Park View Subgroup Math

Background

As noted in the Composite School narrative, the school has a majority of the students who qualify as part of the FRL subgroup. All data presented in other portions of the renewal narrative includes this majority population proportionally. The school received an N/A in the subgroup for ELL students. Eighteen students with IEPs took the AIMS test last year. None took AIMS-A. Fifteen of those students remain at the school. Currently the school has a total of 27 students with IEPs. These students are not evenly distributed across all grade levels.

Because the majority of students qualify as FRL, the school has provided supplemental instructional time in the form of tutoring for all students at no charge to families and has targeted those students who have been identified as struggling with math content based on benchmark and summative assessments. SPED students receive additional support through "pull-out" instruction with a SPED specialist. This specialist also works with staff to help teachers with instructional and assessment strategies based on individual student needs and IEPs.

Instruction

The school has described its comprehensive system for the integration and monitoring of the Arizona State Academic Standards (Common Core) and the monitoring of the use of best practices in the classroom. Please refer to that narrative for details about the school's system.

The school is committed to the implementation of the Arizona State Academic Standards (Common Core) and has provided the instructional staff with support to fully implement the standards into the curriculum. The staff has been trained in best practices based on the research work of Hunter, Marzano, Payne, Jones and other recognized experts in the field. The administration has received training to support teachers in the implementation of the state standards.

Monitoring of both the implementation of the standards and the use of best practices is done in several ways. Teachers undergo classroom observations, both formal and informal, based on the four domains of the Danielson model by two administrators during the each semester. The administrative team has received training in this model from the Danielson group.

Teachers submit lesson plans and summative assessments to the site administrator. Lesson plans are submitted weekly prior to instruction and reviewed to insure that the lessons are aligned with state standards, are being taught at the appropriate level of rigor and that the teacher is implementing instructional best practices. Summative assessments are submitted before beginning that unit of instruction as well. This is to allow the administration to review the level of rigor of the assessment and to make sure the assessment is aligned to state standards and daily learning objectives.

Data from benchmark assessments and summative assessments are analyzed and used to evaluate instructional effectiveness, student and teacher needs, and curriculum effectiveness. All benchmark assessments are standards-based and created by a third party. Feedback from the analysis of the data is provided to the teacher and, where necessary, SPED specialist and is used to make instructional and curriculum decisions.

Assessment

A full description of the school's comprehensive assessment system is provided in the Math Status narrative. Please refer to that section for additional information.

The ATI-Galileo Assessment System is used for students in all subgroups to provide consistent data to teachers and families. All students are given a pre-test at the beginning of the year to provide information to their teachers concerning areas that may need additional support. Students are given a post-test at the end of the year. This data is part of the teacher evaluation process and is included in the final teacher evaluation.

Students in all subgroups take three benchmark assessments prior to the AIMS testing. Data from each benchmark is analyzed and used to make instructional and curriculum decisions as well as identifying specific student or teacher needs for support. All SPED students take these benchmarks with only the accommodations that are part of their IEPs. Data from these students is provided to the classroom teacher and SPED specialist.

In addition to the benchmark assessments, data from summative assessments is analyzed. This data is compared to benchmark data to determine if the classroom assessments are at the

appropriate level of rigor to ensure student achievement. Formative assessments are reviewed with the site administrator and teacher as a check that the students continue to move forward successfully and are on track to master the material in the unit as well as to identify where confusion might exist and where additional support or tutoring may be necessary. This occurs throughout the year.

Analysis of AIMS data is a part of the teacher evaluation process for math teachers. This information is also used as part of the process in determining professional development and curriculum needs.

Professional Development

Specifics on the school's comprehensive professional development plans are presented in the Math Growth Narrative. Please refer to that section for additional information.

In other sections of this renewal application we have noted that professional development is based on classroom observations, both formal and informal, and the review of student data. The instructional best practices presented represent the work of experts in the field including Hunter, Marzano, Payne, Jones and others and are appropriate for all the subgroups identified. Professional development was targeted to improve instruction for all staff. The math staff received additional professional development in small groups and individually to specifically target math instruction and in areas identified through classroom observations and teacher request.

Teachers also work with the SPED specialist to identify strategies and best practices for students with IEPs to better address individual learning needs for these students.

Curriculum

In the Math Status narrative the school describes the details of its formalized process for the development, evaluation and revision of curriculum for all content areas. Please refer to this portion of the renewal application for additional details on this process.

As a result of the curriculum process, the school determined that it needed to review math curriculum that would address several needs. The curriculum had to align with the Arizona State Academic Standards (Common Core) and provide a rigorous content. But the curriculum review team also determined that it needed to address some instructional needs that had been identified. The school determined that a major contributing factor to the student performance was a lack of review and scaffolding of previously learned material. It was also determined that students often lacked a fluency in basic math computation to be successful on more complex math concepts.

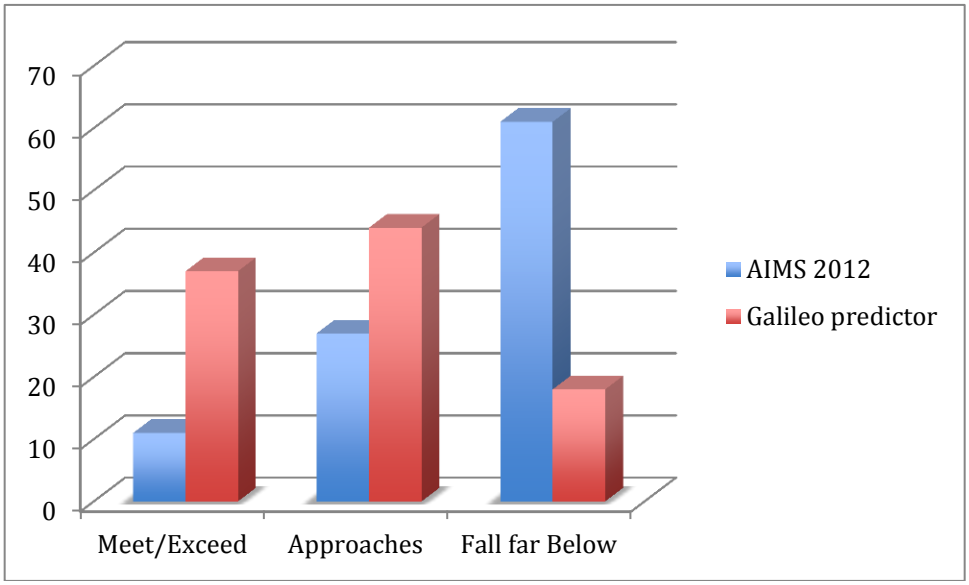
To address these needs, the school chose to adopt the Saxon curriculum. This curriculum is aligned to the state standards, does provide a rigorous approach to the content and is structured to provide students with the review and practice to improve student achievement. The program also has enough flexibility to allow the SPED specialist to work with students at the appropriate level based on their current level and help them move into grade level material more quickly.

Current student data from benchmark assessments and summative assessments at each grade level indicate that this curriculum is addressing the needs of students.

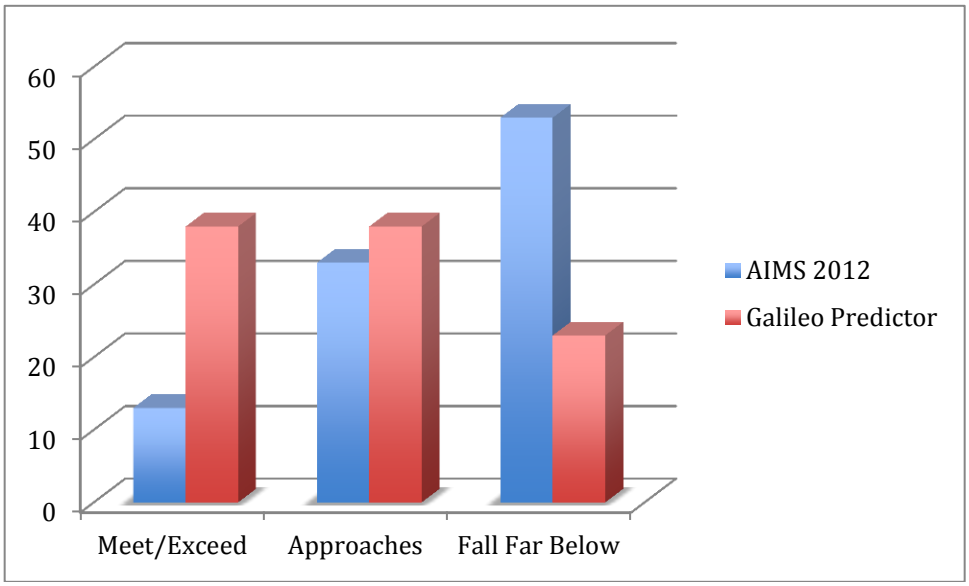
Data attached to this narrative reflects the projected AIMS scores for the SPED subgroup as of December 2012 based on the Galileo assessments. In addition to the improvement in the number of students predicted to meet or exceed on the AIMS, the data reflects a significant decrease in the number of students in the "Fall Far Below" category. Of the students who took both the AIMS 2012 assessment at Parkview and took the Galileo assessment (13 total students) 6 improved their category, none dropped out of the Meets/Exceeds or Approaches categories.

Park View Subgroup Data-SPED

AIMS 2012 Compared to all current SPED Students based on Galileo AIMS Predictor as of December 2012



Comparison of only those students returning from 2012 who have taken Galileo Assessments



Park View Math Status

Background

Late in the first semester of the 2011-12 school year, the school was forced to change site administrators because of a health issue. At the same time, the school was able to bring in a Director of Curriculum and Instruction to support the site administrator. An immediate review of instructional practices began, along with a review of previous AIMS data and current classroom level data. The school had purchased and utilized the Acuity Assessment program the year prior. However, this program lacked adequate materials for high school level students.

Instruction

Park View has developed a comprehensive system to insure that instruction addresses the Arizona State Academic Standards (Common Core) and that instruction reflects best practices to achieve optimal student achievement and performance. Review of lesson plans and assessments prior to the beginning of instruction for a unit allows the administration to monitor the integration of the state standards in all lessons and across the curriculum, as well as ensuring that the level of rigor is appropriate to accomplish high student performance and growth. In addition, classroom observations, both formal and informal, are carried out by at least two administrators, one being the site administrator. These observations are based on the four domains of the Danielson model, which is the model adopted by the Arizona Department of Education for their pilot evaluation program. The school is currently participating in that program. Student achievement and performance data, along with the observation data, are reviewed quarterly for all language arts and math teachers. Final evaluations include all data; and this information is presented to the charter representative in April as a data point in determining all staffing decisions.

Teachers are evaluated on their use of best practices (especially those presented in professional development sessions), their lesson planning, their management of the classroom and their effective use of instructional time. In addition to classroom observations, teachers are evaluated using both class level and school level data from a variety of assessments.

Lesson plans and assessments are submitted to the site administrator prior to the beginning of instruction. Lesson plans are submitted weekly and reviewed for adherence to state standards and use of best practices. Classroom assessments are submitted to the administrative team for review to ensure that they are at the appropriate level of rigor and aligned with the Arizona State Academic Standards (Common Core). Data from benchmark assessments is reviewed by the data review team at least quarterly, and more often if students are struggling with content within a given class. Students in need of additional support are identified, and appropriate support provided through additional instructional time. Areas in need of additional support for the teacher are also identified and addressed through professional development.

Assessment

The school has a comprehensive assessment system that includes state level assessment data, valid and reliable benchmark data (Galileo) that aligns directly with state standards, and both formative and summative classroom assessments. All data is reviewed by a data review team on a quarterly basis and may be reviewed more frequently. Data is used to evaluate and identify both student and teacher needs for additional support, which is provided through additional instructional time for students and additional professional development for staff. The data is also used to determine additional school-wide professional developmental needs, curriculum pacing and material adjustments and is thirty three percent (33%) of the teacher evaluation process.

The current assessment system provides the school with a rigorous benchmark system as well as reliable pre- and post-tests to be used in teacher evaluation. The benchmark system also aligns with formative and summative assessments created by teachers within the content areas. The system provides the administration and teachers with a formalized process to evaluate student progress and instructional methodology within the classroom. The Galileo system permits the administrative team to analyze instructional effectiveness and address individual student and teacher needs. This comprehensive system provides information that is used to adjust curriculum and determine what additional support materials may be needed.

Data from each benchmark assessment is compared to data from both formative and summative assessments created by the classroom teacher and used to determine changes needed.

Professional Development

In the Math Growth narrative, the Park View has explained the systematic approach it uses to determine professional development needs both from year to year and within a given academic year. Please refer to that section for additional details.

In accordance with Park View's procedures relative to performance management, the professional development calendar for 2012-2013 was created in the summer of 2012 to address needs as indicated from the results of the most recent AIMS data and extensive classroom observations. As a result, professional development is covering the areas of effective student engagement, lesson preparation and delivery, and increased rigor. Professional development content and approach is based on the research of recognized experts in the area of best practices, including Hunter, Marzano, Jones, Payne and others. Professional development in Common Core implementation is based on the work presented by the Arizona Department of Education and Steven Leinwand.

The math teachers are also receiving both small group and individual professional development to help them implement the best practices identified as needed within their classrooms. This is done as a result of extensive classroom observations and teacher feedback. The data from the benchmark assessments, as well as the data from the summative classroom assessments are also considered when individual or small group professional development is planned.

Curriculum

As part of its formal review process, the School evaluates curriculum annually at a minimum and may evaluate and modify curriculum maps and instructional materials as often as quarterly, based on student performance and achievement data. All evaluations and modifications are done in conjunction with the site administrator, Director of Curriculum and Instruction and selected teachers. Any modifications to curriculum maps/pacing guides or materials are reported to the charter representative for approval before action is taken.

An analysis of the data available during the 2011-12 school year indicated that the primary reason for the low passing rates on the AIMS assessment was more a function of instructional difficulties than curriculum content. The school decided to move to the Saxon curriculum to provide more structure to aid teachers in scaffolding the necessary learning and to provide students with additional practice on math fundamentals, which was an issue that became apparent with the data review from the previous year, especially for the 8th and 10th grades.

The Saxon curriculum provides a well-established curriculum map and pacing guide for teachers and is aligned to both the Arizona Academic Standards and student needs. This further ensures that scaffolding and practice occurs system wide. Current data from benchmark assessments indicates that the curriculum is providing students with challenging content that will result in a pass rate that meets or exceeds Board expectations.

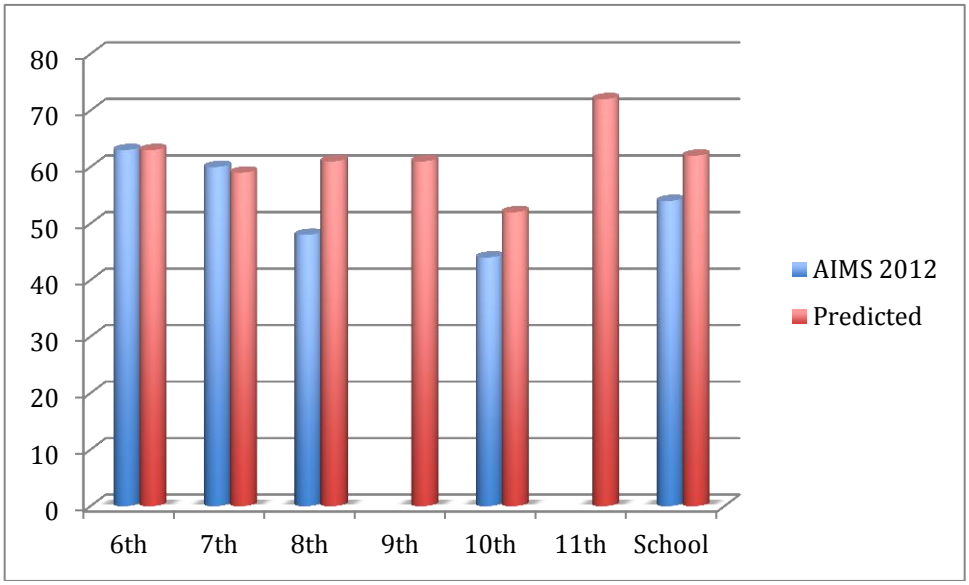
Based on current benchmark data for status and growth, the school fully expects to significantly improve its current state accountability rating of 118 points (two points below a "B") and continue to improve on a yearly basis.

The attached graphs represent the passing rates from the 2012 AIMS assessment and the projected passing rates from the December benchmark assessment. The top graph represents the projected passing rates for all assessed grade levels where AIMS is tested and the passing rate for an end of the year mastery test for content in those grades where AIMS is not assessed. The second chart demonstrates the projected success rate for students from the two lowest performing classes in 2012.

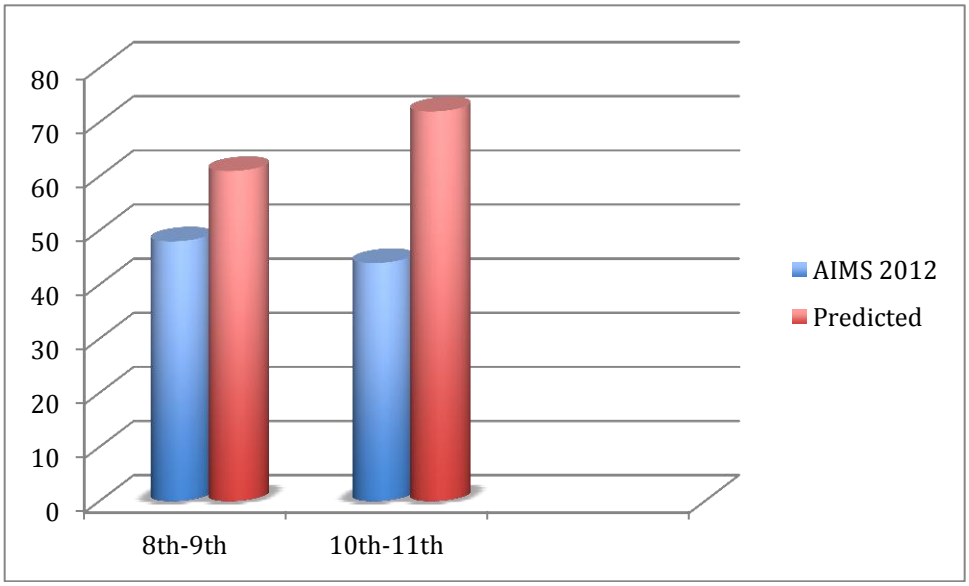
The passing rates projected by the provider's statistical analysis of the benchmark assessment results at the end of the first semester demonstrate that the school has identified the issues from the past and addressed them in a systematic manner that will result in sustainable passing rates which meet or exceed Board expectations.

Park View Student Status Math

Comparison of AIMS 2012 pass rates to predicted pass rates based on December benchmark assessment, all grades. (no AIMS scores for 9th or 11th grade)



Projected pass rate for the two lowest performing grade levels from the 2012 AIMS assessment based on predictions from December benchmark for those same students in the next grade level. (8th grade-48% and 10th grade 44%)



Park View Composite School Math

Background

Parkview has a large population of students who qualify for free or reduced lunch. More than sixty five percent (65%) of the students in all grade levels meet the qualifications. The ELL population is very small and does not meet the required *N* number to be identified and measured. The SPED population for the last AIMS test was 18 with 15 of those students returning for the 2012-13 school year. During the 20110-12 school year Parkview contracted for SPED services. After reviewing the data from the AIMS assessment, it was determined that these services, while meeting the requirements of all student IEPs was not adequate to achieve the level of academic performance and growth necessary. The school now has a full time staff member providing those services.

Because the school has such a high percentage of free and reduced lunch students, tutoring is made available to all students at no charge to families. Additionally, the school uses the benchmark assessments as well as classroom summative assessments to identify students who are struggling with math content and specifically target them for additional instructional time after school through the tutoring program.

Instruction

In the Math Status narrative the school has described its systematic approach to the implementation and monitoring of the Arizona State Academic Standards (Common Core) and the use of best practices within the classroom. Please refer back to that section for details of that system.

The school has committed to the implementation of the Arizona State Academic Standards (Common Core) and has provided teachers with support to fully integrate the standards with the curriculum. To insure the implementation of these standards the administrative team conducts both informal and formal classroom observations of all math teachers. In addition, the data review team, consisting of the site administrator, Director of Curriculum and Instruction and the teacher, review all benchmark data as well as summative assessment data from teacher and textbook generated tests.

As noted previously, the school conducts regular classroom observations using the Danielson model for teacher effectiveness and currently participates in the ADE pilot program for teacher evaluation that is also based on the Danielson model.

Teachers submit both lesson plans and summative assessments to the site administrator on a regular basis prior to beginning instruction in that unit. These plans are reviewed by the administrator to insure that they are aligned to the state standards and are of the appropriate level of rigor as well as implementing instructional best practices for all subgroups identified within the school.

The data review team analyzes data from benchmark assessments and summative assessments and instructional decisions are based on that analysis. Where determined to be necessary both student and teacher support are then provided.

The SPED specialist is provided with all data analysis for students receiving services. The specialist works directly with the teacher to provide additional instructional strategies to support student learning where necessary and to stay current with content being presented in class. The specialist also provides additional instructional time for students through individual and small group "pull-out" sessions.

Assessment

In the Math Status narrative the school has described its comprehensive assessment system. Please refer to that narrative for additional information about that system.

As noted previously, the school is currently using the Galileo Assessment System. All students are given a pre- and post-test using established assessments within the system. This is used to provide teachers with a snapshot of the mastery level of previous content for their current classes and as part of the teacher evaluation system at the end of the year to determine student growth and mastery with that teacher.

Each student also takes three benchmark assessments during the course of the year. At this time the students have completed two of the benchmarks with 59 days of instruction between the assessments. Because the majority of students are identified as FRL students, the school uses the assessments to identify any student who is struggling with content for additional support. The reports generated by the assessment system allow teachers to identify both the student and the specific standards with which a student may be struggling. This information is used to determine which students need remediation or tutoring.

The assessment system is aligned to the Arizona State Academic Standards (Common Core). This allows the administration to use the data from these assessments to identify instructional areas of concern and address them with individual teachers. The data from these assessments is part of the teacher evaluation process. The data is used not only by the teachers to make instructional decisions but also by the administrative team to make decisions about where additional professional development and training may be needed and as part of the curriculum review and adoption process.

Professional Development

In the Math Growth narrative the school has provided a description of its comprehensive professional development plan designed to improve student achievement and progress. Please refer to that section for additional information about professional development.

The professional development plan for teachers is based on classroom observations from the previous school year and the data from the most recent AIMS assessment as well as benchmark assessments and classroom observations conducted throughout the year. Research done by Hunter, Marzano, Jones, and others was the basis for the professional development workshops. The work of Dr. Ruby Payne has identified specific needs for students from families that lack resources in order to be more successful in school. These best practices also support instruction for all students and are incorporated into the best practices presented to the teachers.

Teachers also received professional development in best practices for creating effective learning objectives, academic language acquisition, lesson structure and pacing, classroom management and structure and increasing meaning to new learning among other topics. These best practices support the learning of all the subgroups within the school.

Implementation of these best practices was monitored with classroom observations and data review. Where teachers struggled with implementation, additional training was provided through small group and individual trainings with the site administrator and/or the Director of Curriculum and Instruction.

Curriculum

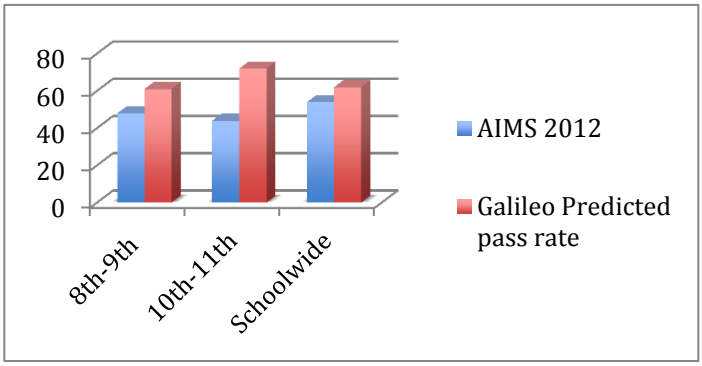
In the Math Status narrative the school has described its formalized process for the implementation, evaluation and review of each curriculum. Please refer to that narrative for additional information about the math curriculum.

As identified in other sections the school has changed to the Saxon curriculum this year. After reviewing options it was determined that this curriculum provided a strong curriculum map for the teachers as well as extensive support for the students in those areas data review indicated needed additional support. The extensive scaffolding and practice were also determined to be a benefit for students in order to increase fluency in computation and support an increase in overall achievement.

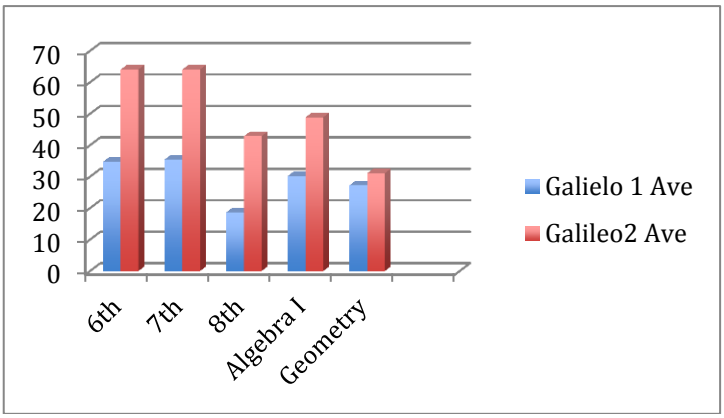
Data provided represent all students. Because the FRL subgroup is the majority of students, the school is confident that the data for both growth and status indicate that the school will meet or exceed Board expectations in the area of Composite School Comparison and that the school will improve its School Accountability Rating from 118 points significantly and will continue to do so on a yearly basis.

Park View Composite School Comparison
Math

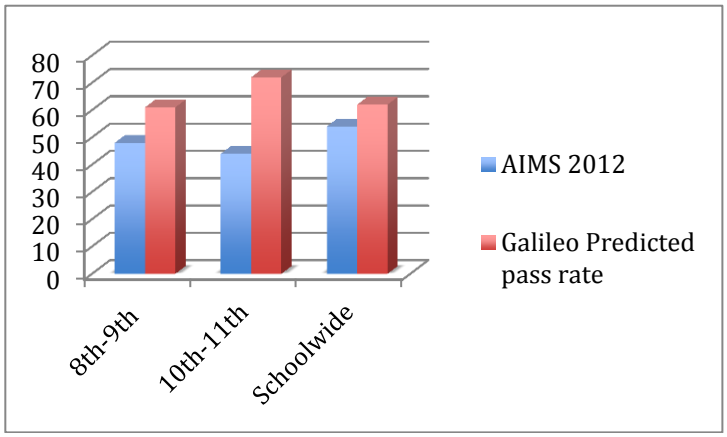
Majority of students are identified as FRL. Data for all students displayed in the graph below.



Data for all tested grade levels by grade level demonstrating growth from the first Benchmark assessment to the second benchmark assessment based on standards emphasized by teachers.



Predicted pass rate for the lowest performing grade levels in 2012 and all school.



Park View Math Growth

Background

As is noted in the Math Status narrative, Park View changed the administrative team in the late fall of 2011. The new team reviewed student data and did extensive classroom observations. It was determined that professional development was needed to improve general instruction and student engagement. This began in December 2011 and continued throughout the year. Formal and informal observations, along with AIMS data resulted in one teacher not being asked to return and the other teachers being required to continue to train over the summer to improve their skills. Those two teachers resigned just prior to the start of the school year.

Instruction

The school has a comprehensive system to monitor the integration of the Arizona State Academic Standards (Common Core) into the curriculum and to evaluate instructional practices for all staff through an ongoing system of classroom observations and analysis of student performance and achievement data. Please refer back to the Math Status section for the details of this system.

Teachers are required to submit both assessments and lesson plans prior to instruction. These are reviewed by the site administrator for the appropriate level of rigor and use of best practices of instruction as well as alignment to the State Standards (Common Core). The site administrator reviews all elements of effective planning, including instructional practices, examples and practice problems and checks for understanding. Planning is included as part of the teacher evaluation system.

Data from assessments are reviewed by the data review team. This team is comprised of the Site Administrator, Director of Curriculum and Instruction, and the Teacher. Students needing additional instructional time, as well as professional developmental needs for staff, are identified using this data. Additionally, nstructional and curriculum decisions are based on review of this data.

Evaluation of the implementation of effective best practices for instruction is part of the teacher evaluation system. Teachers are evaluated using the 4 domains of the Danielson model, which is the same model used by the Department of Education for their pilot model. The site administrator and the Director of Curriculum and Instruction conduct both informal and formal classroom observations throughout the school year. Teachers are provided with the evaluation instrument at the beginning of the year. Included as a significant portion of the teacher's final evaluation are the standards-based assessments created by Galileo and the AIMS data. This information is provided to the charter representative in April and is included as a data point in all staffing decisions.

Assessment

Please refer back to the Math Status narrative for details of the school's comprehensive assessment program. The school has transitioned from the Acuity Assessment System to the ATI-Galileo Assessment System. The change was made after a careful review of options when it was determined that the Acuity system did not have enough rigor for older students.

The Galileo system is used as a placement test for all incoming students, beginning with the summer of 2012, in order to better understand math deficiencies and needs. A pre-test was given to all students at the beginning of the year; and the information was provided to teachers, allowing them to focus intervention activities as quickly as possible. A post-test will be given at the end of the year and will be part of the teacher evaluation process.

Students take three benchmark assessments prior to the AIMS testing. Results of these standards-based assessments are used to address instructional decisions, curriculum decisions and professional development needs. Teachers and the administrative team have access to the assessment results immediately. Galileo also allows teachers and administrators to generate a wide range of reports to assist in data analysis.

All benchmark assessments are reviewed by the data review team and are analyzed in conjunction with teacher or textbook generated assessments to ensure that classroom generated assessments are measuring the material at the appropriate level of rigor. The benchmark assessments are also used to determine instructional choices and curriculum needs. In addition, they are used to identify professional development needs for individual teachers.

Benchmark assessments are directly aligned to the Arizona State Academic Standards (Common Core). Summative assessments are created prior to the beginning of instruction and are reviewed by the site administrator to make sure they align with State Standards.

Professional development

The school establishes the professional development calendars for new and returning teachers in June of each year and bases the material to be presented on student performance and achievement data and classroom observations. These calendars are reviewed at least once during each year and may be reviewed as often as quarterly based on student performance and achievement data from benchmark assessments, as well as classroom observations. All teachers are observed by at least two administrators during the first semester to determine any additional professional developmental needs not on the calendar and again at least once in the second semester to determine any additional needs that should be addressed. If additional professional develop is needed, the Director of Curriculum and Instruction researches best practices. The administrative team determines the best providers for the professional development and schedules the necessary trainings. Any additional professional development is scheduled no later than within 4 weeks from the identification of the need.

As mentioned in the Reading Growth section and Math Status section, the professional development is based on the research of Hunter, Marzano, Jones, Payne and others, and represents best practices for the field. The training and support is designed to improve student achievement and growth. It also represents support for the implementation of the Arizona State Academic Standards (Common Core) and the instructional shifts identified as needed with these standards.

The math teachers receive further support through small group and individual professional development with the administrative team to address specific areas identified through classroom observations or teacher request. Data from the benchmark assessments, as well as summative assessments within the classroom, indicate that the professional development and its implementation have improved instruction and, as a result, student achievement.

Curriculum

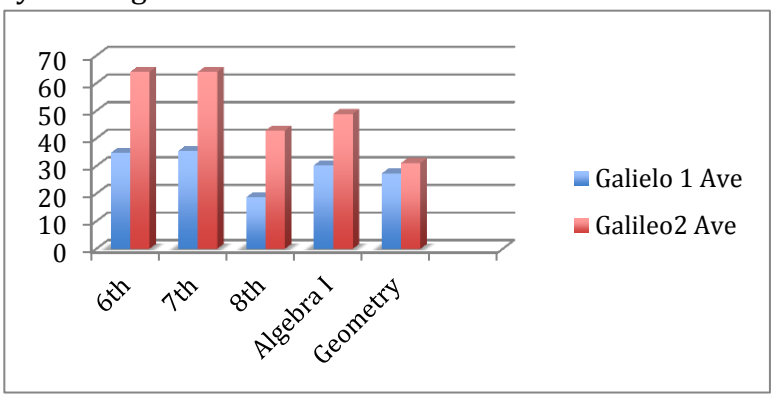
An analysis of the data from previous AIMS and from extensive classroom observations indicated that the primary reason for low growth, especially in the 8th and 10th grades, was the result of instructional issues rather than curriculum. One of those issues was the lack of appropriate scaffolding by the teachers. As a result of this and after careful analysis of options, the school made the decision to move to the Saxon math curriculum. This program has significant review built into lessons for teachers. The administration felt that the additional review would also aid students in increasing automaticity in math computation, allowing them to focus more effectively on the new concepts.

Saxon provides teachers with a well-established curriculum map and is aligned to Arizona State Academic Standards. It addresses identified student needs and provides teachers with instructional support that complements the professional development they receive. Current data indicates the curriculum provides challenging content that will result in a growth rate that meets or exceeds Board expectations.

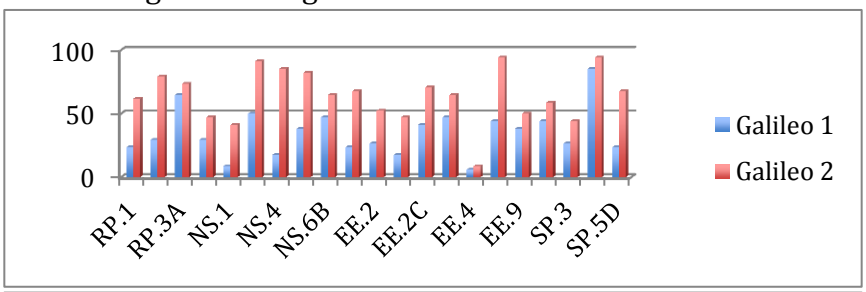
The following graphs demonstrate growth from the first benchmark assessment to the second on the standards addressed by the instructors during the first semester. Based on the growth demonstrated during this time frame and when viewed in conjunction with the improved projected passing rate at each grade level, indications are that the instruction, assessment, professional development and curriculum will result in growth that will meet or exceed Board expectations and result in an improved state accountability rating.

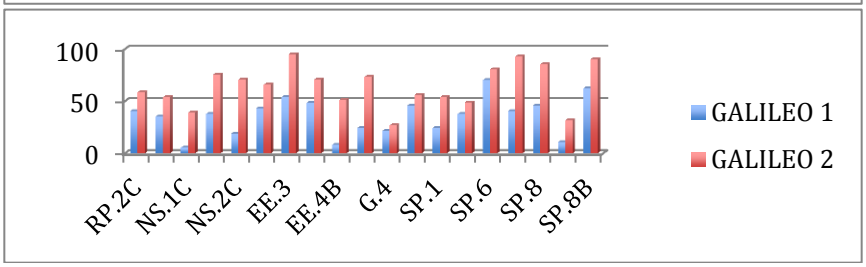
Park View Math Growth Graphs

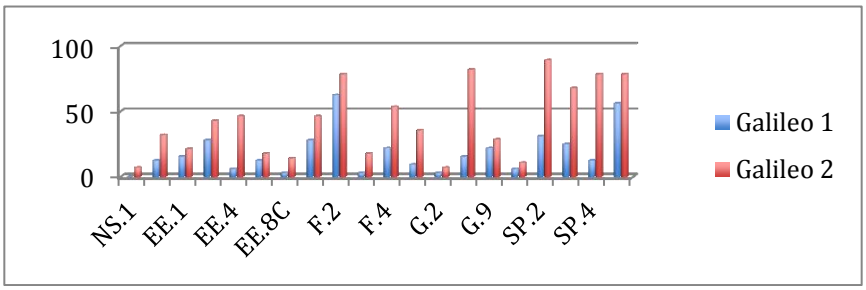
Student growth as demonstrated by growth on instructed standards from benchmark 1 to benchmark 2 by tested grade levels.

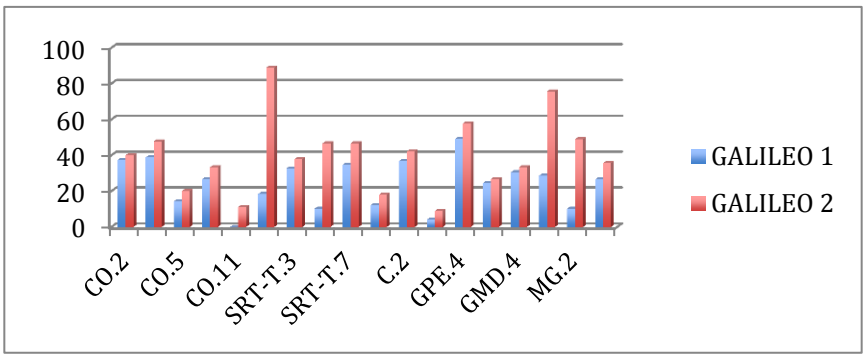


Individual grade level growth from benchmark 1 to benchmark 2 (Top to bottom-6th, 7th, 8th, 10th)









Park View Reading Growth Narrative

Background

Following the change of administration during the 2011-12 school year and the addition of a Director of Curriculum and Instruction, a careful review of student data and classroom practices was conducted. It was determined that there was a need to increase teachers' knowledge of effective student engagement strategies, as well as a need to increase the level of the rigor of the curriculum being taught by the three language arts teachers. The first of the professional workshops was presented in December 2011. Trainings and monitoring of student progress and teacher implementation continued throughout the year. After reviewing assessment data and monitoring implementation of strategies, the decision was made to replace all three of the language arts teachers either during the year or at the end of the year. Additionally, Park View committed to a full implementation of the much more rigorous Common Core curriculum beginning with the 2012-13 school year, which is ahead of the deadline for implementation required by ADE.

The Acuity Assessment system the school was using, proved to be inadequate in meeting the needs of the students at the high school level, and did not provide the level of data necessary to make instructional decisions. As a result, after a thorough evaluation of alternatives, Park View purchased and began to implement the ATI Galileo assessment system.

Instruction

In the Math Status Narrative, the school described its comprehensive system for monitoring the implementation of the Arizona State Academic Standards (Common Core) and evaluating instructional practices, which is designed to support increased student achievement. The system described in the Math Status Narrative is used for all teachers, including all language arts teachers.

The teachers began training prior to the beginning of the school year. The teachers were trained in best practices based on the research work of Marzano, Hunter, Jones, Wiggins Payne and others. Teachers were also trained in the implementation of the Common Core standards for Language Arts, in both the English classrooms and in other content area classrooms. The Director of Curriculum and Instruction is a certified trainer for this material and provided this training. Training continued throughout the year with regular full staff trainings and additional work with the language arts teachers in both small group and individual trainings.

To monitor the implementation of these practices and the Arizona State Academic Standards (Common Core), the teachers are observed with informal classroom visits and formal observations using the four domains of the Danielson model, which is the same model used by the Department of Education for their pilot program. The school is also currently participating in this program. Both the Site Administrator and Director of Curriculum and Instruction have received training from the Danielson Institute in the model to better assist teachers in improving instruction and student achievement. Two different administrators observe all teachers during the first semester.

A data review team consisting of the Site Administrator and the Director of Curriculum and Instruction and the teacher reviews data from the assessment program regularly. Data from both formative and summative assessments are reviewed and compared to the benchmark assessments to insure that classroom assessments created by the teacher are of the appropriate level of rigor to achieve both student growth and success on the AIMS assessment as well as ensuring that the students are on track to meet the expectations of the grade level standards leading to college and career readiness. These teacher created assessments are given to the site level administrator for review prior to the beginning of instruction as an additional check for appropriate rigor and content. Lesson plans are also submitted weekly prior to the beginning of instruction to allow the Site Administrator to review lessons and insure that the lessons are implementing the state standards and best practices to improve student achievement and progress.

Assessment

The school has described its comprehensive assessment system in the Math Status Narrative. Please refer to that portion of the renewal for additional, specific information on the assessment system. The system is used for language arts, as well as math.

As mentioned previously, the school uses the ATI Galileo assessment program. New students are given an assessment to determine appropriate placement within the school and to identify immediate needs that teachers can begin addressing prior to the first benchmark assessment. All students are given a pre-test at the beginning of the year and a post-test at the end of the year. This assessment is used as part of the teacher evaluation process and provides teachers with information about needs of returning students.

During the year, students take three benchmark assessments prior to AIMS testing. Results of these assessments are immediately available to both teachers and the administrative team. This information is reviewed with teachers and students; and it is used to inform instructional and curriculum decisions, as well as to identify students in need of additional support or tutoring.

Benchmark assessments are also included as part of the teacher evaluation process throughout the course of the year. Data from each benchmark is used, in conjunction with classroom observations, to determine what additional professional development is needed to support instructional practices. Benchmark data is also compared to formative and summative assessment data to insure that teachers are instructing and assessing at the appropriate level of rigor based on the State Standards. The data review team analyzes all benchmark data.

Professional Development

In the Math Growth section of the narrative, the school has presented details for its comprehensive professional development plan that focuses on student achievement and progress. Please refer to that portion of the renewal narrative for additional details on this plan.

The creation of the professional development plan for the year is based on several factors. The first is Park View's commitment to increasing the rigor of the curriculum by fully implementing the Arizona State Academic Standards (Common Core), which is an on-going consideration when planning professional development. The current plan was also driven by the poor growth of the students during the 2011-12 school year, which the school believes was directly linked to the lack of rigor in the material presented. The final consideration was the identified need to improve instructional practices based on extensive classroom observations from the previous year. Even though the Language Arts teachers had been replaced, the administrative team recognized that professional development in both best practices and implementation of the much more rigorous curriculum was necessary. As noted in the Math Growth Narrative, these factors are considerations at the end of each year and during the year when developing and aligning the professional development plan to student and teacher needs.

In addition to the general professional development, the language arts staff also receive small group and individual professional development based on teacher need as determined through classroom observation, data analysis and teacher request.

Curriculum

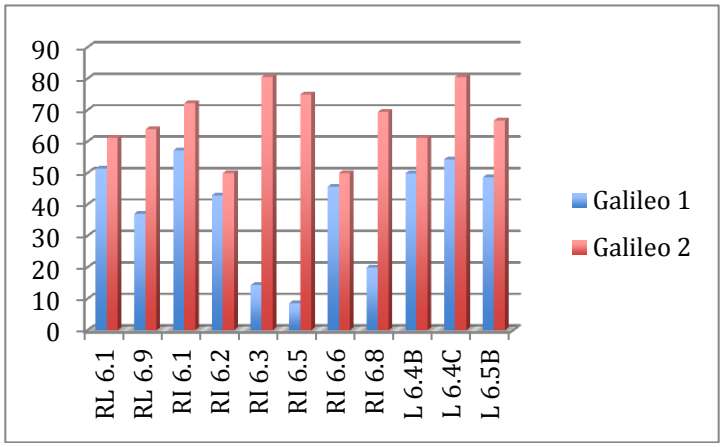
The formal process for the development, evaluation and revision of the school's curriculum in all content areas is presented in the Math Status portion of the renewal narrative. Please refer to this section for additional details about this process.

The curriculum implemented this year is based on the new Common Core standards and addresses the needs of students in order to prepare them to be successful in college or in a career. The curriculum includes all areas of content presented in the standards and includes a map for teacher use. The map will be reviewed by a curriculum committee at the end of the school year. The data included in the Reading Growth Data graphs represents the growth made in each of the tested grade levels from the first to the second benchmark assessment. The standards selected represent those standards identified by the administration and teacher as being important to be taught in the first semester and in following the curriculum map. The passing rates projected by the provider's statistical analysis of the benchmark assessment results at the end of the first semester demonstrate that the school has identified the issues from the past and addressed them in a systematic manner that will result in sustainable passing rates which meet or exceed Board expectations.

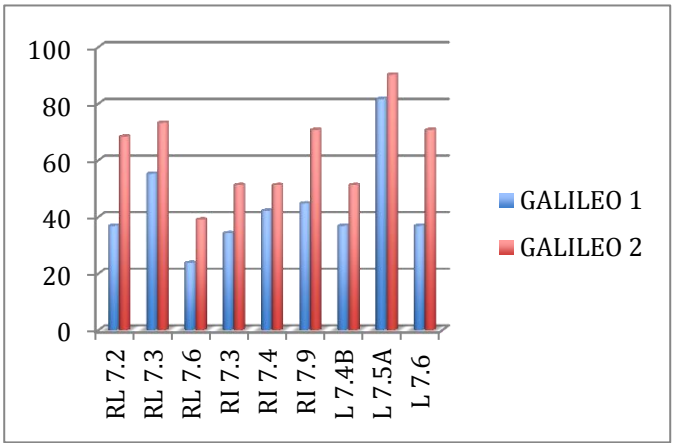
Park View Reading Growth Charts

These graphs demonstrate student growth in Reading for each of the tested grade levels. The growth occurred in those standards identified, taught and assessed on the benchmark assessment for the first semester. The growth occurred between the first and second benchmark with 59 days of instruction in between.

6th



7th



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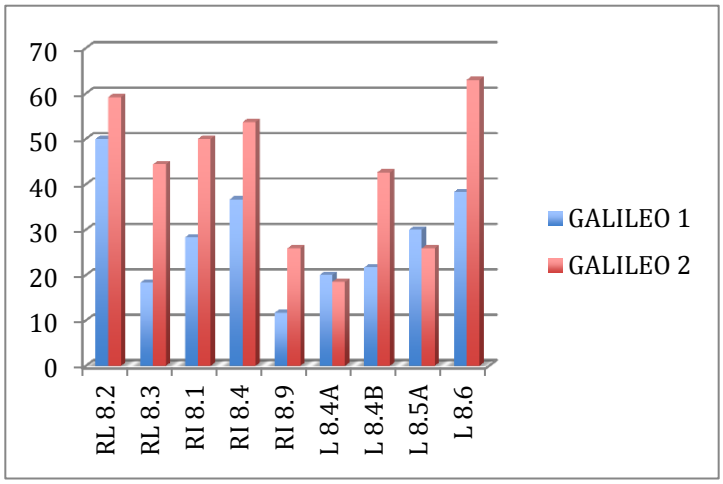
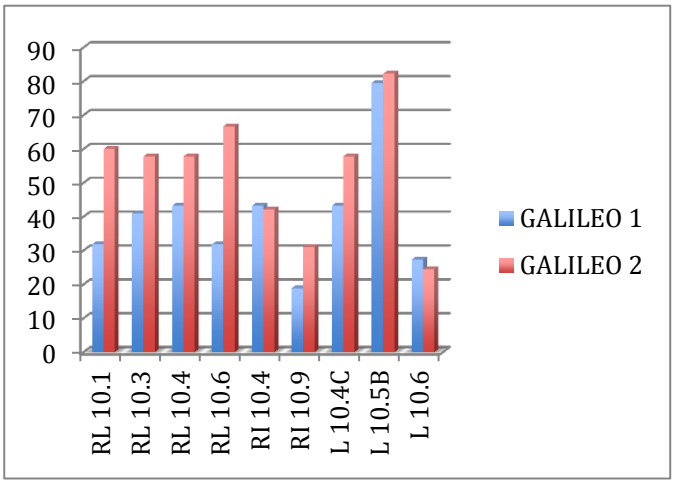
10th