# Demonstration of Sufficient Progress
# Report to the Arizona State Board for Charter Schools

PACE Preparatory Academy, Inc.

Prescott Valley Campus
Entity ID 80437

May 2013

**PACE PREPARATORY ACADEMY**
**Prescott Valley Campus (80437)**

**Mathematics**

## MEASURE 1: GROWTH

### Measure 1.a – Student Growth Percentile (SGP)

PACE Preparatory Academy's mission is to provide students with a self-paced and completely computer-driven educational environment. Beginning in 2004, the Academy implemented a content delivery system developed by OdysseyWare. After four years of student use, the internal and external assessment data did not support continued use of the OdysseyWare program.

The 2008 school-year brought significant and substantive change to the organization. The organization's leadership appointed a new curriculum team that quickly identified the areas of standards alignment, embedded assessments to measure student progress, and a comprehensive data system to easily aggregate and disaggregate student achievement data in order to adjust student instruction.

After several more years of upgrading the organization's computer-based content delivery system, the curriculum team and school leadership have made various programmatic improvements over the past several years. In June 2012, the Academy made another upgrade and implemented the A+LS program. As a result of this latest upgrade, the initial internal and external assessment data is positive.

Although most content delivery systems provide state-specific standards alignment and correlation documentation, PACE Preparatory Academy – Prescott Valley adopted a standards "crosswalk" policy in 2010 to verify the computer-assisted content was aligned with Arizona's adopted standards and that the new Common Core Math Standards were being transitioned in a timely matter. Since implementing the Academy's Performance Management Plan, teachers and administrators have attended various Common Core Standards workshops facilitated by the Arizona Department of Education and apply this knowledge when reviewing student academic performance data. Administrators, teachers and the curriculum team monitor student AIMS Math assessment data regularly by strands and objectives to identify possible gaps in instruction and to intervene if a student is struggling with a specific strand or performance objective.

With the understanding that reliable assessment data leads to improved instructional decisions, the administration and curriculum team implemented a new student achievement data review policy. Students are assessed at the beginning and end of each semester to establish baseline and posttest math growth data. Additionally, benchmark assessments are given monthly to identify those students who may be falling behind on their assignments and proficiency levels. Each week, instructors meet to conduct a data review and identify those students requiring additional instruction and remediation. Students identified as needing additional instructional intervention are placed on a "math watch list" and are monitored continuously until the data review team determines to exit them from the "math watch list". All instructors have been provided an iPad to access "real-time" student progress and review current and historical academic data through Backbone Communication's Communicator application.

Furthermore, a staff member has been assigned and trained to develop and maintain a student math assessment growth spreadsheet using the Microsoft Excel pivot table training provided by the Arizona Charter School Association. This spreadsheet tracks each student's AIMS Math raw score, proficiency level and growth. Use of this data tool provides the school with up-to-date chronological math assessment data and allows the instructional staff to identify essential growth benchmarks necessary for students to achieve proficiency ("meets/exceeds").

As stated previously, the 2010 school-year marked the beginning of a comprehensive restructuring of the Pace Preparatory Academy's organization. As a result, the new leadership team identified some deficiencies in the organization's professional development program. Essential elements of the new professional development

program include increasing the instructional staff's depth of knowledge with regard to customizing the content delivery system to meet individual student needs; using technology to effectively manage and interpret student math assessment data; understanding the new Common Core Math Standards; and conducting effective weekly student data reviews in order to provide timely academic interventions.

The Academy's professional development program in 2013 will include an individualized and customized professional growth plan through the implementation of the Educational Impact 360 program. Instructional staff will take a pretest to measure the degree of professional confidence in a variety of areas. Based on the results, the instructor will work collaboratively with the administration to design an individualized professional growth plan using online and other resources.

According to the Arizona State Board for Charter School's 2012 Academic Performance Rating, PACE Preparatory Academy – Prescott Valley received a "No Rating" (NR) for the Student Growth Percentile indicator. Because the school is identified as a "Small High School", insufficient student data was available for this measure. A review of the Academy's current and historical AIMS Math assessment data does indicate that the school has implemented a sustained improvement plan that has increased student growth in math as measured by the AIMS assessment.

A three-year review of AIMS Math data clearly shows a decrease in the percentage of students scoring at the Falls Far Below (FFB) level and an increase in the percentage of students scoring at the Meets or Exceed levels. Chart 1 (page 3) is a graphic representation of the decreasing percentage of students scoring at the FFB level (dashed red trend line) and the increasing percentage of students passing the AIMS Math assessment (solid red trend line). Chart 1 represents an average 20% decrease in the percentage of students scoring at the FFB level over three years or six testing cycles. Conversely, there is an average increase of 23% of students scoring at the meets or exceeds levels.

As a small high school serving primarily "at-risk" students, it is difficult to measure the median growth percentile due to the small student population. For example, the latest AIMS Math data review includes four cohort groups (2011, 2012, 2013 and 2014). However, most data is representative of either the Fall or the Spring test, but rarely both. The cause for such a low comparison group is twofold: a percentage of the students pass the AIMS and are not required to test again; or the student was enrolled for only one testing cycle.

Chart 2 (page 3) represents the percentage of students scoring at their highest level (FFB, Approaches or Meets/Exceeds) over the six-cycle period[1]. It is important to note that the percentage of students passing the AIMS Math while enrolled at PACE Preparatory Academy– Prescott Valley increases significantly in Cohorts 2012, 2013 and 2014. Chart 3 (page 3) represents the percentage of students that have taken the AIMS Math test one or more times between Spring 2010 and Fall 2012. Again, a large majority of students only take the AIMS Math test once prior to re-enrolling at another school or receiving a level of Meets/Exceeds during their first attempt at the test.

**Measure 1.b – Student Median Growth Percentile (SGP) Bottom 25%**

The bottom 25% of the 2011/12 student population taking the AIMS Math assessment represents one student. Of the five students taking the AIMS Math assessment in Spring 2012, two had IEPs and all were first-time test takers. Therefore, no data can be reviewed for any meaningful purpose. Comparison of the bottom 25% of test-takers in Fall 2012 creates the same validity concern. However, there were 16 test-takers in Fall 2012 with two students passing the AIMS Math assessment. There are four students who represent the bottom 25% and their scores will be analyzed for growth when the Spring 2013 AIMS Math scores are released.

[1] Students with an IEP are indicated in green

Chart 1: AIMS Math Proficiency Growth Trends by Assessment Cycle

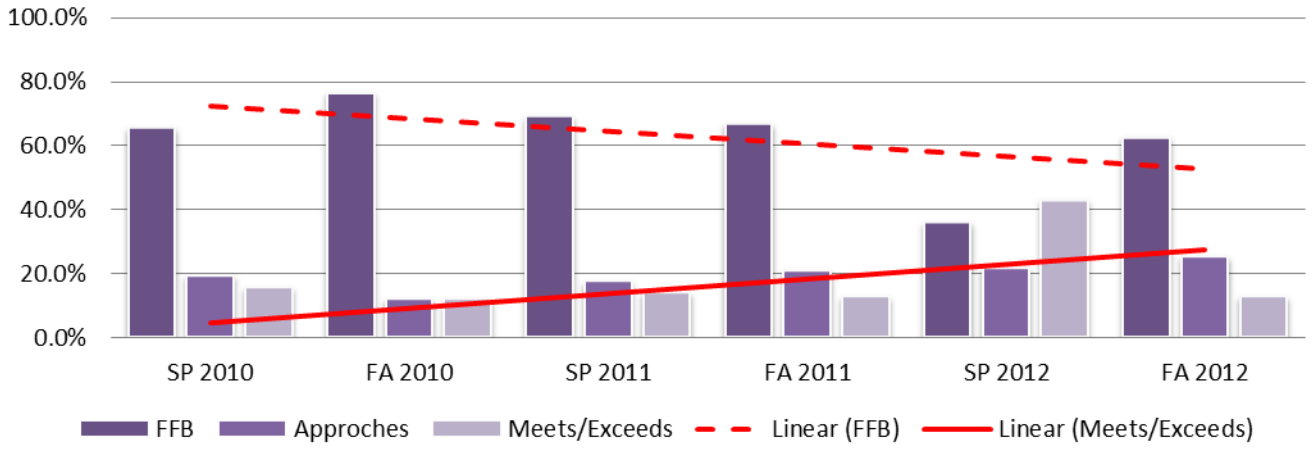



Chart 2: AIMS Math Proficiency Growth Trends by Cohort

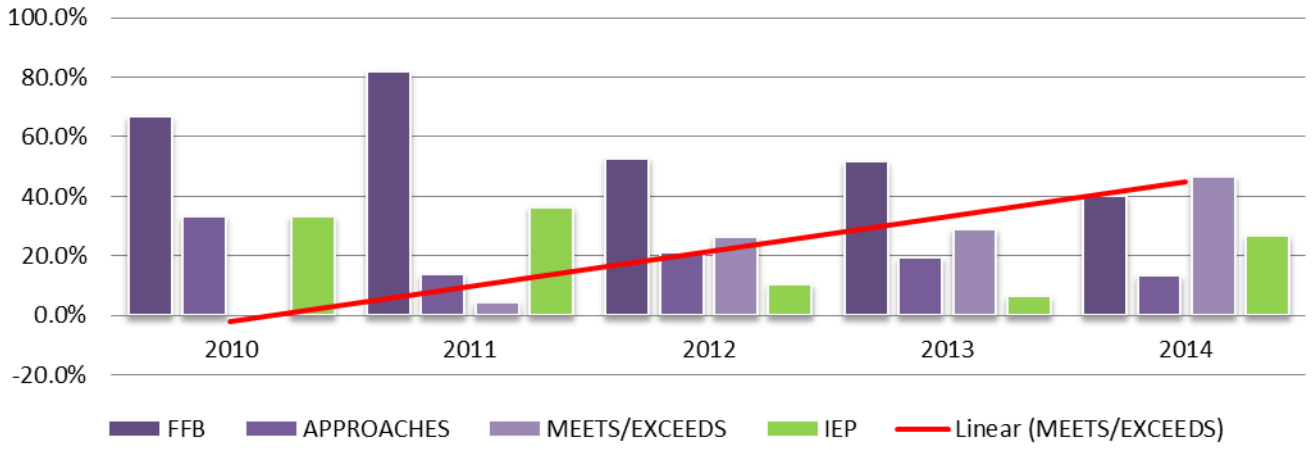
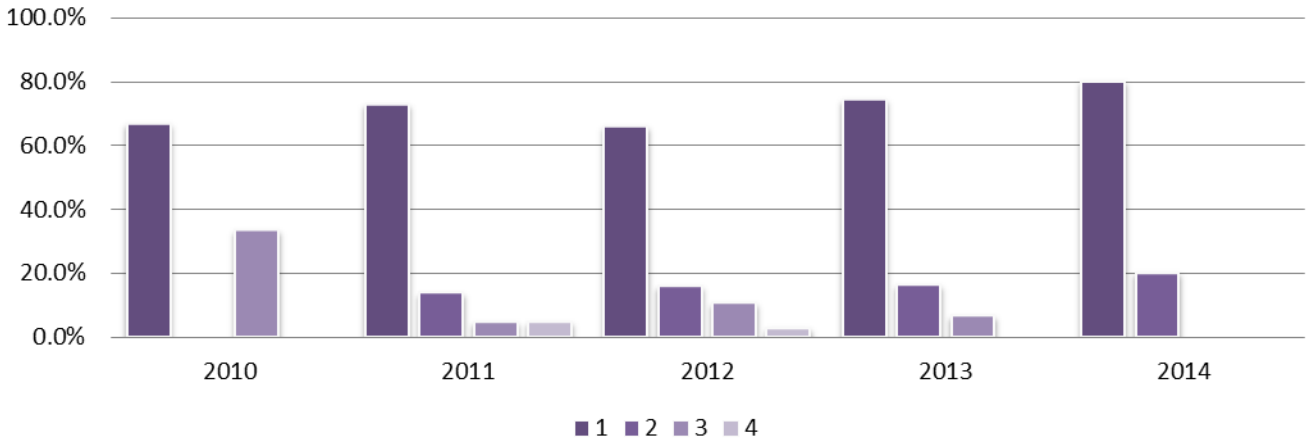



Chart 3: Percentage of Students Taking the AIMS Math Assessment One or More Times



## MEASURE 2: PROFICIENCY

### Measure 2.a – Percent Passing

*Meets Standard*

### Measure 2.b – Composite School Comparison

*Meets Standard*

### Measure 2.c – Subgroup ELL

PACE Preparatory Academy – Prescott Valley does include 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 2 (subgroup ELL) received a rating of "NR" because there are no students requiring ELL services.

### Measure 2.c – Subgroup FRL

*Meets Standard*

### Measure 2.c – Subgroup SPED

Represented in Chart 4 (page 5) is the percentage of students receiving services as a result of an Individualized Education Plan (IEP). Between 2011 and 2013, PACE Preparatory Academy – Prescott Valley has served a special education population ranging from 13.6% - 21.4%. Measure 2 (subgroup SPED) received a rating of "NR" because the student sample (*n*) was too small.

A data review of IEP students testing two or more times over the past six testing cycles indicates 66.6% of the students demonstrated academic growth in math and 33.3% did not show growth. Although the number of students in the sample is small, growth has been documented (Chart 5).

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.

Chart 4: Free & Reduced Lunch Qualified and Special Education Participation

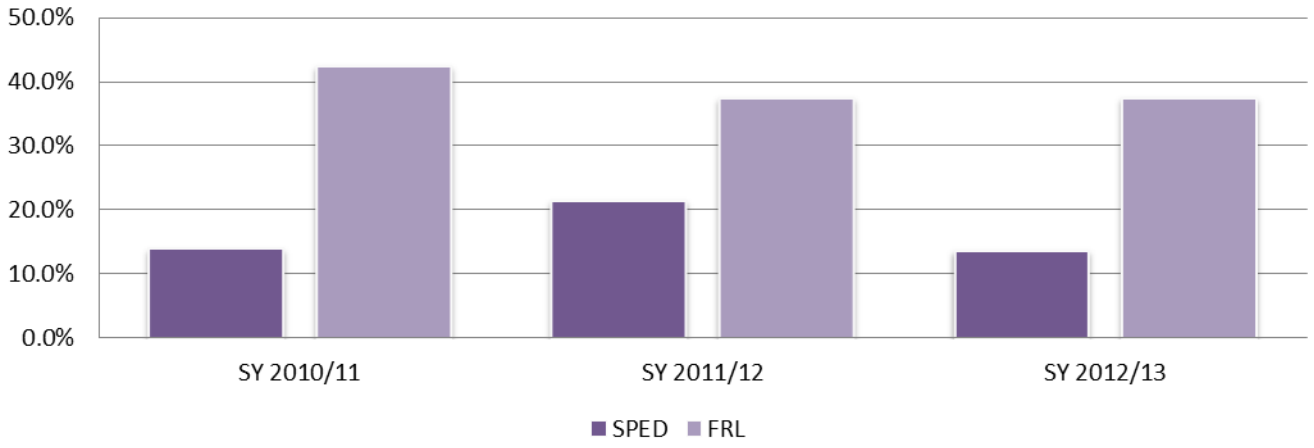
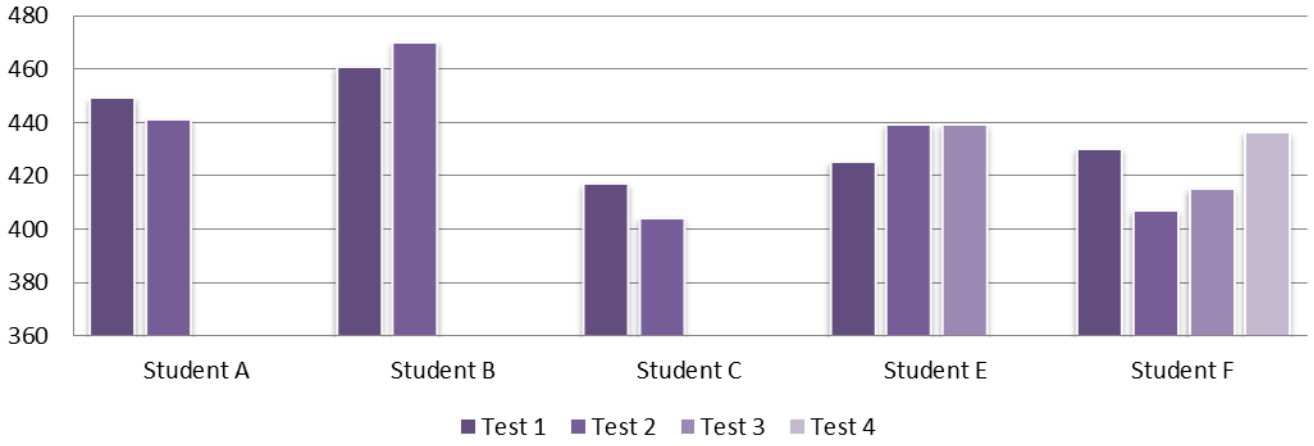



Chart 5: Math Growth for IEP Students Testing Two or More Times



**PACE PREPARATORY ACADEMY**
**Prescott Valley Campus (80437)**

**Reading**

## MEASURE 1: GROWTH

### Measure 1.a – Student Growth Percentile (SGP)

PACE Preparatory Academy's mission is to provide students with a self-paced and completely computer-driven educational environment. Beginning in 2004, the Academy implemented a content delivery system developed by OdysseyWare. While the program was comprehensive and rigorous, the construction of the content was lengthy in text and provided little to no flexibility when adjusting for variance in individual student reading levels. After four years of student use, the internal and external assessment data did not support continued use of the OdysseyWare program.

The 2008 school-year brought significant and substantive change to the organization. The organization's leadership appointed a new curriculum team that identified the areas of standards alignment, embedded assessments to measure student progress, and a comprehensive data system to easily aggregate and disaggregate student achievement data in order to adjust student instruction.

After several more years of upgrading the organization's computer-based content delivery system, the curriculum team and school leadership have made various programmatic improvements. In June 2012, the Academy made another upgrade and implemented the A+LS program. Unlike previous content delivery systems, A+LS has over 75 courseware titles with Lexile measures. This resource has proven very valuable as the Academy has identified reading as one of its primary areas for improvement. Additionally, the school initiated a book reading club to encourage students to pursue reading as a lifelong activity. As a result of this latest upgrade, the initial internal and external assessment data is positive.

Although most content delivery systems provide state-specific standards alignment correlation documentation, PACE Preparatory Academy – Prescott Valley adopted a standards "crosswalk" policy in 2010 to verify the computer-assisted content was aligned with Arizona's adopted standards and that the new Common Core Language Arts Standards were being transitioned in a timely matter. Since implementing the Academy's Performance Management Plan, teachers and administrators have attended various Common Core Standards workshops facilitated by the Arizona Department of Education and apply this knowledge when reviewing student academic performance data. Administrators, teachers and the curriculum team monitor student AIMS Language Arts & Reading assessment data regularly by strands and objectives to identify possible gaps in instruction and to intervene if a student is struggling with a specific strand or performance objective.

With the understanding that reliable assessment data leads to improved instructional decisions, the administration and curriculum team implemented a new student achievement data review policy. Students are assessed at the beginning and end of each semester to establish baseline and posttest growth data. Additionally, benchmark assessments are given monthly to identify those students who may be falling behind on their assignments and proficiency levels. Each week, instructors meet to conduct a data review and identify those students requiring additional reading instruction and remediation. Students identified as needing additional instructional intervention are placed on a "reading watch list" and are monitored continuously until the data review team determines to exit them from the "reading watch list". All instructors have been provided an iPad to access "real-time" student progress and review current and historical academic data through Backbone Communication's Communicator application.

Furthermore, a staff member has been assigned and trained to develop and maintain a student assessment growth spreadsheet using the Microsoft Excel pivot table training provided by the Arizona Charter School Association. This spreadsheet tracks each student's AIMS Reading raw score, proficiency level and growth. Use of this data

tool provides the school with up-to-date chronological assessment data and allows the instructional staff to identify essential growth benchmarks necessary for students to achieve proficiency ("meets/exceeds").
As stated previously, the 2010 school-year marked the beginning of a comprehensive restructuring of the Pace Preparatory Academy's organization. As a result, the new leadership team identified some deficiencies in the organization's professional development program. Essential elements of the new professional development program are increasing the instructional staff's depth of knowledge with regard to customizing the Language Arts and Reading content delivery system to meet individual student needs; using technology to effectively manage and interpret student assessment data; understanding the new Common Core Language Arts Standards; and conducting effective weekly student data reviews in order to provide timely academic interventions.

The Academy's professional development program in 2013 will include an individualized and customized professional growth plan through the implementation of the Educational Impact 360 program. Instructional staff will take a pretest to measure the degree of professional confidence in a variety of areas. Based on the results, the instructors will work collaboratively with the administration to design an individualized professional growth plan using online and other resources.

According to the Arizona State Board for Charter School's 2012 Academic Performance Rating, PACE Preparatory Academy – Prescott Valley received a "No Rating" (NR) for the Student Growth Percentile indicator. Because the school is identified as a "Small High School", insufficient student data was available for this measure. A review of the Academy's current and historical AIMS Reading assessment data does indicate that the school has implemented a sustained improvement plan that has increased student growth in reading as measured by the AIMS assessment.

A three-year review of AIMS Reading data clearly shows no students scoring at the Falls Far Below (FFB) level and a significant increase in the percentage of students scoring at the Meets or Exceeds levels. Chart 6 (page 9) is a graphic representation of the percentage of students scoring at the Approaches and the increasing percentage of students passing the AIMS Reading assessment (solid red trend line).

Only four students have taken the AIMS Reading assessment two or more times over the past seven testing cycles. Chart 7 (page 9) illustrates the increased growth for each testing cycle by student. All four students increased their raw score from one test to the next. Two of the four students (50%) moved from Approaches to Meets and the other two students (50%) remained at Approaches while increasing their raw score.

**Measure 1.b – Student Median Growth Percentile (SGP) Bottom 25%**

The bottom 25% of the 2011/12 student population taking the AIMS Reading assessment represents three students. Only one student represents the bottom 25% for the Spring 2013 AIMS Reading assessment. Therefore, the most recent data available to calculate the SGP Bottom 25% is one student. However, the data represented in Charts 6 and 7 indicate a high probability that the bottom 25% are demonstrating more than adequate growth in reading. Lastly, the percent of students passing reading in Measure 2 – Proficiency meets the standard as defined by the Academic Performance Rating for 2012.

Chart 6: AIMS Reading Proficiency Growth Trends by Assessment Cycle

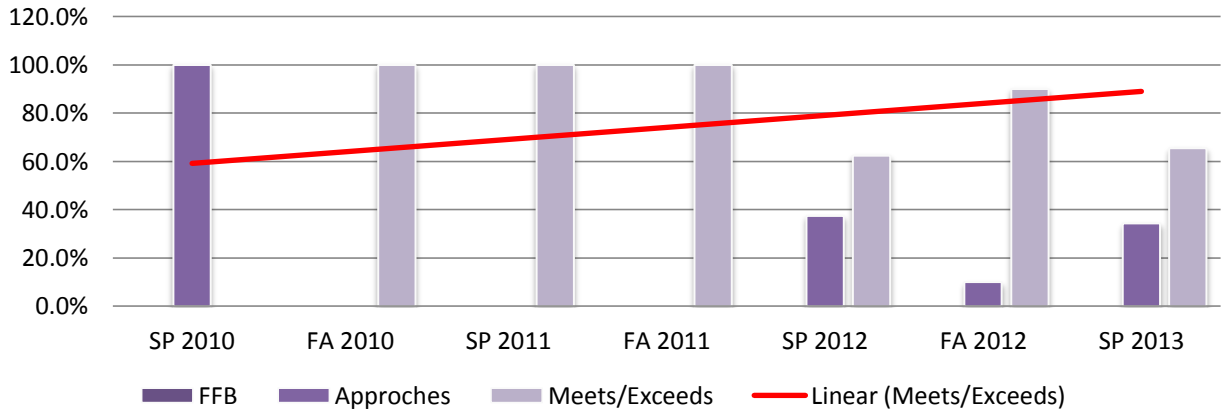
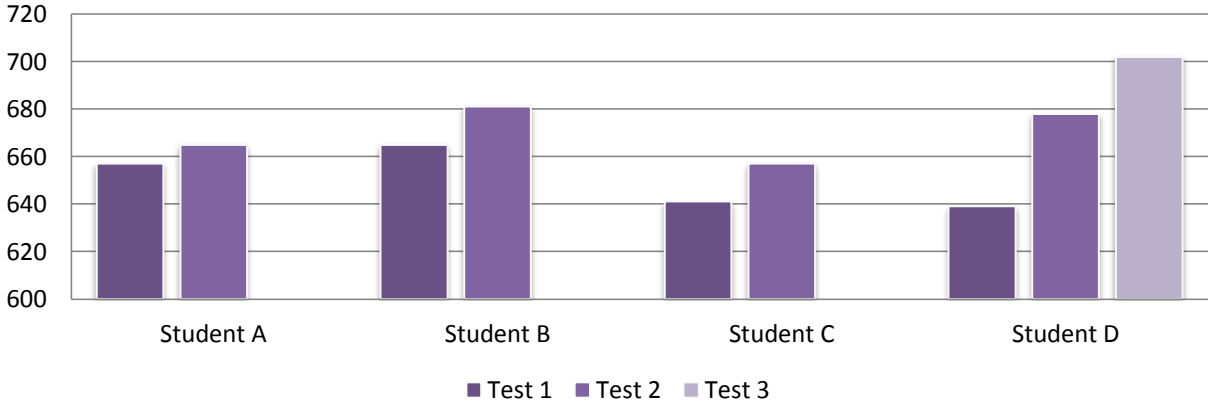



Chart 7: AIMS Reading Growth Rates for Students Testing Two or More Times



## MEASURE 2: PROFICIENCY

### Measure 2.a – Percent Passing

*Meets Standard*

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### Measure 2.c – Subgroup FRL

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### Measure 2.c – Subgroup SPED

Represented in Chart 8 (page 10) is the percentage of students receiving services as a result of an Individualized Education Plan (IEP). Between 2011 and 2013, PACE Preparatory Academy – Prescott Valley has served a special education population ranging from 13.6% - 21.4%. Measure 2 (subgroup SPED) received a rating of "NR" because the student sample (*n*) was too small.

A data review of IEP students taking the AIMS Reading assessment one or more times over the past six testing cycles reaffirms the sample size is too small to measure (Chart 9).

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.

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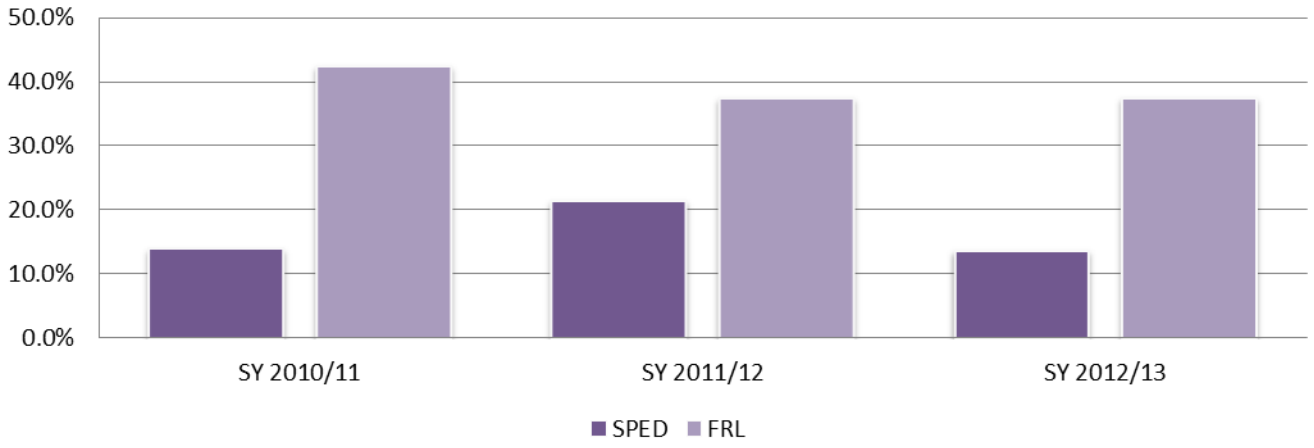
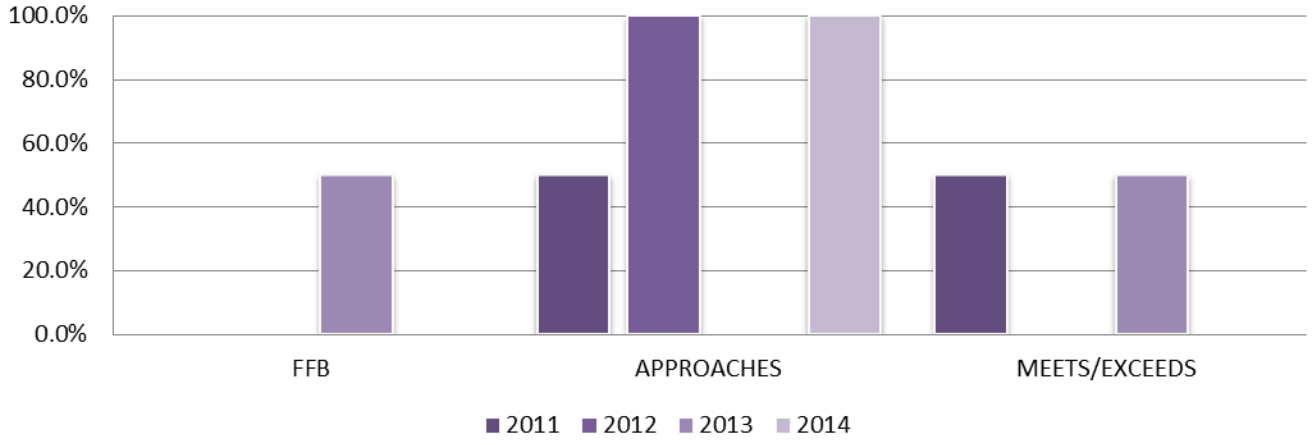



Chart 9: Proficiency Distribution by Special Education Population



## MEASURES 3 & 4: STATE ACCOUNTABILITY & OVERALL RATING

### 3.a – A-F Letter Grade State Accountability System

PACE Preparatory Academy received an Arizona A-F grade of "C" 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 pass in the AIMS Mathematics, ELL reclassifications, graduation rates and dropout rates.

PACE Preparatory Academy – Prescott Valley is a small high school located in Prescott Valley, Arizona. There are four other high schools also identified as small or alternative in the same geographic area and are used for comparative purposes. While the raw score on the 2011/12 Academic Performance Rating is not acceptable to the Academy's leadership and instructional team, it does serve a benchmark for the school and is useful when comparing A-F Letter Grades to other schools in the comparison group.

PACE Preparatory Academy – Prescott Valley currently has a C rating and the second highest Math Proficiency rate of the five comparable schools at 54.5%. It should be reiterated that the highest rated comparable school in mathematics, AAEC Prescott Valley, has a math proficiency rate of 69.2 and is labeled as a college prep program.

PACE Preparatory Academy's growth score measures have been addressed in various sections previously. Although labeled as a "traditional" or "general" 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 10 (page 13) 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 its candidacy status from NCA's AdvanED accreditation organization. In May 2013, the organization will host an on-site external review team as the final process leading to full accreditation. The AdvanED accreditation process is designed as a school improvement model and PACE Preparatory Academy (both campuses) will incorporate many of the items included in this report in its AdvancED school improvement plan as well.

**4.a – High School Graduation Rate**

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 56.0% and the five-year rate was 64.3%. 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 11 (page 13) illustrates the annual graduation rate benchmarks (+4.625% annually) necessary to achieve the 2020 goal.

An extensive review of the withdrawal codes covering the past three years (2011 – 2013) that many of the Academy's students transfer to another school prior to the end of the school year. However, Chart 12 (page 13) highlights the various reasons for student withdrawals including the following: transfer to another school (W1), 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– Prescott Valley 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 and decreasing the number of students exiting the program early. Factors contributing to these improvements 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.

Chart 10: Trends in Full-Year Enrollment & Students Exiting Early

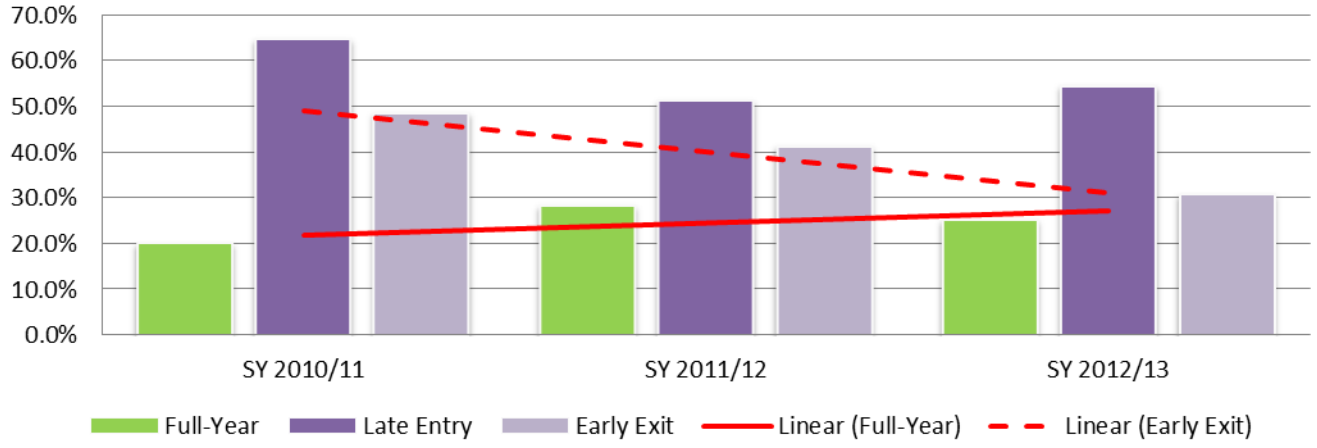



Chart 11: Graduation Rate Benchmarks to 2020 Goal of 93%

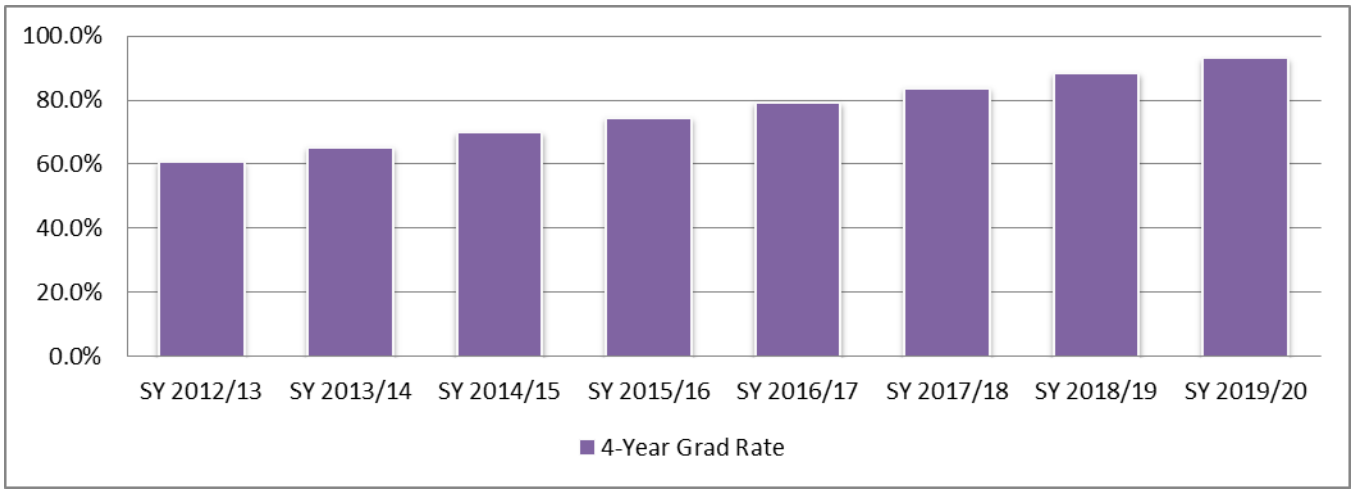
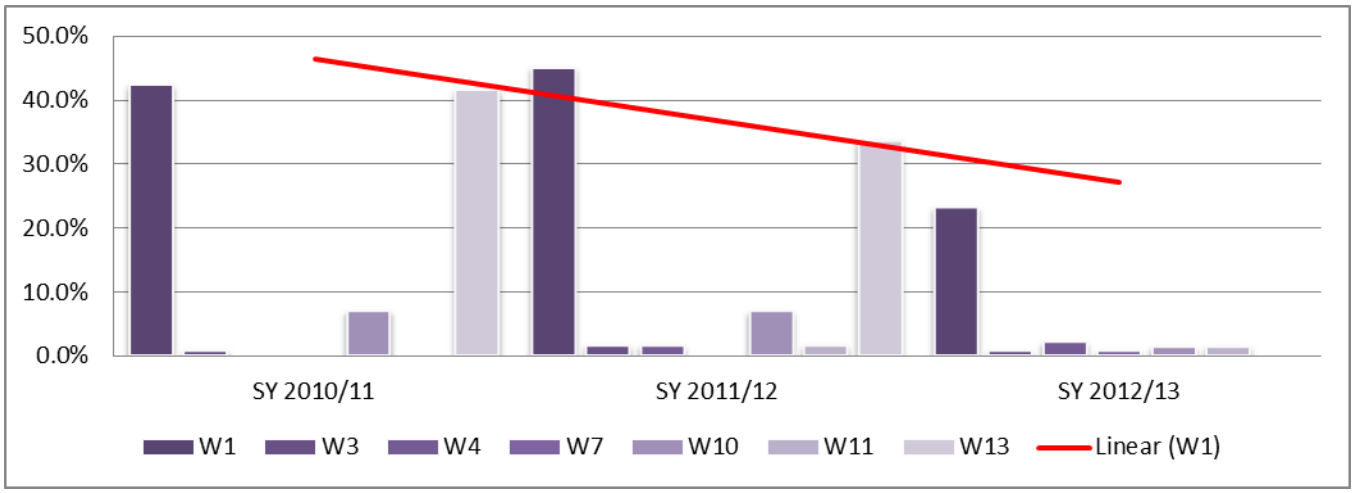



Chart 12: Early Student Withdrawal Trends



# 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

# Demonstration of Sufficient Progress
# Report to the Arizona State Board for Charter Schools

PACE Preparatory Academy, Inc.

Camp Verde Campus
Entity ID 79108

May 2013

**PACE PREPARATORY ACADEMY**
**Camp Verde Campus (79108)**

**Mathematics**

# MEASURE 1: GROWTH

## Measure 1.a – Student Growth Percentile (SGP)

PACE Preparatory Academy's mission is to provide students with a self-paced and completely computer-driven educational environment. Beginning in 2004, the Camp Verde campus implemented a content delivery system developed by OdysseyWare. After four years of student use, the internal and external assessment data did not support continued use of the OdysseyWare program.

The 2008 school-year brought significant and substantive change to the organization. The organization's leadership appointed a new curriculum team that quickly identified the following areas for review and improvement: content standards alignment, embedded assessments to measure student progress, and implementation of a comprehensive data system to easily aggregate and disaggregate student achievement data in order to adjust student instruction.

After several more years of upgrading the organization's computer-based content delivery system, the curriculum team and school leadership have made various programmatic improvements. In June 2012, the Camp Verde campus made another curriculum upgrade and implemented the A+LS program. As a result of this latest upgrade, the initial internal and external assessment data is positive.

Although most content delivery systems provide state-specific standards alignment and correlation documentation, PACE Preparatory Academy – Camp Verde adopted a standards "crosswalk" policy in 2010 to verify the computer-assisted content was aligned with Arizona's adopted standards and that the new Common Core Math Standards were being transitioned in a timely matter. Since implementing the Camp Verde campus' Performance Management Plan, teachers and administrators have attended various Common Core Standards workshops facilitated by the Arizona Department of Education and apply this knowledge when reviewing student mathematics academic performance data. Administrators, teachers and the curriculum team monitor student AIMS Math assessment data regularly by strands and objectives to identify possible gaps in instruction and to intervene if a student is struggling with a specific strand or performance objective.

With the understanding that reliable assessment data leads to improved instructional decisions, the administration and curriculum team implemented a new student achievement data review policy. Students are assessed at the beginning and end of each semester to establish baseline and posttest growth data. Additionally, math benchmark assessments are given monthly to identify those students who may be falling behind on their math assignments and proficiency levels. Each week, instructors meet to conduct a math data review and identify those students requiring additional math instruction and remediation. Students identified as needing additional instructional intervention are placed on a "math watch list" and are monitored continuously until the data review team determines to exit them from the "math watch list". All instructors have been provided an iPad in order to access "real-time" student progress and review current and historical academic data through Backbone Communication's Communicator application.

Furthermore, a staff member has been assigned and trained to develop and maintain a student math assessment growth spreadsheet using the Microsoft Excel pivot table training provided by the Arizona Charter School Association. This spreadsheet tracks each student's AIMS Math raw score, proficiency level and growth. Use of this data tool provides the school with up-to-date chronological assessment data and allows the instructional staff to identify essential growth benchmarks necessary for students to achieve math proficiency ("meets/exceeds") as measured by the Arizona AIMS assessment.

As stated previously, the 2010 school-year marked the beginning of a comprehensive restructuring of the PACE Preparatory Academy's organization. As a result, the new leadership team identified some deficiencies in the organization's professional development program. Essential elements of the new professional development program are increasing the instructional staff's depth of knowledge with regard to customizing the math content delivery system to meet individual student needs; using technology to effectively manage and interpret student math assessment data; understanding the new Common Core Math Standards; and conducting effective weekly student data reviews in order to provide timely academic interventions.

Consistent with the current Performance Management Plan, the Academy's professional development program in 2013 will include an individualized and customized professional growth plan through the implementation of the Educational Impact 360 program. Instructional staff will take a pretest to measure the degree of professional confidence in a variety of areas. Based on the results, instructors will work collaboratively with the administration to design an individualized professional growth plan using online and other resources.

According to the Arizona State Board for Charter School's 2012 Academic Performance Rating, PACE Preparatory Academy - Camp Verde received a "No Rating" (NR) for the Student Growth Percentile indicator in math. Because the school is identified as a "Small High School", insufficient student data was available for this measure. A review of the Academy's current and historical AIMS Math assessment data does indicate that the school has implemented a sustained improvement plan that has increased student growth in math as measured by the AIMS assessment.

A three-year review of AIMS Math data clearly shows a decrease in the percentage of students scoring at the Falls Far Below (FFB) level and an increase in the percentage of students scoring at the Meets or Exceeds levels. Chart 1 (page 3) is a graphic representation of the decreasing percentage of students scoring at the FFB level (dashed red trend line) and the increasing percentage of students passing the AIMS Math assessment (solid red trend line). Chart 1 represents an average 20% decrease in the percentage of students scoring at the FFB level over three years or six testing cycles. Conversely, there is an average increase of 20% of students scoring at the meets or exceeds levels.

As a small high school serving primarily "at-risk" students, it is difficult to measure the median growth percentile due to the small student population. For example, the latest AIMS Math data review includes four cohort groups (2011, 2012, 2013 and 2014). However, most data is representative of either the Fall or the Spring test, but rarely both. The cause for such a low comparison group is twofold: a percentage of the students pass the AIMS Math test and are not required to test again; or the student was enrolled for only one testing cycle.

Chart 2 (page 3) represents the percentage of students scoring at their highest math level (FFB, Approaches or Meets/Exceeds) over the six-cycle period[1]. It is important to note that the percentage of students passing the AIMS Math assessment while enrolled at PACE Preparatory Academy – Camp Verde increases significantly in Cohorts 2012, 2013 and 2014. Chart 3 (page 3) represents the percentage of students that have taken the AIMS Math test one or more times between Spring 2010 and Fall 2012. Again, a large majority of students only take the AIMS Math test once prior to re-enrolling at another school, completing their required course work (program completer), or receiving a score at the Meets/Exceeds level during their first attempt at the test.

**Measure 1.b – Student Median Growth Percentile (SGP) Bottom 25%**

The bottom 25% of the 2011/12 student population taking the AIMS Math assessment represents four students. Of the four students taking the AIMS Math assessment in Spring 2012, three had an active IEP and all but one were first-time test takers. Therefore, no data can be reviewed for any meaningful purpose. Comparison of the bottom 25% of test-takers in Fall 2012 creates the same validity concern. There were 10 AIMS Math test-takers in Fall 2012 with two students passing the assessment. There are three students who represent the bottom 25% and their scores will be analyzed for growth when the Spring 2013 Mathematics scores are released.

[1] Students with an IEP are indicated in green

Chart 1: AIMS Math Proficiency Growth Trends by Assessment Cycle

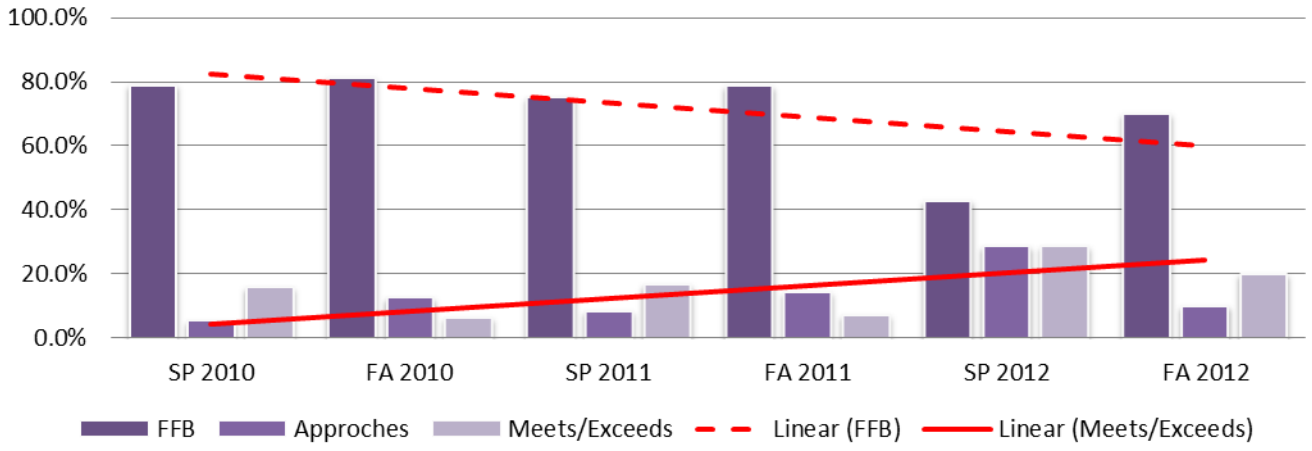



Chart 2: AIMS Math Proficiency Growth Trends by Cohort

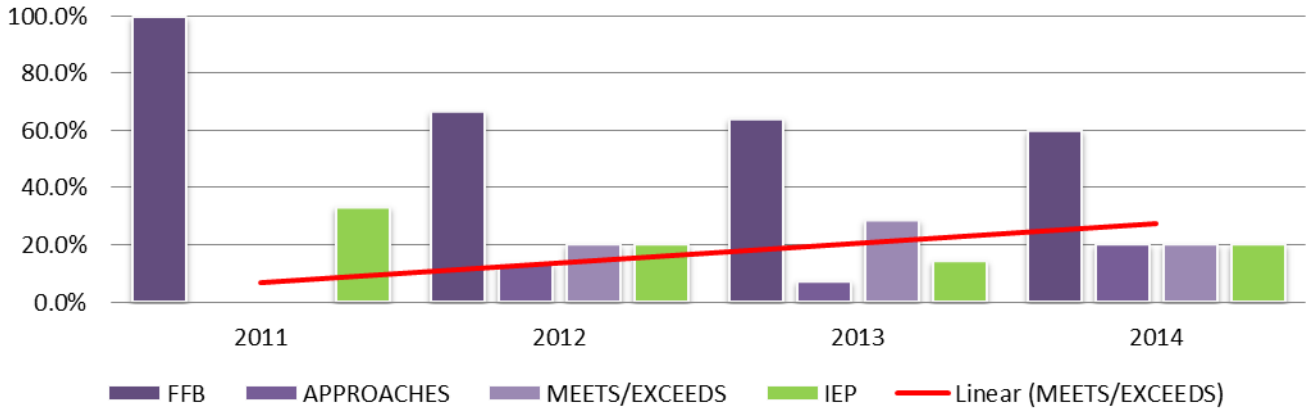



Chart 3: Percentage of Students Taking the AIMS Math Assessment One or More Times

## MEASURE 2: PROFICIENCY

### Measure 2.a – Percent Passing

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 4 (page 6) 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 6 (page 6) 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.b – Composite School Comparison**

According to the Arizona Charter Schools Association's *Education Evaluator* database, there are two public schools within geographic proximity to PACE Preparatory Academy – Camp Verde serving a similar student population: one charter high school and one district high school. Both schools are defined as "Small High Schools" and have A-F labels ranging from C to D-ALT. PACE Preparatory Academy – Camp Verde currently has a "D" rating and the highest Math Proficiency rate of the three comparable schools at 28.0%. Chart 6 (page 6) illustrates the most current AZ LEARNS A-F math proficiency ranking for AIMS Math with the comparison group.

**Measure 2.c – Subgroup ELL**

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

**Measure 2.c – Subgroup FRL**

As represented in Chart 7 (page 6), PACE Preparatory Academy – Camp Verde has served a student population qualifying for the Free/Reduced Lunch Program ranging from 27.4% - 71.4% over the past three years. According to the most current Academic Performance Rating available for mathematics, PACE Preparatory Academy – Camp Verde reports a 9.0% mathe proficiency rate for students meeting the FRL requirement. 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 tutoring and remediation on Fridays (PACE is a 4-day/week school); addition of a full-time paraprofessional dedicated exclusively to math support; and students receive additional AIMS math preparation support via the Galileo AIMS preparation program.

Currently, AIMS Math data is only available through the Fall 2012 test administration. Therefore, it is difficult to demonstrate academic progress for this very small sub-group without the Spring 2013 results.

**Measure 2.c – Subgroup SPED**

Represented in Chart 8 (page 6) is the percentage of students receiving services as a result of an active Individualized Education Plan (IEP). 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 2 (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.

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

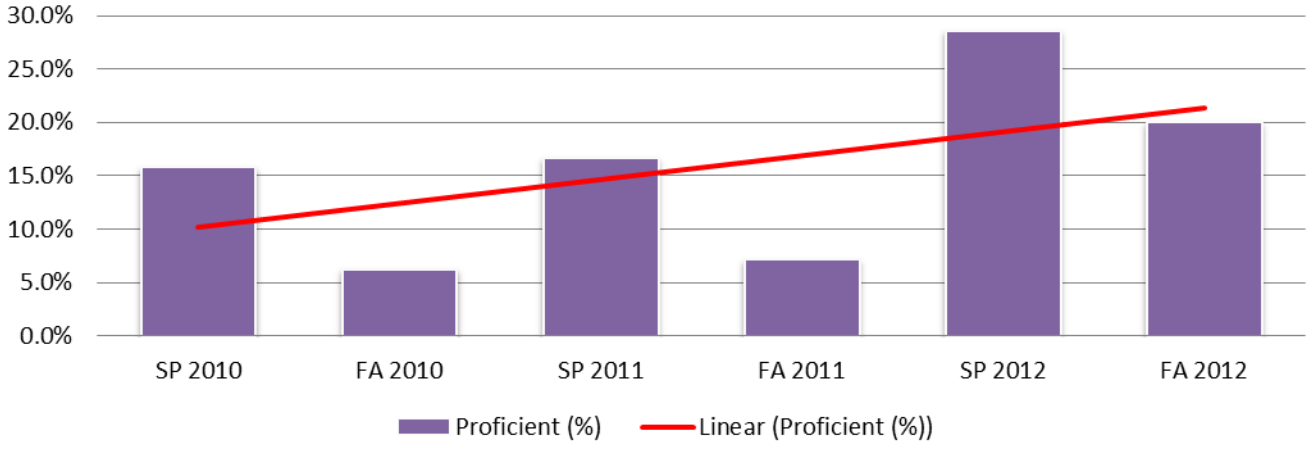



Chart 5: Percent of Students at the Meets/Exceeds Levels by Cohort (AIMS Math)

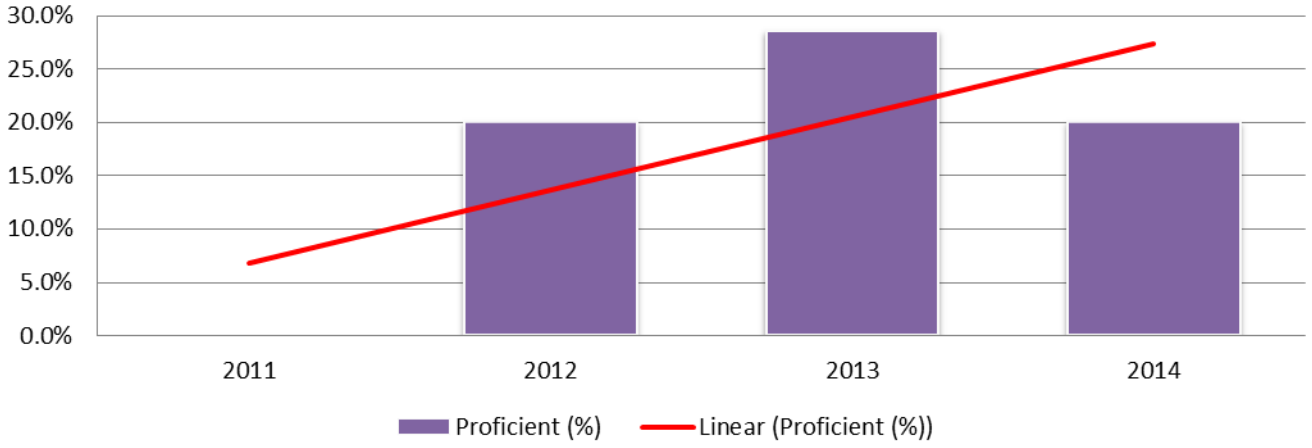



Chart 6: Math Proficiency by Comparison Schools

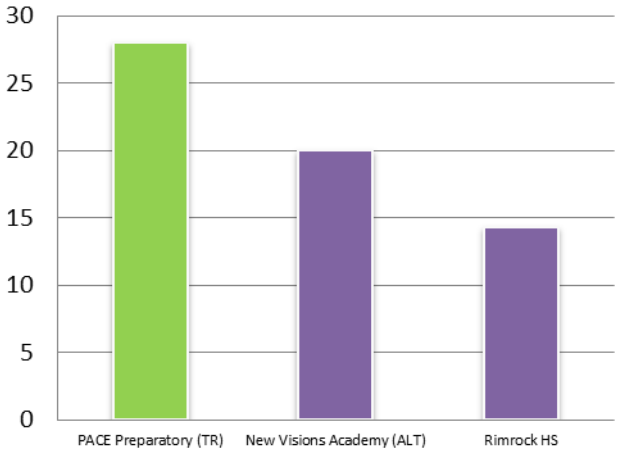
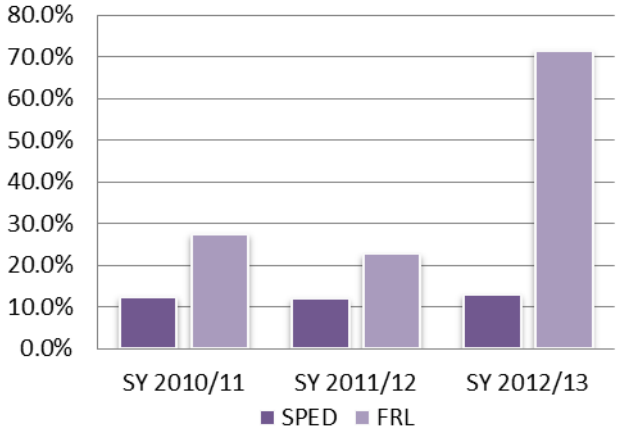



Chart 7: SPED & FRL Populations



**PACE PREPARATORY ACADEMY**
**Camp Verde Campus (79108)**

**Reading**

## MEASURE 1: GROWTH

### Measure 1.a – Student Growth Percentile (SGP)

PACE Preparatory Academy's mission is to provide students with a self-paced and completely computer-driven educational environment. Beginning in 2004, the Academy implemented a content delivery system developed by OdysseyWare. While the program was comprehensive and rigorous, the construction of the content was lengthy in text and provided little to no flexibility when adjusting for variance in individual student reading levels. After four years of student use, the internal and external assessment data did not support continued use of the OdysseyWare program.

The 2008 school-year brought significant and substantive change to the organization. The organization's leadership appointed a new curriculum team that identified the areas of standards alignment, embedded assessments to measure student progress, and a comprehensive data system to easily aggregate and disaggregate student achievement data in order to adjust student instruction.

After several more years of upgrading the organization's computer-based content delivery system, the curriculum team and school leadership have made various programmatic improvements. In June 2012, the Academy made another upgrade and implemented the A+LS program. Unlike previous content delivery systems, A+LS has over 75 courseware titles with Lexile measures. This resource has proven very valuable as the Academy has identified reading as one of its primary areas for improvement. As a result of this latest upgrade, the initial internal and external assessment data is positive.

Although most content delivery systems provide state-specific standards alignment correlation documentation, PACE Preparatory Academy – Camp Verde adopted a standards "crosswalk" policy in 2010 to verify the computer-assisted content was aligned with Arizona's adopted standards and that the new Common Core Language Arts Standards were being transitioned in a timely matter. Since implementing the Academy's Performance Management Plan, teachers and administrators have attended various Common Core Standards workshops facilitated by the Arizona Department of Education and apply this knowledge when reviewing student academic performance data. Administrators, teachers and the curriculum team monitor student AIMS Language Arts & Reading assessment data regularly by strands and objectives to identify possible gaps in instruction and to intervene if a student is struggling with a specific strand or performance objective.

With the understanding that reliable assessment data leads to improved instructional decisions, the administration and curriculum team implemented a new student achievement data review policy. Students are assessed at the beginning and end of each semester to establish baseline and posttest growth data. Additionally, benchmark assessments are given monthly to identify those students who may be falling behind on their assignments and proficiency levels. Each week, instructors meet to conduct a data review and identify those students requiring additional reading instruction and remediation. Students identified as needing additional instructional intervention are placed on a "reading watch list" and are monitored continuously until the data review team determines to exit them from the "reading watch list". All instructors have been provided an iPad to access "real-time" student progress and review current and historical academic data through Backbone Communication's Communicator application.

Furthermore, a staff member has been assigned and trained to develop and maintain a student assessment growth spreadsheet using the Microsoft Excel pivot table training provided by the Arizona Charter School Association. This spreadsheet tracks each student's AIMS Reading raw score, proficiency level and growth. Use of this data tool provides the school with up-to-date chronological assessment data and allows the instructional staff to identify essential growth benchmarks necessary for students to achieve proficiency ("meets/exceeds").

As stated previously, the 2010 school-year marked the beginning of a comprehensive restructuring of the Pace Preparatory Academy's organization. As a result, the new leadership team identified some deficiencies in the organization's professional development program. Essential elements of the new professional development program are increasing the instructional staff's depth of knowledge with regard to customizing the Language Arts and Reading content delivery system to meet individual student needs; using technology to effectively manage and interpret student assessment data; understanding the new Common Core Language Arts Standards; and conducting effective weekly student data reviews in order to provide timely academic interventions.

The Academy's professional development program in 2013 will include an individualized and customized professional growth plan through the implementation of the Educational Impact 360 program. Instructional staff will take a pretest to measure the degree of professional confidence in a variety of areas. Based on the results, the instructors will work collaboratively with the administration to design an individualized professional growth plan using online and other resources.

According to the Arizona State Board for Charter School's 2012 Academic Performance Rating, PACE Preparatory Academy – Camp Verde received a "No Rating" (NR) for the Student Growth Percentile indicator. Because the school is identified as a "Small High School", insufficient student data was available for this measure. A review of the Academy's current and historical AIMS Reading assessment data does indicate that the school has implemented a sustained improvement plan that has increased student growth in reading as measured by the AIMS assessment.

A three-year review of AIMS Reading data clearly shows a consistent and low percentage of students scoring at the Falls Far Below (FFB) level and a significant increase in the percentage of students scoring at the Meets or Exceeds levels. Chart 8 (page 9) is a graphic representation of the percentage of students scoring at the FFB level (dashed red trend line) and the increasing percentage of students passing the AIMS Reading assessment (solid red trend line).

As a small high school serving primarily "at-risk" students, it is difficult to measure the median growth percentile due to the small student population. For example, the latest AIMS Reading data review includes four cohort groups (2012, 2013, 2014 and 2015). However, most data is representative of either the Fall or the Spring test, but rarely both. Only 9.1% of students have taken the AIMS Reading test more than once. Six students (100%) passed the reading portion of the AIMS on their second attempt: five students moved from Approaches to Meets and one from Falls Far Below to Approaches.

Chart 9 (page 9) represents the percentage of students scoring at their highest level (FFB, Approaches or Meets/Exceeds) over a seven-cycle period[2]. Chart 10 (page 9) represents the percentage of students that have taken the AIMS Reading test one or more times between Spring 2010 and Spring 2013. Again, a large majority of students pass the AIMS Reading assessment on their first attempt. All nine students in Cohort 2015 passed the AIMS Reading assessment on their first attempt.

**Measure 1.b – Student Median Growth Percentile (SGP) Bottom 25%**

The bottom 25% of the 2011/12 student population taking the AIMS Reading assessment represents one student. Of the six students taking the AIMS Reading assessment in Fall 2012, five passed the AIMS Reading and one Approaches. Therefore, no data can be reviewed for any meaningful purpose.

[2] Students with an IEP are indicated in green

Chart 8: AIMS Reading Proficiency Growth Trends by Assessment Cycle

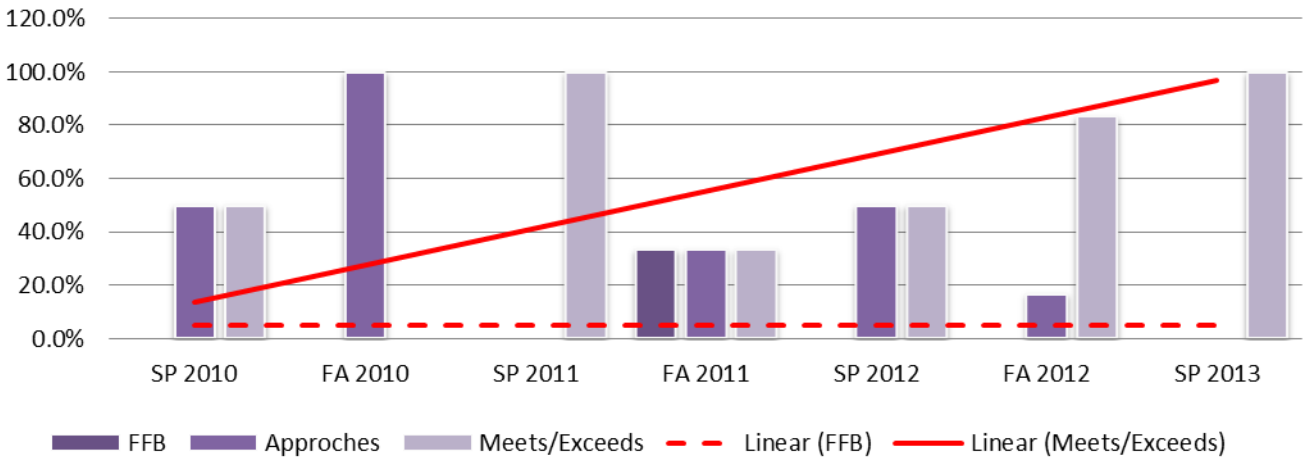



Chart 9: AIMS Reading Proficiency Growth Trends by Cohort

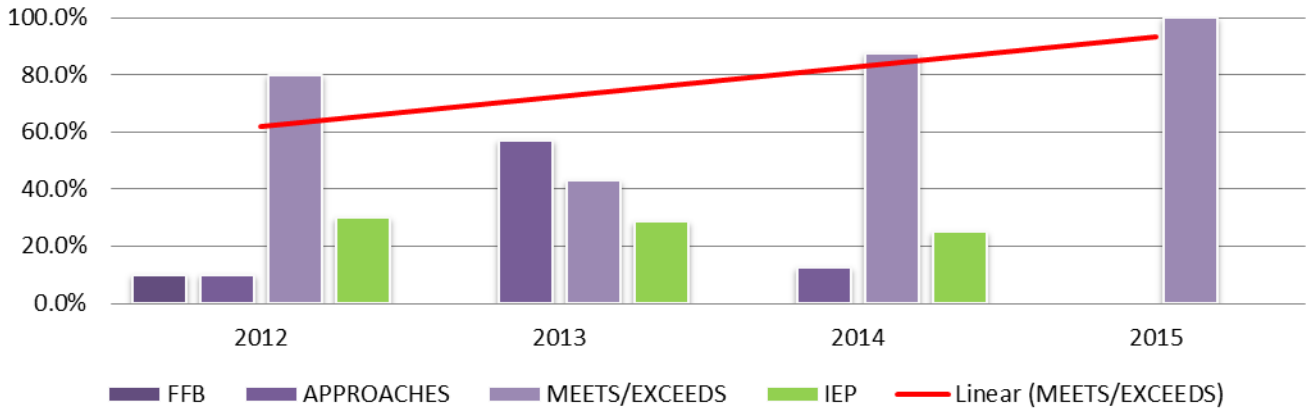
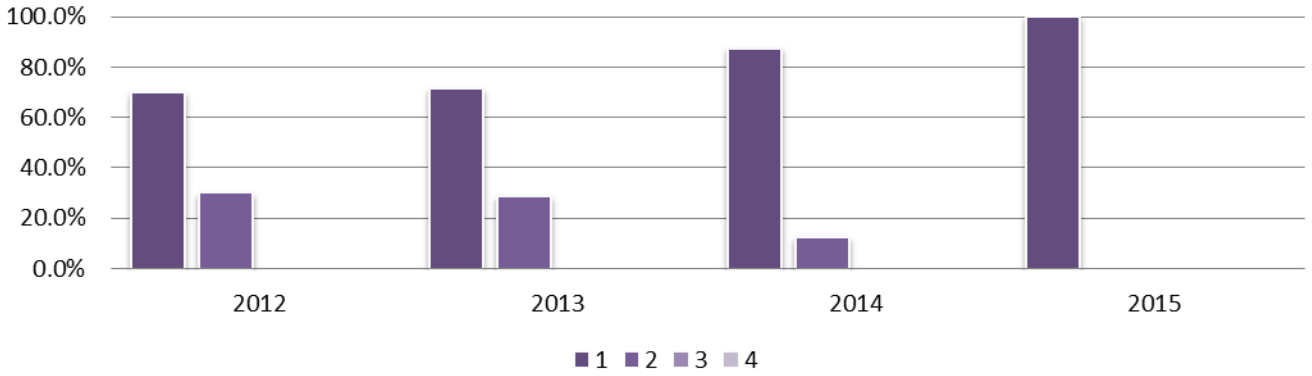



Chart 10: Percentage of Students Taking the AIMS Reading Assessment One or More Times



## MEASURE 2: PROFICIENCY

### Measure 2.a – Percent Passing

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 11 (page 12) 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 12 (page 12) 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.b – Composite School Comparison**

According to the Arizona Charter Schools Association's *Education Evaluator* database, there are two public schools within geographic proximity to PACE Preparatory Academy – Camp Verde serving a similar student population: one charter high school and one district high school. Both schools are defined as "Small High Schools" and have A-F labels ranging from C to D-ALT. PACE Preparatory Academy – Camp Verde currently has a "D" rating and a Reading Proficiency rate of at N/A. However, the most recent ADE School Report Card shows the Camp Verde campus with a 50% proficiency rate. It is important to stress this is outdated data and the current assessment results will increase this rate dramatically. Chart 13 (page 12) illustrates the most current AZ LEARNS A-F proficiency ranking for AIMS Reading with the comparison group.

**Measure 2.c – Subgroup ELL**

PACE Preparatory Academy - Camp Verde does include 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 2 (subgroup ELL) received a rating of "NR" because there are no students requiring ELL services.

**Measure 2.c – Subgroup FRL**

As represented in Chart 14 (page 12), 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 reading, PACE Preparatory Academy – Camp Verde reports a 54% proficiency rate. 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.

**Measure 2.c – Subgroup SPED**

Also represented in Chart 8 is the percentage of students receiving services as a result of an Individualized Education Plan (IEP). 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 2 (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 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.

Chart 11: Percent of Students at the Meets/Exceeds Level by AIMS Reading Assessment Cycle

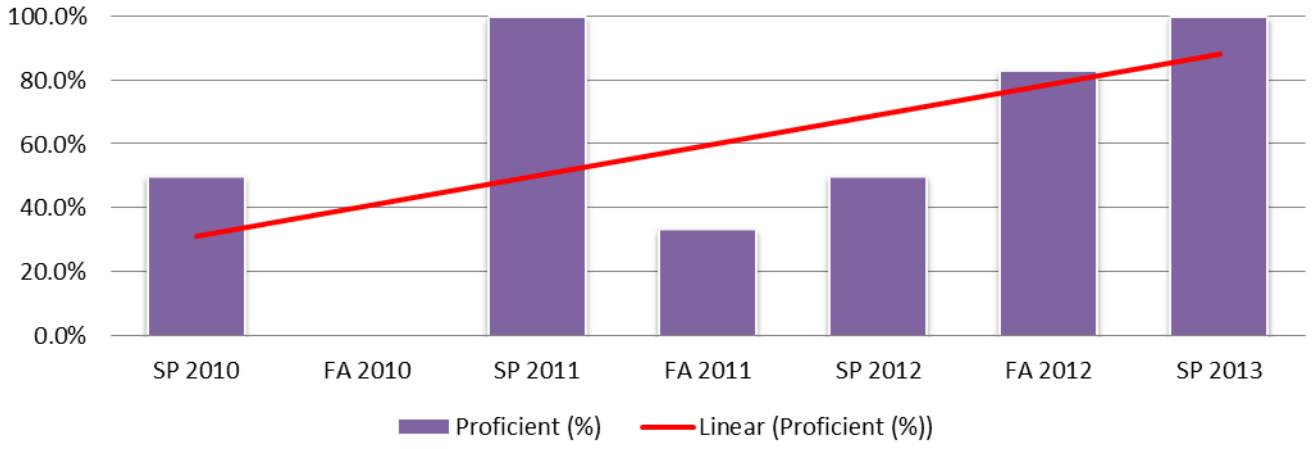



Chart 12: Percent of Students at the Meets/Exceeds Levels by Cohort (AIMS Reading)

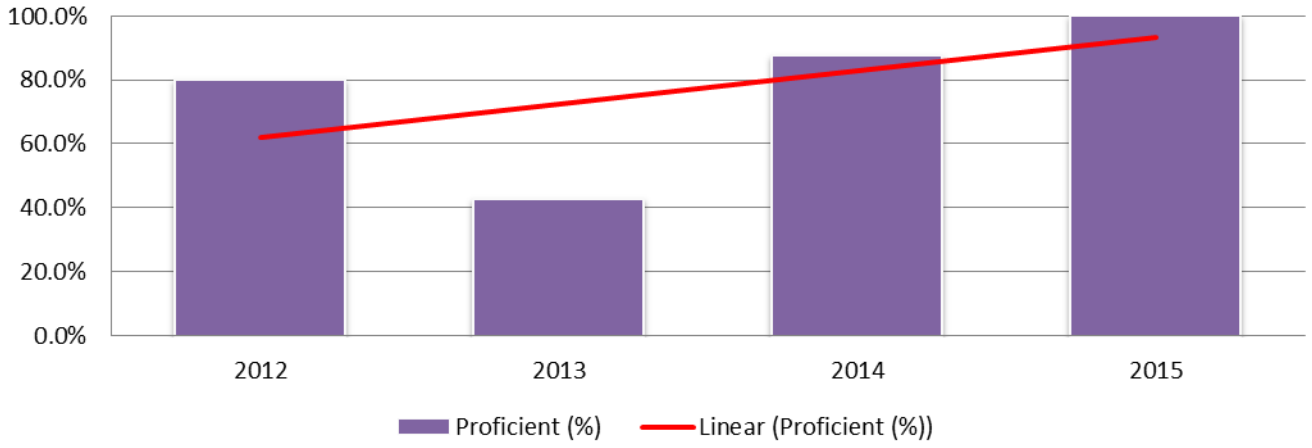



Chart 13: Reading Proficiency by Comparison Schools

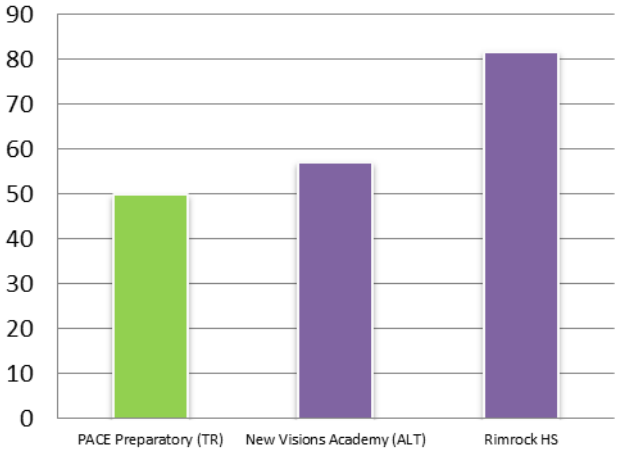
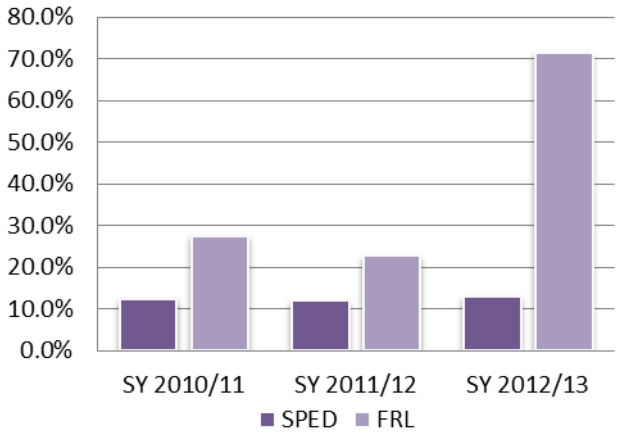



Chart 14: SPED & FRL Populations



## MEASURES 3 & 4: STATE ACCOUNTABILITY & OVERALL RATING

### 3.a – A-F Letter Grade State Accountability System

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.

As stated previously, PACE Preparatory Academy – Camp Verde is a small high school located in Camp Verde, Arizona. There are two other high schools also identified as small in the same geographic area and are used for comparative purposes. While the overall rating raw score on the 2011/12 Academic Performance Rating is not acceptable to the Academy's leadership and instructional team, it does serve as a benchmark for the school and is useful when comparing A-F Letter Grades to other schools in the comparison group.

PACE Preparatory Academy's growth score measures have been addressed previously in various sections. Although labeled as a "traditional" or "general" school program by the Arizona Department of Education, 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 15 (page 15) 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 its candidacy status from NCA's AdvanED accreditation organization. In May 2013, the organization will host an on-site external review team as the final process leading to full accreditation. The AdvanED accreditation process is designed as a school improvement model and PACE Preparatory Academy (both campuses) will incorporate many of the items included in this report in its AdvancED school improvement plan as well.

### 4.a – High School Graduation Rate

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 16 (page 15) 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 17 (page 15) 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.

Chart 15: Trends in Full-Year Enrollment & Students Exiting Early

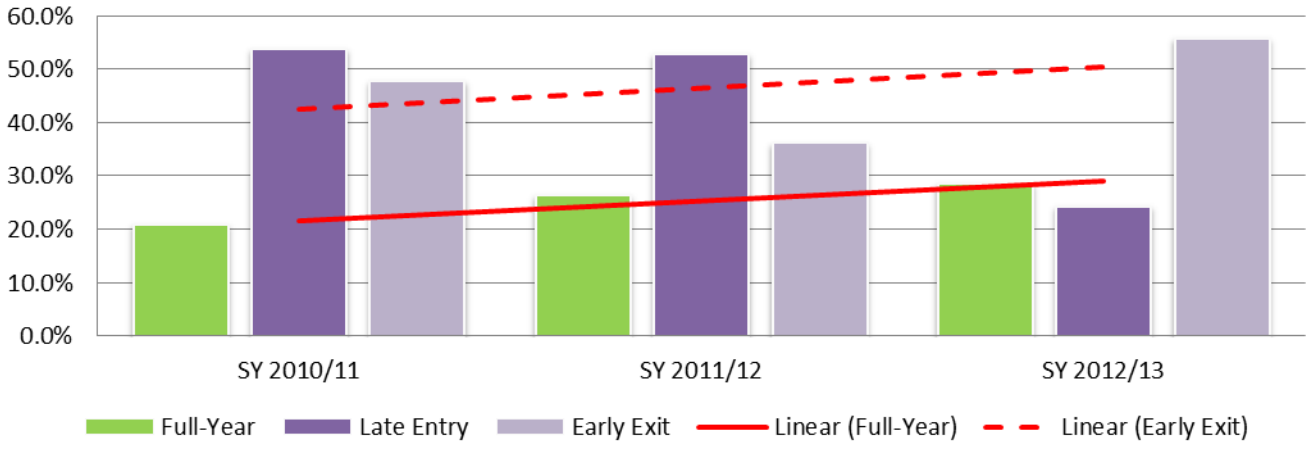



Chart 16: Graduation Rate Benchmarks to 2020 Goal of 93%

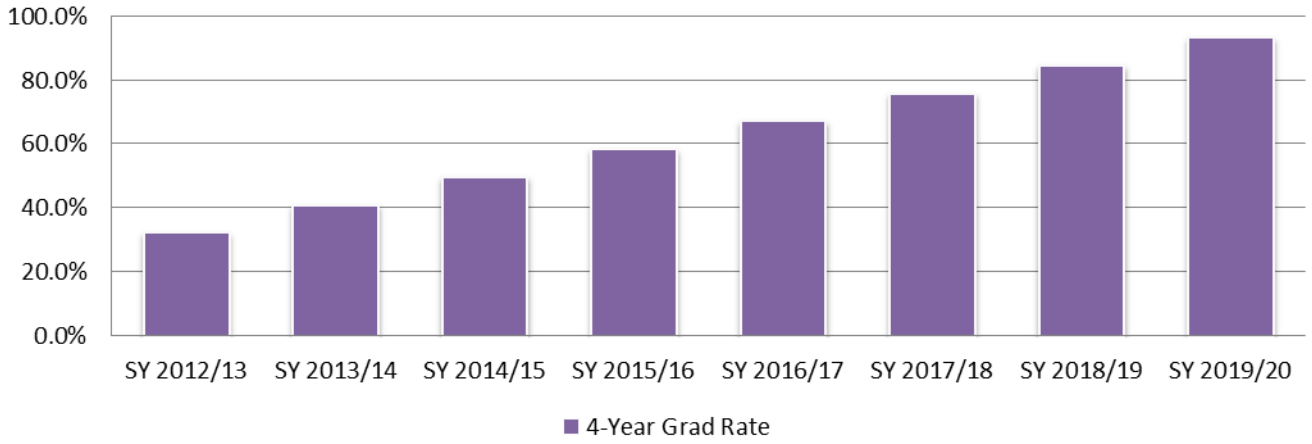
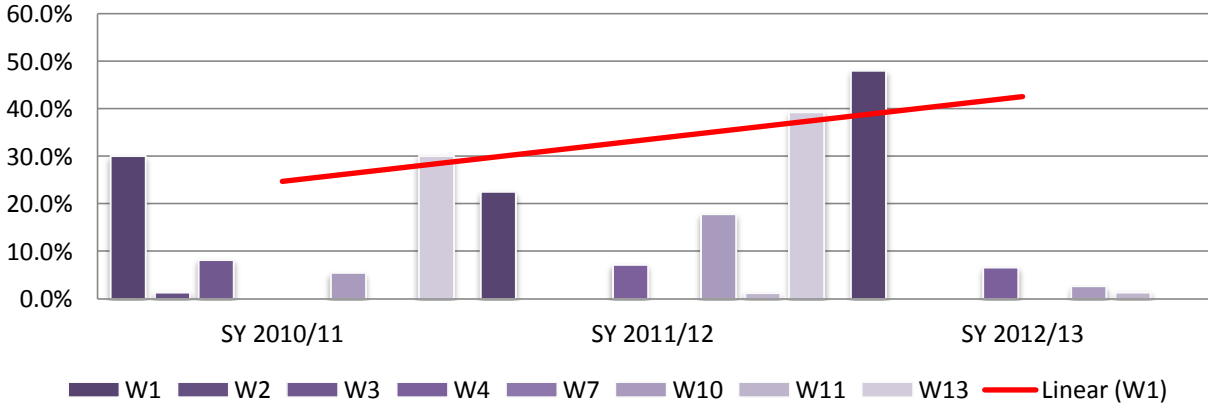



Chart 17: Early Student Withdrawal Trends



# 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