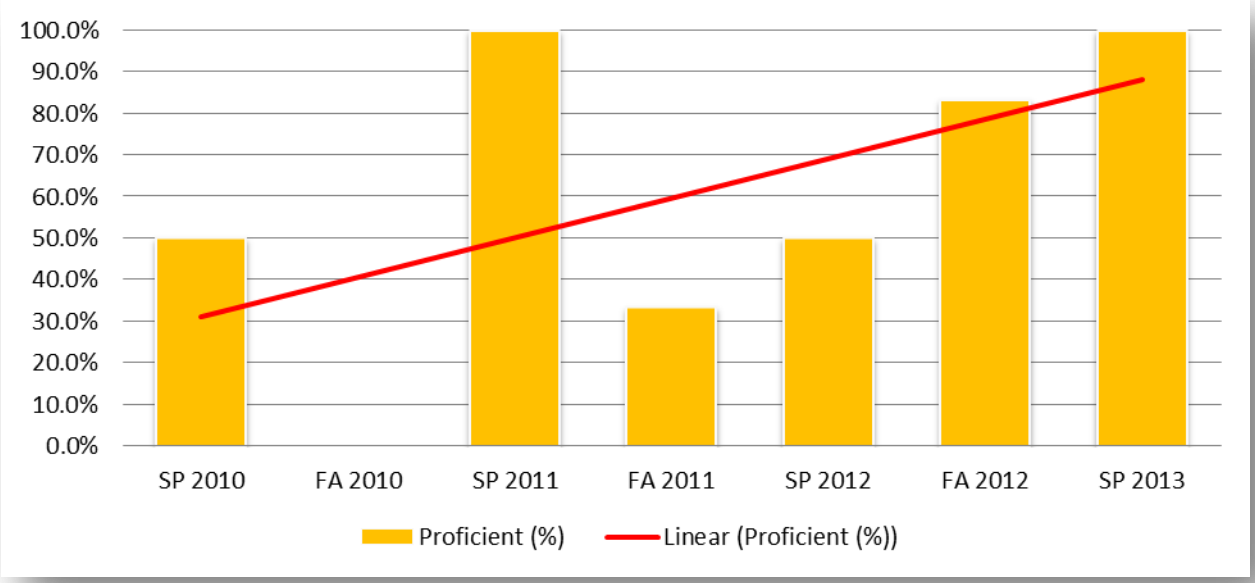
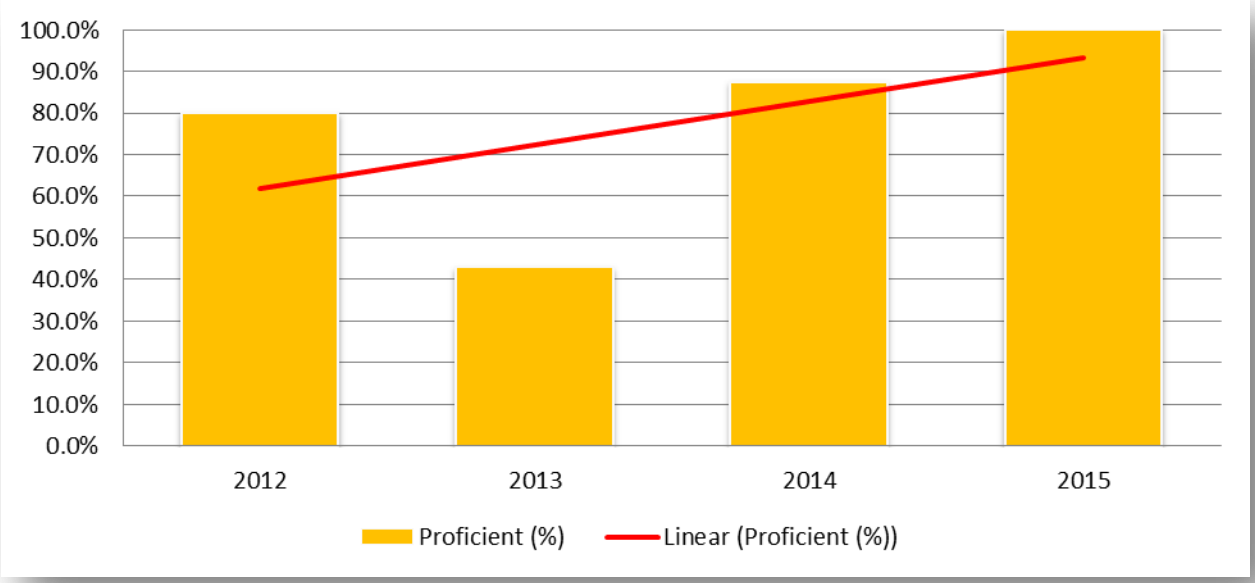



Chart 5: Percent of Students at the Meets/Exceeds Levels by Cohort (AIMS Reading)



## INDICATOR 2C – PROFICIENCY (SPED SUBGROUP)
## DATA TABLES

Table 6: Camp Verde Campus AIMS Math Scores (SPED Subgroup)
*Student names have been removed for privacy purposes (FERPA)*

**PACE PREPARATORY ACADEMY / CAMP VERDE CAMPUS**
**AIMS SPED MATH SCORES OVER 8 TESTING CYCLES (PROFICIENCY)**

| Last Name | SP10 Math | | FA10 Math Score | | SP11 Math | | FA11 Math | | SP12 Math | | FA12 Math | | SP13 Math | | FA13 Math | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 430 | FFB | 422 | FFB | 444 | FFB | 444 | FFB | | | | | | | | |
| | | | | | 434 | FFB | | | | | | | | | | |
| | | | | | 465 | FFB | | | | | | | | | | |
| | | | | | | | | | 444 | FFB | 451 | FFB | 516 | Meets | | |
| | 437 | FFB | 462 | FFB | 463 | FFB | 467 | FFB | 486 | A | | | | | | |
| | 425 | FFB | 441 | FFB | 429 | FFB | | | | | | | | | | |
| | | | | | 472 | A | 420 | FFB | | | | | | | | |
| | | | 416 | FFB | | | | | | | | | | | | |
| | | | | | | | | | 512 | Meets | | | | | | |
| | | | | | | | | | | | | FFB | 432 | FFB | 465 | FFB |

Table 7: Camp Verde Campus AIMS Reading Scores (SPED Subgroup)
*Student names have been removed for privacy purposes (FERPA)*

**PACE PREPARATORY ACADEMY / CAMP VERDE CAMPUS**
**AIMS SPED READING SCORES OVER 8 TESTING CYCLES (PROFICIENCY)**

| Last Name | SP10 Reading | | FA10 Reading | | SP11 Reading | | FA11 Reading | | SP12 Reading | | FA12 Reading | | SP13 Reading | | FA13 Reading | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 682 | Meets | | | | | | | | |
| | 647 | A | | | 736 | Meets | | | | | | | | | | |
| | | | | | | | | | 648 | A | 704 | Meets | | | | |
| | 635 | A | 673 | A | | | | | | | | | 680 | Meets | | |
| | | | | | | | | | 653 | A | | | | | | |
| | | | | | | | | | 704 | Meets | | | | | | |
| | | | | | | | | | | | | | 680 | Meets | | |

**INDICATOR 2C – SUBGROUP (SPECIAL EDUCATION)**
**DATA CHARTS**

Chart 6: Camp Verde Campus AIMS Math Scores (SPED Subgroup)

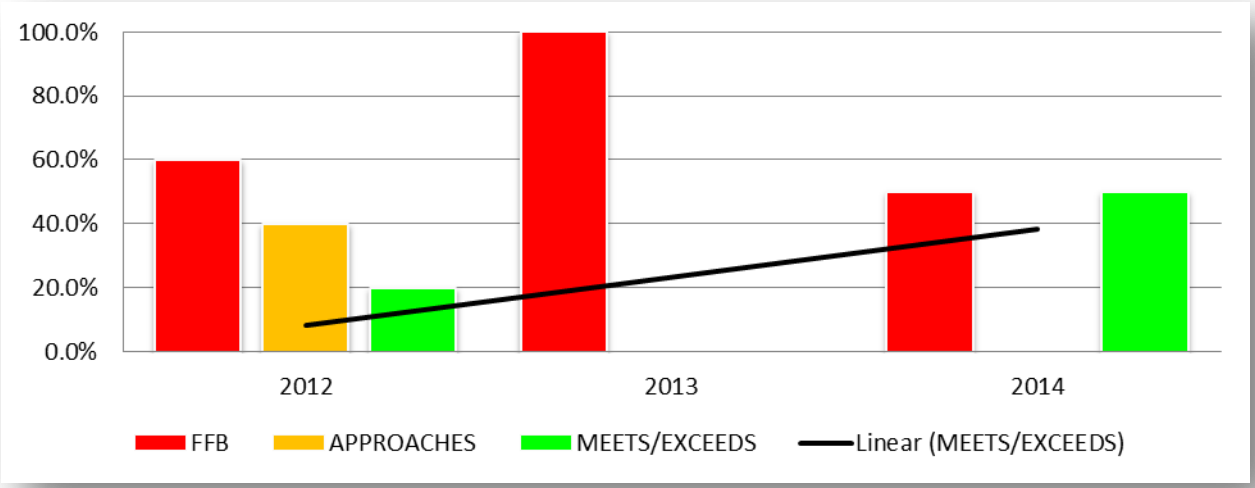
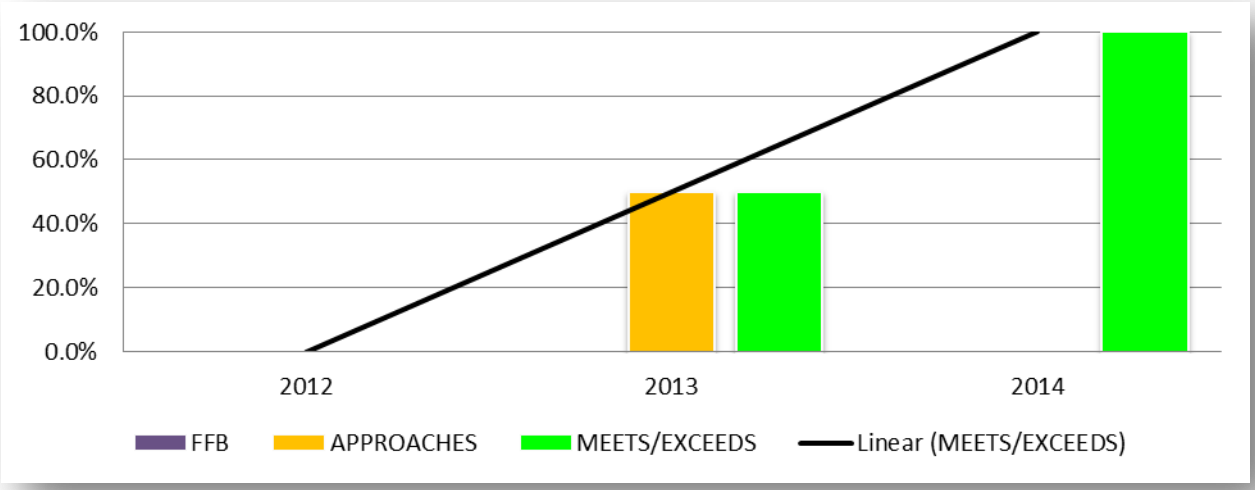



Chart 7: Camp Verde Campus AIMS Reading Scores (SPED Subgroup)



## INSTRUCTION

**Objective: Develop and implement a plan for monitoring the integration of the Arizona Academic Standard for Mathematics and Reading (ELA) into instruction including those in the bottom 25% or specific subcategories.**

**Measure: Implement a comprehensive system to monitor the integration of Arizona's CCRS into instruction and evaluate the instructional practices of teachers.**

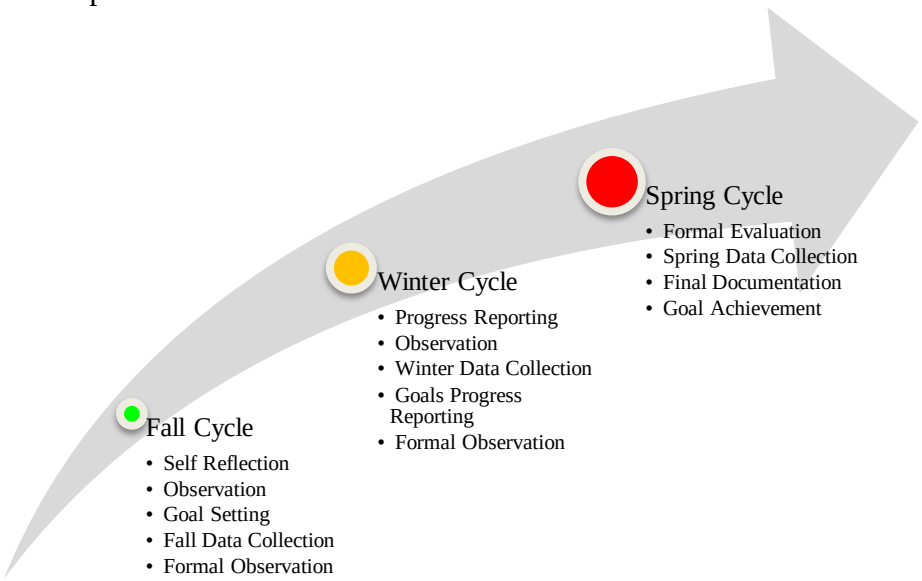
Improvement is measured by increasing student academic growth in math and reading, providing evidence of lesson plan reviews, formal teacher evaluations, classroom observations, data reviews, standards tracking, standards-based assessments, and a system that provides continuous data analysis and feedback.

Integration of Arizona's Math and Reading (ELA) CCRS is an essential component in ensuring increased student academic growth and proficiency. Various systems have been adopted and implemented to verify that state math and reading standards are integrated at all levels of instruction. The adoption of the curriculum and instructional resources has been described in previous sections; various resources such as curriculum maps and standards tracking reports have also been addressed in previous sections.

PACE preparatory Academy monitors and evaluates student AIMS Mathematics and Reading assessment scores to evaluate progress towards meeting proficiency standards and identify potential alignment gaps in the mathematics and reading curriculum. In order to monitor and verify these standards are being integrated into math and reading instruction, a system of formal teacher observation and evaluation has been implemented; instructional plans and modifications are reviewed during data team meetings; and standards monitoring reports (i.e., Figure 2) are used for monitoring purposes.

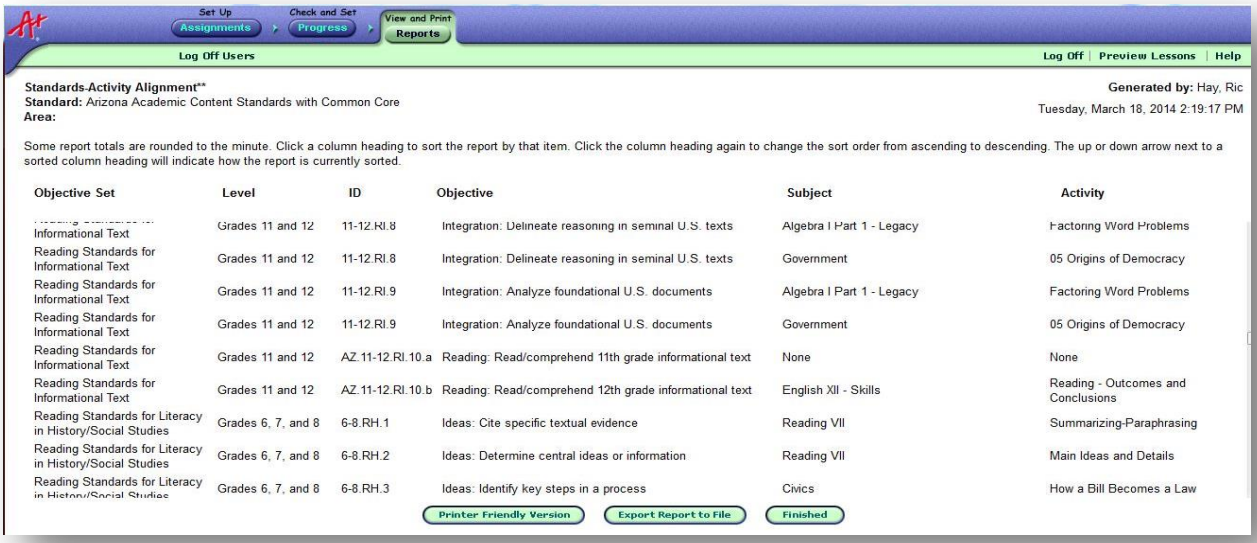
PACE Preparatory Academy has adopted a comprehensive and rigorous teacher observation and evaluation protocol based on the Yavapai County Education Service Agency's model. Multiple teacher observations are conducted throughout the year and are the basis for the monitoring standards integration across all instructional formats.

In addition to teacher observations, the Academy's evaluation program includes teacher-directed goal setting and data reviews. Below is summary of the various activities involved in the teacher observation/evaluation process:




PACE Preparatory Academy uses math and reading curriculum maps and/or standards alignment reports to track individual student progress towards meeting each standard as verified by the AIMS Math Assessment, A+LS and Galileo math assessments. **Figure 4** is a sample screenshot of a Standards-Activity Alignment report generated by the A+LS program. This report identifies standards, content clusters, aligned courses and activities.

*Figure 4*




| Objective Set | Level | ID | Objective | Subject | Activity |
|---|---|---|---|---|---|
| Informational Text | Grades 11 and 12 | 11-12.RI.8 | Integration: Delineate reasoning in seminal U.S. texts | Algebra I Part 1 - Legacy | Factoring Word Problems |
| Reading Standards for Informational Text | Grades 11 and 12 | 11-12.RI.8 | Integration: Delineate reasoning in seminal U.S. texts | Government | 05 Origins of Democracy |
| Reading Standards for Informational Text | Grades 11 and 12 | 11-12.RI.9 | Integration: Analyze foundational U.S. documents | Algebra I Part 1 - Legacy | Factoring Word Problems |
| Reading Standards for Informational Text | Grades 11 and 12 | 11-12.RI.9 | Integration: Analyze foundational U.S. documents | Government | 05 Origins of Democracy |
| Reading Standards for Informational Text | Grades 11 and 12 | AZ.11-12.RI.10.a | Reading: Read/comprehend 11th grade informational text | None | None |
| Reading Standards for Informational Text | Grades 11 and 12 | AZ.11-12.RI.10.b | Reading: Read/comprehend 12th grade informational text | English XII - Skills | Reading - Outcomes and Conclusions |
| Reading Standards for Literacy in History/Social Studies | Grades 6, 7, and 8 | 6-8.RH.1 | Ideas: Cite specific textual evidence | Reading VII | Summarizing-Paraphrasing |
| Reading Standards for Literacy in History/Social Studies | Grades 6, 7, and 8 | 6-8.RH.2 | Ideas: Determine central ideas or information | Reading VII | Main Ideas and Details |
| Reading Standards for Literacy | Grades 6, 7, and 8 | 6-8.RH.3 | Ideas: Identify key steps in a process | Civics | How a Bill Becomes a Law |

This tool is also used to monitor both the A+LS and Galileo program, student learning plans and student remediation or "watch-list" plans for alignment to Arizona's Mathematics and Reading (ELA) Standards (CCRS).

*Student growth outcomes are addressed on pages 8 and 9.*

## ASSESSMENT

**Objective: Develop and implement a plan for monitoring and documenting increases in mathematics and reading performance for all students including those in the bottom 25% or specific subcategories.**

**Measure: Implement a comprehensive assessment system to monitor and document increases in math and reading performance.**

Improvement is measured by increasing student academic growth in math and reading, providing evidence of formative and summative assessments, benchmark assessments, and data review team analyses.

Monitoring, documenting and analyzing student proficiency results on state assessments are critical components of the Academy's comprehensive assessment program. The administrative and data review teams spend most of the post-Spring and summer months analyzing academic and assessment data: A+LS course grades, Galileo pre/post-test data, Galileo benchmark assessment results for Fall, Winter and Spring, and AIMS Math and Reading assessment data.

Assessment data is first evaluated in the aggregate (district) and eventually disaggregated at the school, grade-level and individual student levels for a variety of analytical and decision-making purposes such as curriculum adjustments, teacher professional development, scheduling, content delivery, intervention strategies and differential instruction. At every stage of the data analysis process, essential stakeholders are included: administrators, teachers, data review teams, and external consultants.

After each administration of the AIMS Math and Reading assessments, staff imports the results into a multiple-year Excel spreadsheet pivot table. Pivot tables are worksheet tables that allows the user to summarize and analyze hundreds of lines of assessment data in multiple views and formats. Some examples of the application of assessment data disaggregated from these pivot tables are: setting teacher instructional goals for the upcoming school year; guide individual student's instructional plans; serve as indicators for intervention services and differentiated instruction; and as state accountability reportable data.

In the past, student assessment data was only collected on an annual basis (i.e., yearly achievement testing). Today, assessment data is an integral part of the daily instructional program. When students first enroll in the Academy, they are given an initial benchmark assessment administered through the Galileo program in the content areas of Algebra, Geometry and Reading (see **Figure 5**).

*Figure 5*

Benchmark Summary | Print Benchmark Summary

| Students | 2013-14 ATI AZ CC Math HS Algebra I CBAS #1<br>Possible Scores: 1276 to 1814<br>Avg DL: 1362<br>ES: 1436 MS: 1395 AS: 1376 | 2013-14 ATI AZ CC Math HS Algebra I CBAS #2<br>Possible Scores: 1274 to 1808<br>Avg DL: 1368<br>ES: 1459 MS: 1418 AS: 1399 | Risk Assessment |
|---|---|---|---|
| [illegible] | 1347 (FFB) | 1366 (FFB) | Moderate Risk |
| [illegible] | --- | 1366 (FFB) | Moderate Risk |
| [illegible] | --- | 1281 (FFB) | Moderate Risk |
| [illegible] | 1366 (FFB) | 1492 (ES) | Low Risk |
| [illegible] | 1338 (FFB) | 1400 (AS) | Moderate Risk |
| [illegible] | --- | 1288 (FFB) | Moderate Risk |
| [illegible] | 1366 (FFB) | 1336 (FFB) | Moderate Risk |
| [illegible] | --- | 1376 (FFB) | Moderate Risk |
| [illegible] | 1366 (FFB) | 1376 (FFB) | Moderate Risk |

These benchmark exams are administered in the Fall (August), Winter (January), and again in the Spring (May). After each benchmark assessment cycle, the Academy's data review team analyzes the data and makes recommendations regarding student instructional pacing and modification. Another source of assessment data includes A+LS course pretest data which is used to make instructional adjustments for students performing at or above grade level in math and reading.

*Student growth outcomes are addressed on pages 8 and 9.*

**Summary of the Academy's comprehensive assessment program activities:**

1. PACE Preparatory Academy has created customized mathematics and reading benchmark assessment based on each academic strand using the Galileo (and formerly Study Island) assessment technology.
2. Implemented a quarterly mathematics and reading benchmark assessment to monitor and document student progress towards meeting proficiency standards.

3. PACE Preparatory Academy has trained its support and instructional staff to develop and maintain a student math and reading assessment growth spreadsheet using the Microsoft Excel pivot table training provided by the Arizona Charter School Association.
4. PACE Preparatory Academy conducts an annual review of student mathematics assessment data and make recommendations for improvement and curriculum revisions.
5. PACE Preparatory Academy conducts monthly math and reading data reviews and identifies lowest performing 25% of students ("watch-list") to be targeted for additional tutoring and academic assistance.

## PROFESSIONAL DEVELOPMENT

**Objective: Develop and implement a professional development plan that contributes to increased mathematics and reading performance for all students including those in the bottom 25% or specific subcategories.**

**Measure: Implement a comprehensive professional development plan that contributes to increases in math and reading performance.**

Improvement is measured by increasing student academic growth in math and reading, providing evidence of an aligned plan with student learning target areas, is based on teacher needs, and reflects research and best practices.

The purpose of a high-quality professional development program is to increase student achievement. This is accomplished by developing the skills of teachers, administrators, and support personnel in the effective delivery of a curriculum aligned with state standards. A comprehensive professional development program is long-term, is based on the curriculum and Academy goals, and is focused and coordinated.

During a site visit by ASBCS staff, a recommendation was made to further refine the Academy's professional development program to address teacher needs at the classroom and instructional level. Based on that recommendation, the leadership team researched national models and best practices and implemented a more comprehensive professional development program aligned with the Academy's

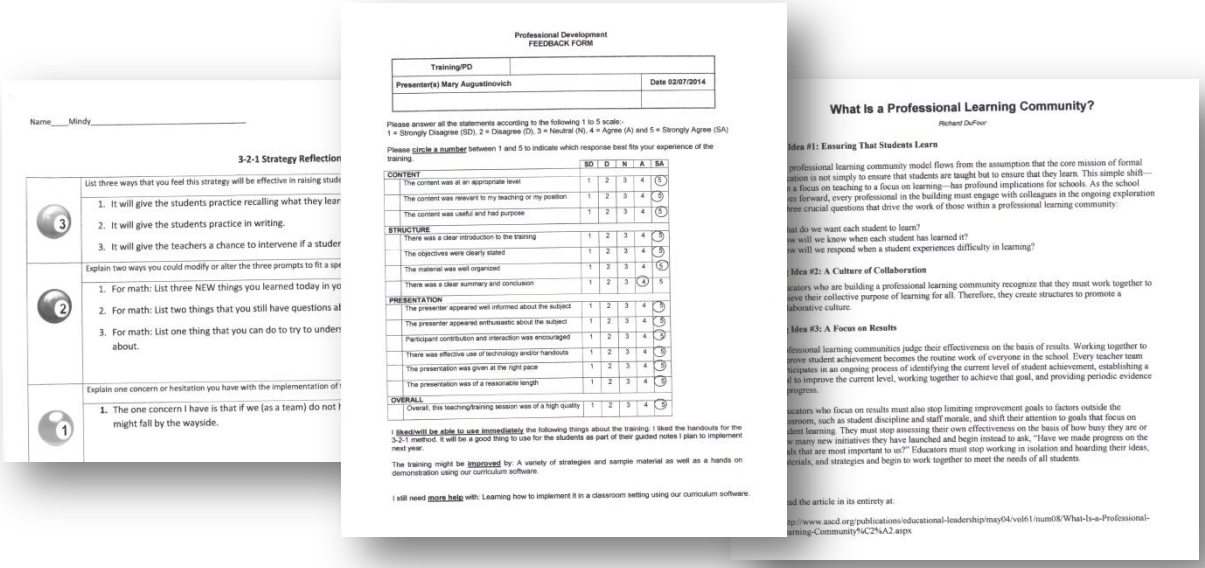
formal evaluation instrument. The leadership team, teachers and staff are guided by national and international research that validated the following principles of an effective professional development program:

- Quality of teaching is highly correlated to the academic success of students
- Professional development is a key strategy available to schools and school systems for improving teacher quality
- Effective professional development enables teachers to work regularly together to improve their practice and implement strategies to meet the needs of their students
- To ensure effective teaching in every classroom, educators must have opportunities each day to refine and expand their practice, reflect on how their practice impacts student learning, and engage in ongoing improvement to address learning challenges in the school
- For purposes of accountability, the system requires evidence showing improvements in teachers' practice and student performance
- Effective educator learning at the district, department and school levels must be supported, aligned and prioritized
- Professional development that improves student performance
    - is driven by LEA-defined autonomy and focused at the site
    - focuses on specific curriculum content and pedagogies needed to teach effectively
    - links standards, assessments, and professional development seamlessly as a coherent part of whole school reform
    - engages teachers in active learning allowing them to make sense of their learning
    - provides intensive, sustained, and continuous learning over time
    - supports transfer of skills to practice through coaching, modeling, observations, and feedback
    - connects with teachers‘ collaborative work in school-based professional learning communities and learning teams

Given these characteristics of high-quality professional development, the leadership team made the following recommendations in August 2013 based on a similar model developed by the Minneapolis Public School District in 2011:

1. Adopt a procedure assuring professional development for all employees that is driven by student achievement. This procedure will describe the expectation and direct professional development efforts regarding the following:
    - Assessing professional development needs
    - Planning, coordinating, implementing, and evaluating professional development activities
    - Tracking specific participation in professional learning activities
2. Plan for school professional development that is focused and aligned with the Academy's PMP and its commitment to increased student achievement.

3. Design, monitor, and evaluate performance improvement plans that include professional development driven by an analysis of student data over time and that inform and identify staff learning needs.
4. Design and deliver standards-based and curriculum-based professional development through effective models over time in a cycle of continuous improvement.
5. Adopt and implement a consistent Professional Learning Communities (PLC).



Name____Mindy_____

**3-2-1 Strategy Reflection**

3
List three ways that you feel this strategy will be effective in raising stude
1. It will give the students practice recalling what they lear
2. It will give the students practice in writing.
3. It will give the teachers a chance to intervene if a studer

2
Explain two ways you could modify or alter the three prompts to fit a spe
1. For math: List three NEW things you learned today in yo
2. For math: List two things that you still have questions al
3. For math: List one thing that you can do to try to unders about.

1
Explain one concern or hesitation you have with the implementation of
1. The one concern I have is that if we (as a team) do not might fall by the wayside.

**Professional Development**
**FEEDBACK FORM**

| Training/PD | |
|---|---|
| Presenter(s) Mary Augustinovich | Date 02/07/2014 |

Please answer all the statements according to the following 1 to 5 scale:-
1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A) and 5 = Strongly Agree (SA)

Please **circle a number** between 1 and 5 to indicate which response best fits your experience of the training.

| | SD | D | N | A | SA |
|---|---|---|---|---|---|
| **CONTENT** | | | | | |
| The content was at an appropriate level | 1 | 2 | 3 | 4 | 5 |
| The content was relevant to my teaching or my position | 1 | 2 | 3 | 4 | 5 |
| The content was useful and had purpose | 1 | 2 | 3 | 4 | 5 |
| **STRUCTURE** | | | | | |
| There was a clear introduction to the training | 1 | 2 | 3 | 4 | 5 |
| The objectives were clearly stated | 1 | 2 | 3 | 4 | 5 |
| The material was well organized | 1 | 2 | 3 | 4 | 5 |
| There was a clear summary and conclusion | 1 | 2 | 3 | 4 | 5 |
| **PRESENTATION** | | | | | |
| The presenter appeared well informed about the subject | 1 | 2 | 3 | 4 | 5 |
| The presenter appeared enthusiastic about the subject | 1 | 2 | 3 | 4 | 5 |
| Participant contribution and interaction was encouraged | 1 | 2 | 3 | 4 | 5 |
| There was effective use of technology and/or handouts | 1 | 2 | 3 | 4 | 5 |
| The presentation was given at the right pace | 1 | 2 | 3 | 4 | 5 |
| The presentation was of a reasonable length | 1 | 2 | 3 | 4 | 5 |
| **OVERALL** | | | | | |
| Overall, this teaching/training session was of a high quality | 1 | 2 | 3 | 4 | 5 |

I **liked/will be able to use immediately** the following things about the training: I liked the handouts for the 3-2-1 method. It will be a good thing to use for the students as part of their guided notes I plan to implement next year.

The training might be **improved** by: A variety of strategies and sample material as well as a hands on demonstration using our curriculum software.

I still need **more help** with: Learning how to implement it in a classroom setting using our curriculum software.

**What Is a Professional Learning Community?**

*Richard DuFour*

**dea #1: Ensuring That Students Learn**

professional learning community model flows from the assumption that the core mission of formal ation is not simply to ensure that students are taught but to ensure that they learn. This simple shift— a focus on teaching to a focus on learning—has profound implications for schools. As the school es forward, every professional in the building must engage with colleagues in the ongoing exploration ree crucial questions that drive the work of those within a professional learning community:

at do we want each student to learn?
w will we know when each student has learned it?
w will we respond when a student experiences difficulty in learning?

**Idea #2: A Culture of Collaboration**

eators who are building a professional learning community recognize that they must work together to eve their collective purpose of learning for all. Therefore, they create structures to promote a laborative culture.

**Idea #3: A Focus on Results**

fessional learning communities judge their effectiveness on the basis of results. Working together to rove student achievement becomes the routine work of everyone in the school. Every teacher team ticipates in an ongoing process of identifying the current level of student achievement, establishing a l to improve the current level, working together to achieve that goal, and providing periodic evidence progress.

ucators who focus on results must also stop limiting improvement goals to factors outside the ssroom, such as student discipline and staff morale, and shift their attention to goals that focus on dent learning. They must stop assessing their own effectiveness on the basis of how busy they are or w many new initiatives they have launched and begin instead to ask, "Have we made progress on the als that are most important to us?" Educators must stop working in isolation and hoarding their ideas, erials, and strategies and begin to work together to meet the needs of all students.

ad the article in its entirety at:

tp://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-arning-Community%C2%A2.aspx

6. Identify adequate time for job-embedded professional development.
7. Provide orientation and induction for all employees.
8. Base professional development on current job responsibilities to support growth and connect to an individual‘s performance assessment.
9. Evaluate the planning and implementation of professional development both formatively and summatively.

Based on the recommendation of ASBCS staff and an internal research and development endeavor during the summer months by staff, the following items were identified for implementation to improve the Academy’s professional development program and increase student academic achievement:

- Focus on specific curriculum content and pedagogies needed to teach that content effectively (Mathematics & ELA).
- Design PD to engage teachers in active learning that allows them to make sense of what they learn in meaningful ways.
- Present in an intensive, sustained, and continuous manner over time.

- Link to analysis of teaching and student learning, including the formative use of assessment data.
- Support by coaching, modeling, observation, and feedback.
- Connect to teachers' collaborative work in school-based learning teams.

*The leadership team's primary source for this component was: (Wei et al., 2010)*

*Student growth outcomes are addressed on pages 8 and 9.*

## ACCOUNTABILITY

**Meeting acceptable standards according to the state accountability system (3a).**

PACE Preparatory Academy – Camp Verde received an Arizona A-F grade of "D" in 2011/12. This grade was assigned using the criteria set for small schools: 50% growth score and 50% composite score. The method used to determine a growth score for a small school involves pooling the median Student Growth Percentiles (SGP) over a three-year period and the bottom 25% median SGPs over the same time period. The composite score is also determined by pooling the past three-years of academic outcomes: percent of students passing the AIMS Math & Reading assessments, ELL reclassifications, and graduation and dropout rates.

PACE Preparatory Academy's Camp Verde campus can demonstrate sufficient progress for Indicator 3a – State Accountability by comparing the full letter grade improvement of "D" in SY 2012 to "C" in SY 2013. This improvement is significant because the Academy's state accountability school label is "Small High School" and this identifier is used to compare the Campus Verde campus to similar schools in the general area. However, the Academy's demographic data indicates the student population emulates that of an alternative school. Currently, four students (5.7% of the student population) are on probation with the local juvenile court system. Furthermore, student mobility is the greatest challenge when addressing the multiple measures used to assign a State Accountability Grade.

Chart 8 (page 29) is a graphical representation of the three-year mobility data for all students enrolled at the Camp Verde campus. Careful analysis of this data set indicates the number of students who remain enrolled in the Academy for one full academy year (August – May) is increasing and the number of students exiting the Academy early (prior to May) is also increasing. Characteristic of an alternative school population is the number of students entering the school mid-year (September – May). The three-year average of students entering the Academy mid-year is 43.6% and is indicative of a larger student population seeking an alternative educational setting.

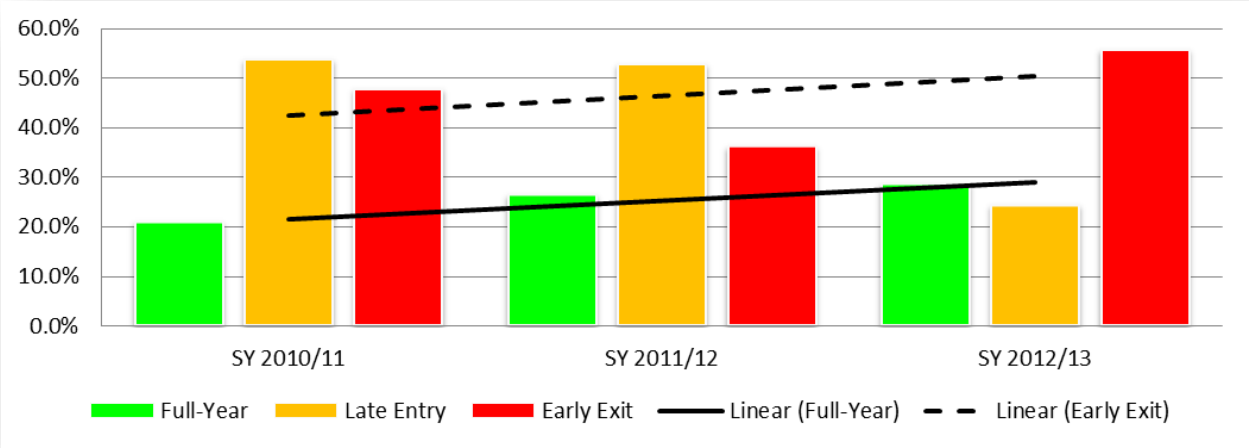
As a result, the Performance Management Plan implemented in 2011 addresses the high mobility rate of the Academy's students. Changes in the organizational structure (i.e., new Executive Director, new

curriculum team, and new instructors), partnerships with local juvenile justice institutions and collaboration with the County Superintendent's Office have resulted in sustained progress with regard to increasing the number of students completing a full year's program. The Academy continues to implement strategies to address the high number of students exiting the program early.

Lastly, PACE Preparatory Academy has received accreditation from NCA's AdvanED accreditation organization. In May 2013, the organization hosted an on-site external review team as the final process leading to accreditation. The AdvanED accreditation process is designed as a school improvement model and PACE Preparatory Academy (both campuses) has incorporated many of the items included in this report in its AdvancED school improvement plan as well.

**INDICATOR 3A – STATE ACCOUNTABILITY**
**DATA CHART**

Chart 8: Trends in Full-Year Enrollment & Students Exiting Early



## INCREASING GRADUATION RATE

**Increasing the percent of entering ninth graders who graduate from high school in four years (4a).**

PACE Preparatory Academy - Camp Verde is committed to meeting the state's graduation rate goal of 93% by 2020. As of SY 2011/12, the Academy's four-year graduation rate was 23.5% and the five-year rate was 37.5%. Based on this information, the Academy's leadership and curriculum team have developed an eight-year benchmark criterion to achieve the 93% graduation rate by SY 2020. Chart 9 (page 32) illustrates the annual graduation rate benchmarks (+8.685% annually) necessary to meet the 2020 goal.

An extensive review of the withdrawal codes covering the past three years (2011 – 2013) reveals that many of the Academy's students transfer to another school prior to the end of the school year. However, Chart 10 (page 32) highlights the various reasons for student withdrawals, including the following: transfer to another school (W1), chronic illness (W2), expulsion or long-term suspension (W3), 10 consecutive unexcused absences (W4), early graduation (W7), detention (W10), pursuit of GED (W11), completion of course requirements (W13). As of SY 2011/12, PACE Preparatory Academy – Camp Verde posted a drop-out rate 3.8%.

The Academy's current Performance Management Plan has demonstrated sustained improvement by increasing the number of students completing a full year of instruction. Factors contributing to this improvement include additional instructional support, timely and accurate student achievement data, supplemental instructional support and AIMS preparation, benchmark assessments, dedicated tutorial and remediation time, positive reinforcement and rewards programs, and an improved learning environment as a result of the organization restructuring and target professional development.

PACE Academy is a member of the Arizona Career Information System (AzCIS) and requires students to participate in the program at the time of their initial enrollment. AzCIS provides comprehensive career information for students developing and updating educational plans. Using AzCIS in high school supports lifelong career planning and promotes career self-reliance. AzCIS includes tools that encourage self-assessment, exploration, research, goal setting, and decision-making. School staff works collaboratively with students to monitor and updates their education and career plans based on academic progress, assessment data and as personal interest and career goals change.

Opportunities for students to receive additional support, tutoring and credit recovery programs have been addressed within the narrative. However, these are essential opportunities when discussing strategies implemented to improve the Academy's graduation rate.

PACE Preparatory Academy partnered with the Arizona Boys to Men organization at the beginning of the 2013/14 school year in order to better address at-risk behaviors of our young men. The Boys to Men Mentoring Network is a nonprofit, nonsectarian program that guides boys 13-17 years of age through their passage to manhood. They provide boys with mentoring and modeling so that they learn integrity, accountability, compassion and respect. Boys to Men Mentoring Network helps boys develop responsibility and supports them toward healthy manhood. Imagine Boy Scouts, Big Brothers, and Outward Bound combined. They provide a complete program with community (Boy Scouts), mentoring (Big Brothers), and a Rite of Passage adventure (Outward Bound) that serves both boys and men.

**Main Components of the program are:**

- **Rites of Passage Adventure Weekend (ROPAW)** – This is a powerful weekend for both boys and men. It is a bonding experience that creates trust, respect and builds close connections between boys and their mentors. The boys and mentors spend more time together on a Boys to Men Weekend than a typical mentor program provides in six months.
- **Ongoing Group Mentoring** – Biweekly, the organization host fun, usually physical, activities and adventures. Both boys and mentors participate. They combine the activity with listening, group discussion, reflection and education. This combination supports young men in their growth and maturation.

As mentioned in the Accountability section of the narrative, the Academy is identified as a "Small High School" by the Arizona Department of Education for accountability and comparison purposes. However, a closer examination of the Academy's student composition reveals a much more at-risk student population. The Academy's leadership team and governing board have considered amending its mission statement to more accurately represent the students they serve. If approved, the Academy will apply for alternative certification with ADE. It is our belief, that if compared to schools with students more closely aligned to our population, the Academy will meet the Board's requirement for adequate performance.

**INDICATOR 4A – GRADUATION RATE**
**DATA CHARTS**

Chart 9: Graduation Rate Benchmarks to 2020 Goal of 93%

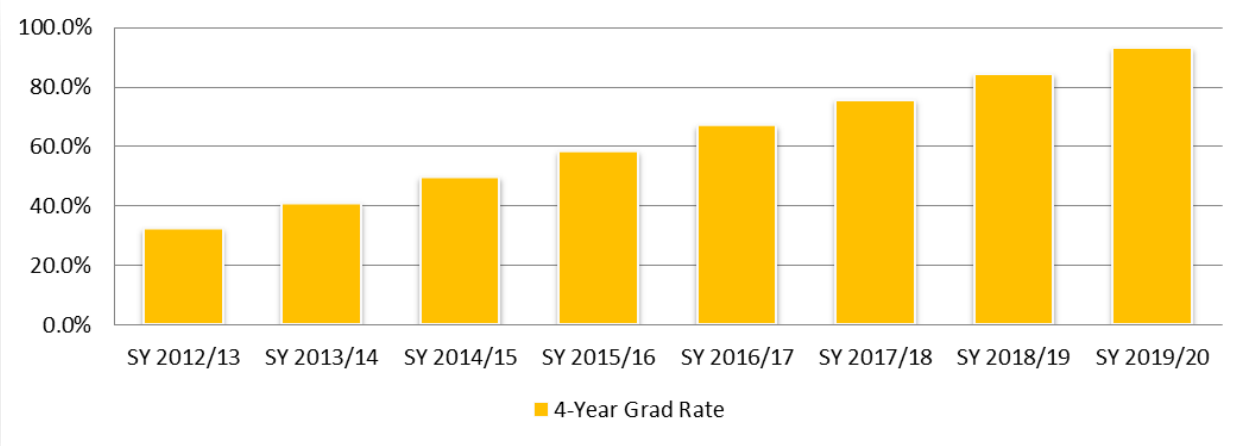
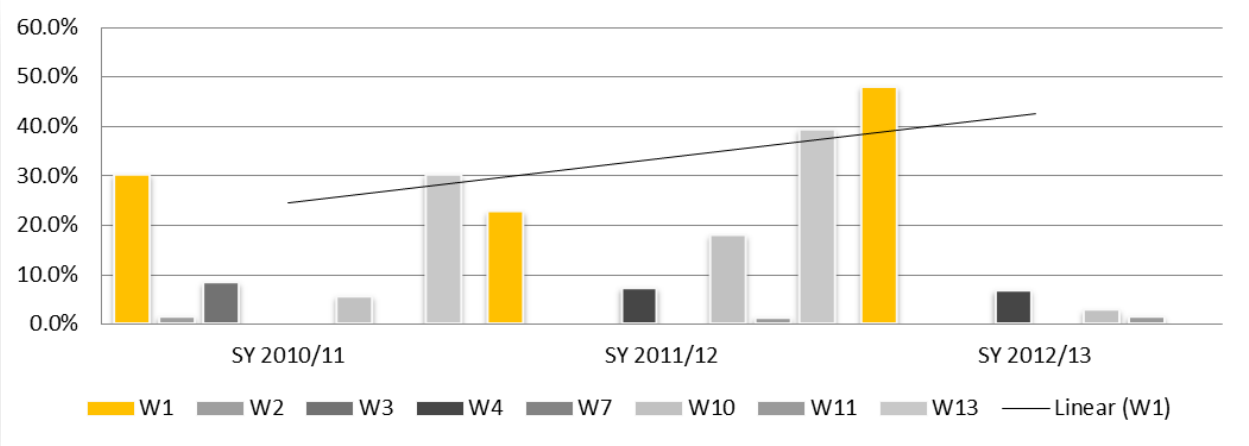



Chart 10: Early Student Withdrawal Trends



# APPENDIX:

# ADDITIONAL ITEMS SUPPORTING THE DEMONSTRATION OF SUFFICIENT PROGRESS NARRATIVE

Yavapai County Juvenile Detention Education Program
960 Division Street, Prescott, AZ 86301
Adrienne Carey-Transition Caseworker Juvenile Detention
Cell Phone: (928) 499-5265
Office: (928) 442-5778
FAX: (928) 771-3445

Educational services provided by
Yavapai County Education Service Agency

**"Providing Services
For Quality Education"**

4-16-13

To Whom it May Concern:

My name is Adrienne Carey and I work for Education Services Agency of Yavapai County. I work with youth on probation and help them to stay in school, find appropriate schooling and assist them in the schools to obtain assistance for their special needs. I started in this position in November of 2012 and was welcomed with open arms from all the staff at PACE both in Prescott Valley and Camp Verde. They have taken many of my students even though the difficulties and behaviors are high. The teachers and staff members at PACE remain in constant contact with me and are always willing to answer questions when I am there. They also respond to my emails and requests in a timely manner. Mr. Sakelarios has been very responsive to me as well and always finds ways to meet the needs of the students I work with. PACE took a student of mine in January. This particular student had been in 2 other schools without success and was at risk of long-term suspension. PACE agreed to take this student and has worked very successfully with him. The student has been able to be in an environment where he can learn and gain credits. The teachers and staff understand his special needs and work with him to be successful. I am very pleased with the work that PACE does with this very difficult population that I work with. They take students that have exhausted their chances and resources. These

*MISSION STATEMENT*

*The Yavapai County Education Service Agency provides quality leadership, services, and support in response to identified and anticipated needs that will ensure the highest quality education for students.*

Letter Head

students are challenging and difficult and give them a chance when others have given up. If you have any further questions, please feel free to give me a call.

Sincerely,

Adrienne Carey

*MISSION STATEMENT*

*The Yavapai County Education Service Agency provides quality leadership, services, and support in response to identified and anticipated needs that will ensure the highest quality education for students.*

Letter Head

**YAVAPAI COUNTY EDUCATION SERVICE AGENCY**

*The "First Choice" for Responsive Educational Services*

Tim Carter
Yavapai County
School Superintendent
2970 Centerpointe East Dr.
Prescott, AZ 86301-8426
Phone 928-925-6560
Fax 928-771-3329
tim.carter@yavapai.us

April 26, 2013

Arizona State Board for Charter Schools
1616 West Adams St., Suite 170
Phoenix, AZ 85007

To Whom It May Concern:

I have known William Sakelarios for just over three years. It was at that time that he was appointed as the new Charter Holder for **Pace Preparatory Academy for both the Camp Verde and Prescott Valley** campuses. When Mr. Sakelarios took on that position, the school had little or no academic direction. He changed the teaching staff to all HQT in the core subjects, upgraded the curriculum, the computers and the technology needed to enrich the educational process for the Pace community.

He has an in-depth knowledge of the State of Arizona's complex web of requirements, regulations, rules, and the various programs dealing with funding, reporting, data collection, and opportunities that exist for local schools.

I am particularly pleased with his enthusiasm in participating in the Yavapai County Charter School Association, Yavapai County Educational Technology Consortium, Greater Yavapai County Purchasing Consortium and most recently the Arizona Correctional Educators (ACE).

Additionally his regular attendance and participation at the countywide supervisors meetings keep him up to date with the pertinent issues facing the educational systems within the State.

It is my understanding that Pace Preparatory Academy has been nominated for NCA Accreditation.

Pace Preparatory Academy and its staff have been working closely with the caseworkers from the Yavapai County Juvenile Detention Education Program. They understand, care and provide for the special needs that the students require to succeed in their educational career path.

Under its new leadership Pace Preparatory Academy has raised its ability to provide a good solid education for its students, many of whom have been underserved.

Please feel free to contact me at any time, 928-925-6560.

Respectfully,

T. Carter

Tim Carter

Yavapai County School Superintendent

Dear Mr. William Sakelarios, March 19, 2014

I am writing this letter because PACE has been a huge help when it comes to kids that get in to trouble at other schools. PACE has always made a seat available for kids that come through the probation department. All the staff at PACE are always willing to help the students achieve their goals. Each time that I have been at PACE the kids are well mannered and wait to be called to the front. PACE has high standards of expectations and make it clear to the kids what is expected while they are at school. PACE has made High School possible for many kids that did not have a school to go to.

Mr. William Sakelarios is always willing to meet with kids and their families even on holidays to go over information about PACE. Mr. William Sakelarios has stated that he believes in giving kids chances to be able to earn their education. When I hear kids talking about PACE they are so glad that they have a place they can attend that does not pass judgment on them, which allows them to focus on their education. I am really thankful for a school such as PACE to help our kids in the community that struggle with their education. Please keep doing what you are to help the kids of our future.

*Thank you,*

*Alicia Schneider*

*Transition Caseworker Juvenile Detention*

*Education Services Agency*

*928-649-6238*

*602-540-3793*

*Fax: 928- 639- 7177*

Aschneider@courts.az.gov