Phoenix Advantage Charter School

Demonstration of Sufficient Progress 2013 – Section 1: GROWTH

1a. Student Median Growth Percentage in Math

Phoenix Advantage Charter School did not meet the standard in math median growth percentage. Based on the Performance Management Plan (PMP) and our current data, we continue to implement a sustained improvement plan that includes evidence of increased student growth through the execution of a researched based curriculum and a cycle of instruction, assessment and intervention/remediation as driven by data outcomes. As outlined in our PMP, each year begins with professional development on the math curriculum. Professional Development is provided by the Saxon Math Company, Mosaica Education and teachers with outstanding math results in their classrooms. The monitoring and documentation of the Arizona Academic Standards and student growth occur during weekly grade level meetings. Professional development is mandatory for all staff members and occurs on a monthly basis. The above mentioned improvements are currently implemented in an ongoing manner to ensure adherence to our charter contract as well as to provide high quality educational services to our students. The following outlines our strategy for curriculum, instruction, assessment and professional development which contribute to increased student growth.

Curriculum

As stated in the PMP, the math curriculum was replaced and fully implemented during the 2010-2011 school year which contributed to increased student growth. Teachers continue to receive training and guidance on the refinement of pacing guides and curriculum maps to fully implement the curriculum and ensure that performance objectives are being taught correctly. During weekly grade level/data review team meetings, teachers meet with the administration. Through the course of these committee meetings, recent observations and lesson plans are evaluated, reviewed and revised to ensure proper delivery of curriculum as presented during professional development workshops. Students who need additional support are instructed using the Saxon supplemental curriculum for remediation, intervention or extension. After replacement of the math curriculum our 2nd grade students showed the highest percentage of students meeting their 3rd quarter growth target in 2013. Second grade was the only group that was taught exclusively using the Saxon math curriculum for 3 successive years (their entire educational career) of systematic and sustainable implementation across the school. A review of the data showed that of the 2nd grade students who did not meet their quarterly target, only 3 were enrolled for 3 consecutive years. This supports the veracity of the Saxon program and its continued use since it is fully aligned to the Arizona Academic Standards. The results of our most recent Performance Series math data show an increase in student growth in 2nd-8th grade.

Instruction

The Arizona State Standards are monitored for proper and comprehensive integration with the use of Standard Checklists. The principal formally and informally evaluates core teachers in mathematics. In keeping with our PMP agreement, the teacher indicates when students master a particular objective as measured by routine assessments. Those students who do not master concepts participate in weekly focus interventions. Those students then take the intervention assessments to ensure mastery. The Curriculum Specialist provides weekly modeling and whisper coaching sessions as informal classroom observations to monitor for appropriate delivery and documentation of the Arizona State Standards. The PMP illustrates the importance

of practicing previously taught performance objectives to ensure mastery as evidenced by the standards based assessments. Results of these assessments and weekly lesson plans are reviewed during the weekly grade level/data review team committee meetings. During these meetings continuous data analysis and feedback occur among teachers, the school principal and the curriculum specialist. Saxon is designed to ensure mastery through spiraled concept review. Teachers deliver lessons in a manner which reintroduce students to material that has been previously taught.

Assessment

Phoenix Advantage implements a comprehensive and formalized process to assess student performance and measure expectations for student learning. PACS uses the Performance Series common formative assessment tool from Scantron and Saxon assessments to measure student performance and learning. Monitoring and documentation occur on a weekly and quarterly basis with results from the various assessments. Our PMP explains how data is reviewed on a weekly and quarterly basis. Each quarter students are assessed using our Performance Series assessment. The results from the Performance Series assessments and Saxon assessments are systematically analyzed by the grade level/data review team. During the meeting, the team creates a five week focus plan using our Achievement Series assessment tool (a Scantron common benchmark assessment). Each week students are assessed using the focus test that is based on mini lessons which are delivered every day for an entire week. The mini lesson is created due to a deficiency in mastery of a previously taught concept. If mastery is shown on the assessment then a different focus is planned for the following week. If mastery is not shown, the teacher will continue teaching the concept until mastery. Teachers and students continue with this pattern until the new quarterly targets are chosen and the formalized process and cycle continues. The Achievement Series assessment tool provides an abundance of information concerning each individual student which is then used to create Personalized Student Achievement Plans (PSAP). The PSAP is used to zero in on specific deficiencies with each individual student as well as provide additional opportunities for those who have mastered a concept. Teachers use PSAPS to create groups for workshop time as well as provide information to interventionists concerning instructional order. Electronic assessments allow for immediate results so that remediation, intervention and extension can begin promptly. The data attached supports our assessment system and explains the positive growth in 2nd -8th grade.

Professional Development

PACS' professional development plan is comprehensive and clearly defined with a focus on increased student growth. Our formal professional development occurs on a monthly basis and follows the guidelines of the PMP. It is aligned to student learning target areas in math. The topic of each monthly professional development session is based on the needs of both teacher and student as determined through weekly meetings and observations. As Mike Schmoker posits, "The research we do at the local level - collaboratively - is what makes formal, outside research work. Outside research cannot be installed like a car part - it has to be fitted, adjusted, and refined for the school contexts we worked in" (http://www.goodreads.com/author/quotes/447688.Mike_Schmoker). It was decided that we must differentiate our trainings to meet individual needs, just as we do for our students. Specific and ongoing professional development on the organization and running of our daily 30 minute math workshop, as stated in our PMP, has allowed our teachers to effectively provide students with review of past material as well as provide an opportunity for teachers and interventionists to work with small groups.

Graphic Representations

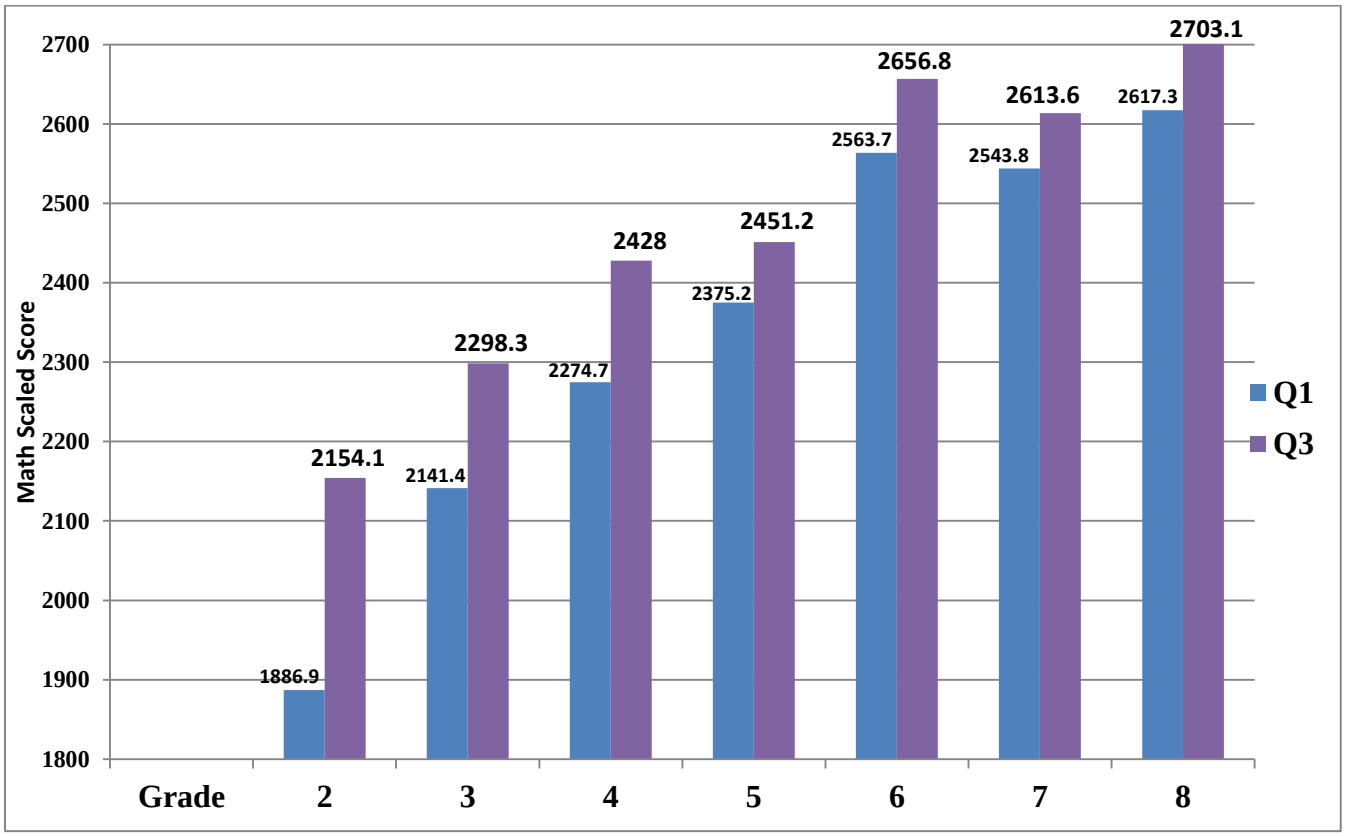
These graphs and tables demonstrate improvement in student math growth.

2nd Grade Math Data

Grade Level	Percentage of ALL students meeting quarterly target (1.25 year's growth)	Ratio of students meeting QT.	Percentage of students meeting their quarterly target that have been enrolled at PACS for 3 consecutive years (instructed with Saxon)
2	79%	34/43	86%

PHOENIX ADVANTAGE SCALED SCORE GAINS IN MATH			
PACS Math	Mean Math Fall	Mean Math Winter	Mean Scaled Score Growth
Grade 2	1886.9	2154.1	+267.2
Grade 3	2141.4	2298.3	+156.9
Grade 4	2274.7	2428.0	+153.4
Grade 5	2375.2	2451.2	+76.1
Grade 6	2563.7	2656.8	+93.1
Grade 7	2543.8	2613.6	+69.7
Grade 8	2617.3	2703.1	+85.8

PHOENIX ADVANTAGE SCALED SCORE GAINS IN MATH



1a. Student Median Growth Percentage in Reading

Phoenix Advantage Charter School did not meet the standard in reading median growth percentage. Based on the Performance Management Plan (PMP) and our current data, we continue to implement a sustained improvement plan that includes evidence of increased student growth through the execution of a researched based curriculum and a cycle of instruction, assessment and intervention/remediation as driven by data outcomes. As outlined in our PMP, each year begins with professional development with the Open Court reading curriculum, provided by Mosaica Education and teachers with outstanding results. The monitoring and documentation of the Arizona Academic Standards and student growth occur during weekly grade level meetings. Professional development is mandatory for all staff members and occurs on a monthly basis. The above mentioned improvements are currently implemented in an ongoing manner to ensure adherence to our charter contract as well as to provide high quality educational services to our students. The following points outline our plan and current strategy for curriculum, the monitoring of the Arizona State Standards into instruction, the monitoring and documentation of increases in student growth and our professional development plan that contributed to increased student growth.

Curriculum

Several changes were made to the reading curriculum as it was found to not fully align to the state standards. Curriculum maps were refined and teachers began using the Open Court curriculum to aide in delivering the standards, yet not as the sole source of instruction. The change in instruction has contributed to increased student growth. As stated in the PMP, the Open Court reading curriculum has become more of a resource while "Standard Checklists" allow teachers to make certain that performance objectives are being taught and revisited to ensure mastery. Teachers continue to receive training and guidance on the creation of pacing guides and curriculum maps to fully implement the curriculum and ensure that performance objectives are being taught correctly. During weekly grade level/data review team meetings, teachers meet with the administration. Through the course of these committee meetings, recent observations and lesson plans are evaluated, reviewed and revised to ensure proper delivery of curriculum as presented during professional development workshops.

Instruction

The Arizona State Standards are monitored for proper and comprehensive integration with the use of Standard Checklists. The principal formally and informally evaluates core teachers in reading. In keeping with our PMP agreement, the teacher indicates when students master a particular objective as measured by routine assessments. Those students who do not master concepts participate in weekly focus interventions. Those students then take the intervention assessments to ensure mastery. The Curriculum Specialist provides weekly modeling and whisper coaching sessions as informal classroom observations to monitor for appropriate delivery and documentation of the Arizona State Standards. The PMP illustrates the importance of practicing previously taught performance objectives to ensure mastery as evidenced by the standards based assessments. Results of these assessments and weekly lesson plans are reviewed during the weekly grade level/data review team committee meetings. During these meetings continuous data analysis and feedback occur among teachers, the school principal and the curriculum specialist.

Assessment

Phoenix Advantage implements a comprehensive and formalized process to assess student performance on expectations for student learning. PACS uses the Performance Series common formative assessment tool from Scantron and Open Court assessments to measure student performance and learning. Monitoring and documentation of increases in student growth occur on a weekly and quarterly basis with results from the various assessments. Our PMP explains how data is reviewed on a weekly and quarterly basis with use of the curriculum maps that ensure alignment to the Arizona Academic Standards. Each quarter students are assessed using our Performance Series assessment. The results from the Performance Series assessments and Open Court assessments are systematically analyzed by the grade level/data review team. During the meeting, the team creates a five week focus plan using our Achievement Series assessment tool (a Scantron common benchmark assessment). Each week students are assessed using the focus assessment that is based on mini lessons which are delivered every day for an entire week. The mini lesson is created due to a deficiency in mastery of a previously taught concept. If mastery is shown on the assessment then a different focus is planned for the following week. If mastery is not shown, the teacher will continue teaching the concept until mastery. Teachers and students continue with that pattern until the new quarterly targets are chosen and the formalized process and cycle continues. The Achievement Series assessment tool provides an abundance of information concerning each individual student which is then used to create Personalized Student Achievement Plans (PSAP). The PSAP is used to zero in on specific deficiencies with each individual student as well as provide additional opportunities for those who have mastered a concept. Teachers use PSAPS to create groups for workshop time as well as provide information to interventionists concerning instructional order. Electronic assessments allow for immediate results so that remediation, intervention and extension can begin promptly. The DIBELS assessment tool measures fluency and comprehension and is given to K-6th grade students three times a year. The results are reviewed, discussed and charted on data walls. Teachers are required to progress monitor their students based on results. Each classroom is also required to display data walls representing the data from DIBELS and Performance Series so that students take ownership of their progress.

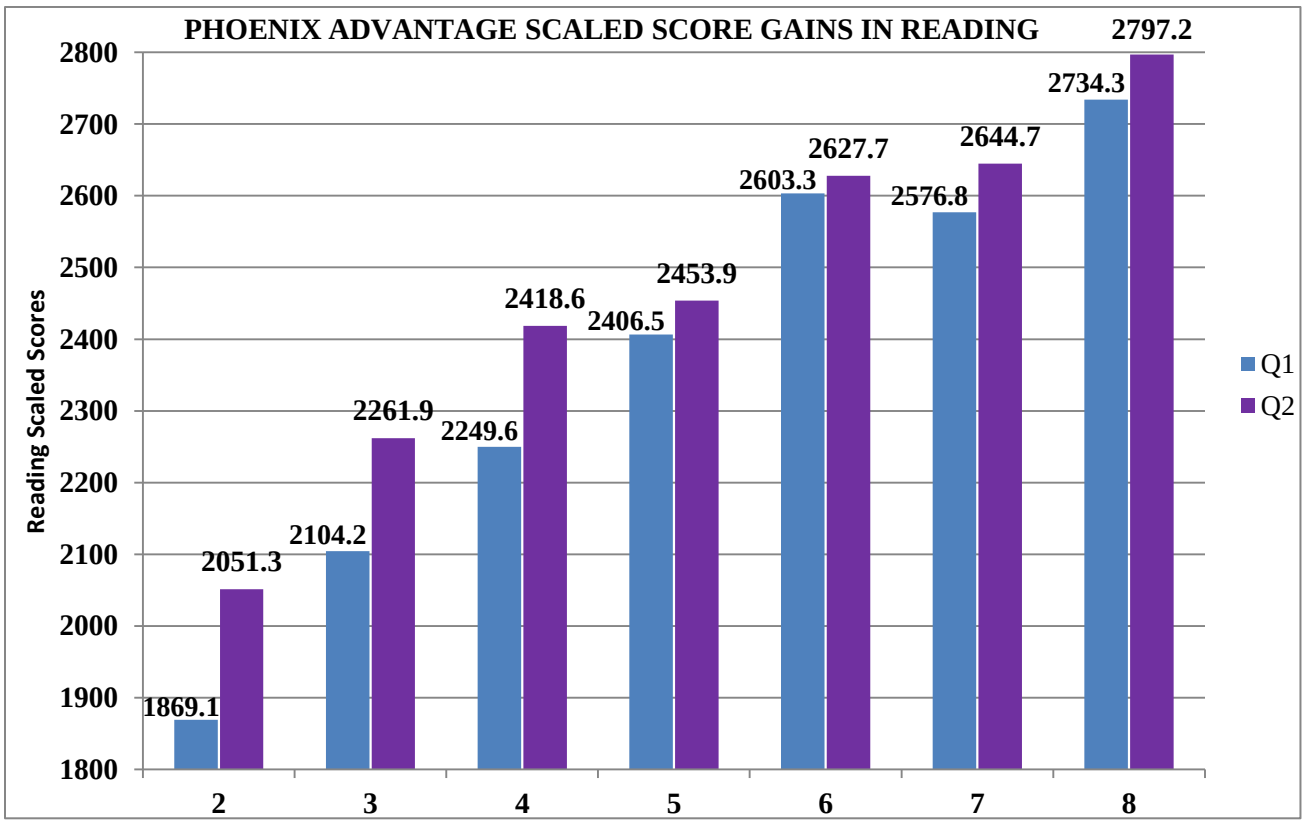
Professional Development

PACS' professional development plan is comprehensive and clearly defined with a focus on increased student achievement and growth. Our formal professional development occurs on a monthly basis and follows the guidelines of the PMP and is aligned to student learning target areas in reading. The topic of each monthly professional development session is based on the needs of both teacher and student as determined through weekly meetings and observations. Specific and ongoing professional development on the organization and running of our daily 30 minute reading workshop has allowed our teachers to effectively provide students with review of past material as well as provide an opportunity for teachers and interventionists to work with small groups. "Organizing students in heterogeneous cooperative learning groups at least once a week has a significant effect on learning" (Marzano, Pickering, & Pollock, 2001). Taken from http://www.netc.org/focus/strategies/coop.php.

Graphic Representations

The following page contains data in the form of graphs and tables that demonstrate improvement in student reading growth.

PHOENIX ADVANTAGE SCALED SCORE GAINS IN READING			
PACS Reading	Mean Fall Reading	Mean Winter Reading	Mean Scaled Score Growth
Grade 2	1869.1	2051.3	+182.2
Grade 3	2104.2	2261.9	+157.8
Grade 4	2249.6	2418.6	+169.0
Grade 5	2406.5	2453.9	+47.4
Grade 6	2603.3	2627.7	+24.4
Grade 7	2576.8	2644.7	+67.8
Grade 8	2734.3	2797.2	+62.9



Phoenix Advantage Charter School

Demonstration of Sufficient Progress 2013 - Section 2: PROFICIENCY

2a. Percent Passing Math

Phoenix Advantage Charter School did not meet the standard for percent passing in math. Based on the Performance Management Plan (PMP) and our current data, we continue to implement a sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in math through the implementation of a curriculum that contributes to increased student proficiency, a plan for monitoring the integration of the Arizona Academic Standards into instruction and a plan for monitoring and documenting student proficiency and a professional development plan that contributes to increased student proficiency.

Curriculum

As stated in the PMP, the math curriculum was replaced and fully implemented during the 2010-2011 school year which contributed to increased student growth. Teachers continue to receive training and guidance on the refinement of previously created pacing guides and curriculum maps to fully implement the curriculum and ensure that performance objectives are being taught correctly. During weekly grade level/data review team meetings, teachers meet with the administration. Through the course of these committee meetings, recent observations and lesson plans are evaluated, reviewed and revised to ensure proper delivery of curriculum as presented during professional development workshops. Students who need additional support are instructed using the Saxon supplemental curriculum for remediation, intervention or extension. The results of our most recent Performance Series math data show enormous gain in the percentage of students meeting or exceeding the standards in all grade levels. This growth is due to the intense training of the Saxon math curriculum.

Instruction

The Arizona State Standards are monitored for proper and comprehensive integration with the use of Standard checklists. The principal formally and informally evaluates core teachers in mathematics. In keeping with our PMP agreement, the teacher indicates when students master a particular objective as measured by routine assessments. Those students who do not master concepts participate in weekly focus interventions. Those students then take the intervention assessments to ensure mastery. The Curriculum Specialist provides weekly modeling and whisper coaching sessions as informal classroom observations to monitor for appropriate delivery and documentation of the Arizona State Standards. The PMP illustrates the importance of practicing previously taught performance objectives to ensure mastery as evidenced by the standards based assessments. Results of these assessments and weekly lesson plans are reviewed during the weekly grade level/data review team committee meetings. During these meetings continuous data analysis and feedback occur among teachers, the school principal and the curriculum specialist. Saxon is designed to ensure mastery through spiraled concept review. Teachers deliver lessons in a manner which reintroduce students to material that has been previously taught.

Assessment

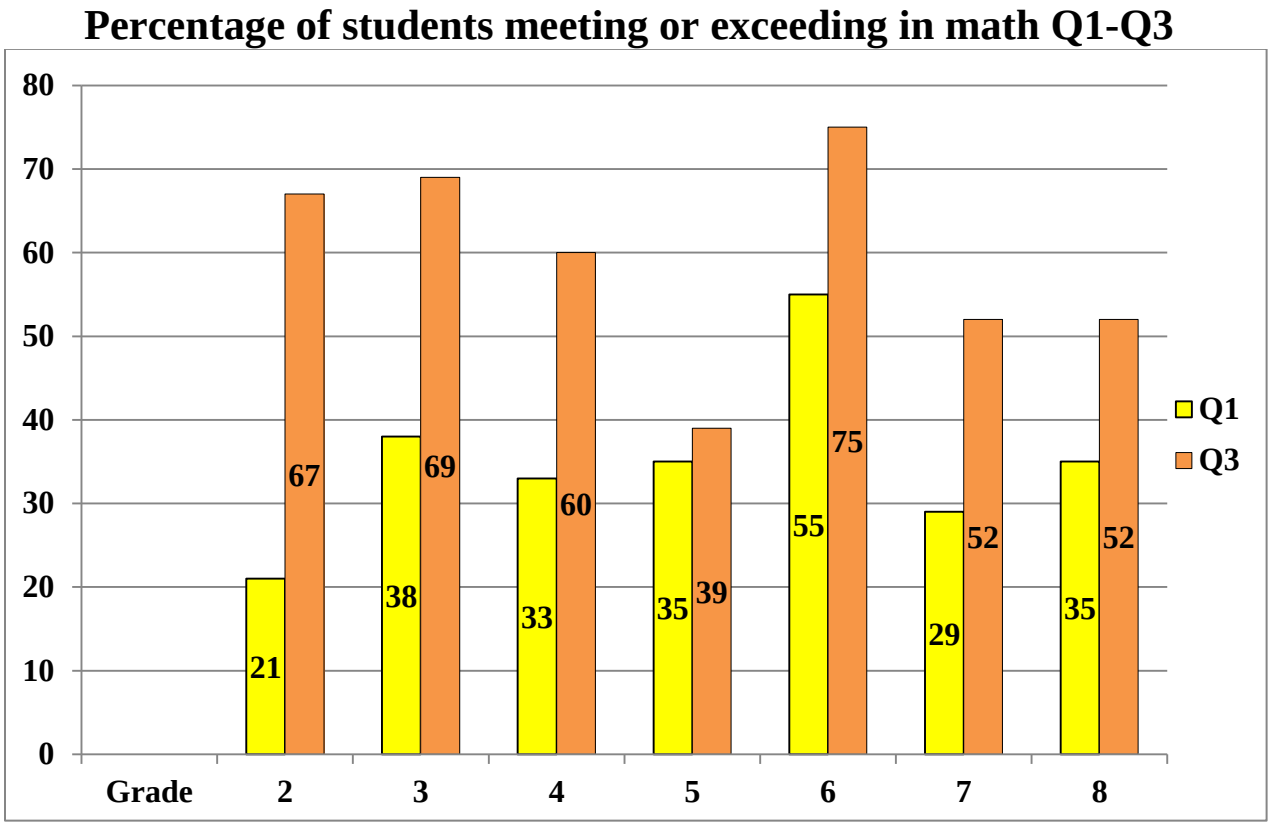
Monitoring and documentation of increases in student proficiency occur on a weekly and quarterly basis with results from various assessments. Our PMP explains how data is reviewed on a weekly and quarterly basis. Each quarter students are assessed using our Performance Series assessment. The results from the Performance Series assessment are reviewed by the grade level team. During the meeting the team creates a five week focus plan using our Achievement Series assessment tool. Each week students are assessed using the focus assessment that is based on mini lessons which are delivered every day for an entire week. The mini lesson is created due to a deficiency in mastery of a previously taught concept. If mastery is shown on the assessment then a different focus is planned for the following week. If mastery is not shown the teacher will continue teaching the concept the following week. Teachers and students continue with that pattern until the new quarterly targets are chosen and the cycle continues. The Achievement Series assessment tool provides an abundance of information concerning each individual student which is then used to create Personalized Student Achievement Plans (PSAP). The PSAP is used to zero in on specific deficiencies with each individual student as well as provide additional opportunities for those who have mastered a concept. Teachers use PSAPS to create groups for workshop as well as provide information to interventionists concerning instructional order. Weekly Saxon assessments have been entered into Achievement Series to allow for immediate results so that remediation, intervention and extension can begin promptly. Our assessment system has contributed to the marked increase in the percentage of student proficiency.

Professional Development

PACS' professional development plan is comprehensive and clearly defined with a focus on increased student growth. Our formal professional development occurs on a monthly basis and follows the guidelines of the PMP and is aligned to student learning target areas in math. The topic of each monthly professional development session is based on the needs of both teacher and student as determined through weekly meetings and observations. As Mike Schmoker posits, "The research we do at the local level - collaboratively - is what makes formal, outside research work. Outside research cannot be installed like a car part - it has to be fitted, adjusted, and refined for the school contexts we worked in" (http://www.goodreads.com/author/quotes/447688.Mike_Schmoker). It was decided that we must differentiate our trainings to meet individual needs, just as we do for our students. Specific and ongoing professional development on the organization and running of our daily 30 minute math workshop, as stated in our PMP, has allowed our teachers to effectively provide students with review of past material as well as provide an opportunity for teachers and interventionists to work with small groups.

Graphic Representations

Performance Series Data (Scantron Benchmark Assessment)



2a. Percent Passing Reading

Phoenix Advantage Charter School did not meet the standard for percent passing in reading. Based on the Performance Management Plan (PMP) and our current data, we continue to implement a sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in reading through the implementation of a curriculum that contributes to increased student proficiency, a plan for monitoring the integration of the Arizona Academic Standards into instruction, a plan monitoring and documenting student proficiency and a professional development plan that contributes to increased student proficiency.

Curriculum

Several changes were made to the reading curriculum as it was found to not fully align to the state standards. Curriculum maps were created and teachers began using the Open Court curriculum to aide in delivering the standards, yet not as the sole source of instruction. The change in instruction has contributed to increased student growth. As stated in the PMP, the Open Court reading curriculum has become more of a resource while Standard checklists allow teachers to make certain that performance objectives are being taught and revisited to ensure mastery. Teachers continue to receive training and guidance on the revision and refinement of pacing guides and curriculum maps to fully implement the curriculum and ensure that performance objectives are being taught correctly. During weekly grade level/data review team meetings, teachers meet with the administration. Through the course of these committee meetings, recent observations and lesson plans are evaluated, reviewed and revised to ensure proper delivery of curriculum as presented during professional development workshops. The results of our most recent Performance Series reading data show enormous gain in the percentage of students meeting or exceeding the standards. This rise in proficiency is due to the weekly interventions and training of the reading curriculum.

Instruction

The Arizona State Standards are monitored for proper and comprehensive integration with the use of Standard checklists. The principal formally and informally evaluates core teachers in mathematics. In keeping with our PMP agreement, the teacher indicates when students master a particular objective as measured by routine assessments. Those students who do not master concepts participate in weekly focus interventions. Those students then take the intervention assessments to ensure mastery. The Curriculum Specialist provides weekly modeling and whisper coaching sessions as informal classroom observations to monitor for appropriate delivery and documentation of the Arizona State Standards. The PMP illustrates the importance of practicing previously taught performance objectives to ensure mastery as evidenced by the standards based assessments. Results of these assessments and weekly lesson plans are reviewed during the weekly grade level/data review team committee meetings. During these meetings continuous data analysis and feedback occur among teachers, the school principal and the curriculum specialist.

Assessment

Phoenix Advantage implements a comprehensive and formalized process to assess student performance and expectations for student learning. PACS uses the Performance Series common formative assessment tool from Scantron and Open Court assessments to measure student performance and learning. Monitoring and documentation of increases in student growth occur on a weekly and quarterly basis with results from the various assessments. Our PMP explains how data is reviewed on a weekly and quarterly basis with use of the curriculum maps that ensure alignment to the Arizona Academic Standards. Each quarter students are assessed using our Performance Series assessment. The results from the Performance Series assessments and Open Court assessments are systematically analyzed by the grade level/data review team. During the meeting, the team creates a five week focus plan using our Achievement Series assessment tool (a Scantron common benchmark assessment). Each week students are assessed using the focus assessment that is based on mini lessons which are delivered every day for an entire week. The mini lesson is created due to a deficiency in mastery of a previously taught concept. If mastery is shown on the assessment then a different focus is planned for the following week. If mastery is not shown, the teacher will continue teaching the concept until mastery. Teachers and students continue with that pattern until the new quarterly targets are chosen and the formalized process and cycle continues. The Achievement Series assessment tool provides an abundance of information concerning each individual student which is then used to create Personalized Student Achievement Plans (PSAP). The PSAP is used to zero in on specific deficiencies with each individual student as well as provide additional opportunities for those who have mastered a concept. Teachers use PSAPS to create groups for workshop time as well as provide information to interventionists concerning instructional order. Electronic assessments allow for immediate results so that remediation, intervention and extension can begin promptly. The DIBELS assessment tool measures fluency and comprehension and is given to K-6th grade students three times a year. The results are reviewed, discussed and charted on data walls. Teachers are required to progress monitor their students based on results. Each classroom is also required to display data walls representing the data from DIBELS and Performance Series so that students take ownership of their progress.

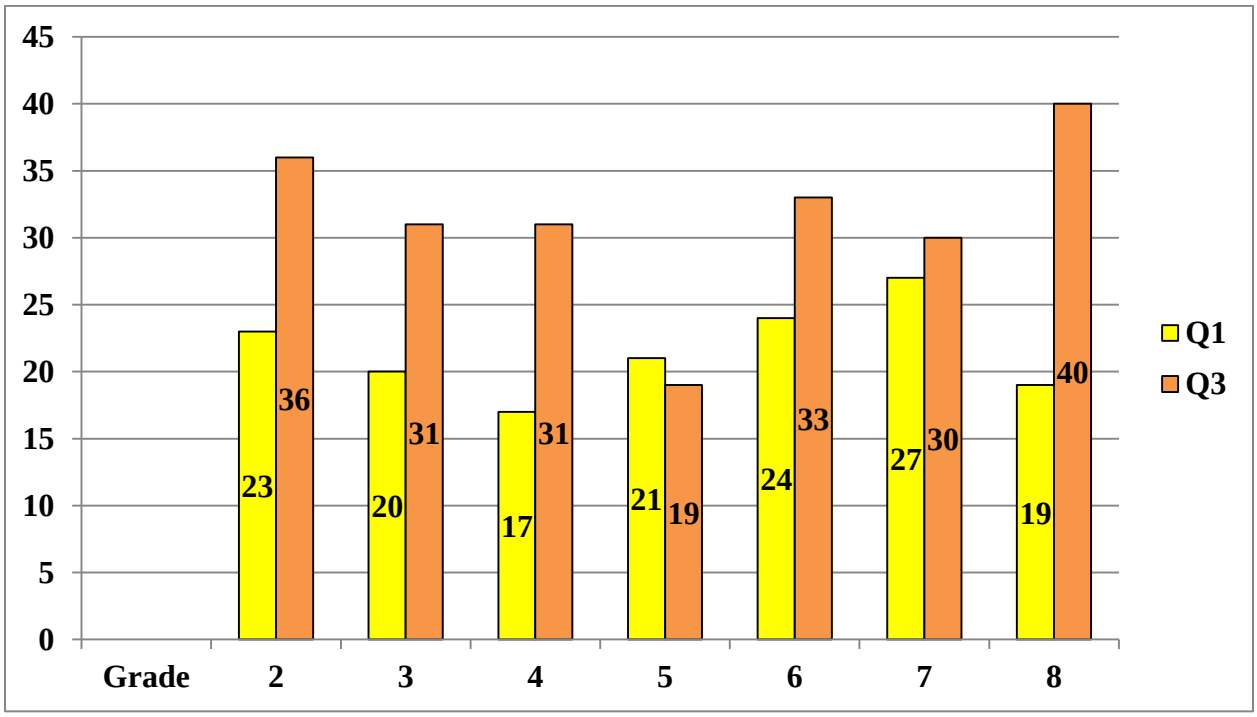
Professional Development

PACS' professional development plan is comprehensive and clearly defined with a focus on increased student achievement and growth. Our formal professional development occurs on a monthly basis and follows the guidelines of the PMP and is aligned to student learning target areas in reading. The topic of each monthly professional development session is based on the needs of both teacher and student as determined through weekly meetings and observations. Specific and ongoing professional development on the organization and running of our daily 30 minute reading workshop has allowed our teachers to effectively provide students with review of past material as well as provide an opportunity for teachers and interventionists to work with small groups. "Organizing students in heterogeneous cooperative learning groups at least once a week has a significant effect on learning" (Marzano, Pickering, & Pollock, 2001). Taken from http://www.netc.org/focus/strategies/coop.php.

Graphic Representations

Performance Series Data (Scantron Benchmark Assessment)

Percentage of students meeting or exceeding in reading Q1-Q3



2b. Composite School Comparison in Math

Phoenix Advantage Charter School did not meet the standard for Composite School Comparison in math. Based on the Performance Management Plan (PMP) and our current data, we continue to implement a sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in math as compared to schools that serve similar populations. Phoenix Advantage continues to serve students in ELL, FRL and those with disabilities with curriculum, instruction, assessment and professional development that contributes to increased student proficiency.

Curriculum

As stated in the PMP, the math curriculum was replaced and fully implemented during the 2010-2011 school year which contributed to increased student growth. Teachers continue to receive training and guidance on the revision and refinement of pacing guides and curriculum maps to fully implement the curriculum and ensure that performance objectives are being taught correctly. During weekly grade level/data review team meetings, teachers meet with the administration. Through the course of these committee meetings, recent observations and lesson plans are evaluated, reviewed and revised to ensure proper delivery of curriculum as presented during professional development workshops. Students who need additional support are instructed using the Saxon supplemental curriculum for remediation, intervention or extension.
ELL, FRL & Those with Disabilities: All subgroups have the opportunity to participate in daily after school tutoring sessions. Teachers also provide instruction during workshop time after math lessons. The results of our most recent common benchmark assessment, Performance Series, show a steady progression of growth in student achievement in all grade levels.

Instruction

The Arizona State Standards are monitored for proper and comprehensive integration with the use of standard checklists. The principal formally and informally evaluates core teachers in mathematics. In keeping with our PMP agreement, the teacher indicates when students master a particular objective as measured by routine assessments. Those students who do not master concepts participate in weekly focus interventions. Those students then take the intervention assessments to ensure mastery. The Curriculum Specialist provides weekly modeling and whisper coaching sessions as informal classroom observations to monitor for appropriate delivery and documentation of the Arizona State Standards. The PMP illustrates the importance of practicing previously taught performance objectives to ensure mastery as evidenced by the standards based assessments. Results of these assessments and weekly lesson plans are reviewed during the weekly grade level/data review team committee meetings. During these meetings continuous data analysis and feedback occur among teachers, the school principal and the curriculum specialist. Saxon is designed to ensure mastery through spiraled concept review. Teachers deliver lessons in a manner which reintroduce students to material that has been previously taught.
ELL: Per the PMP, the 30 minute math workshop is also in effect for all SEI classrooms. The workshop time allows teachers to work with students in a remedial setting or to implement effective SEI strategies identified in each student's plan. These strategies are often highly engaging and help ELL students retain concepts.
FRL & Those with Disabilities: Small group instruction as well as the above mentioned instructional interventions have been beneficial for all students including FRL and those with disabilities as demonstrated by the data below.

Assessment

Phoenix Advantage implements a comprehensive and formalized process to assess student performance and expectations for student learning. PACS uses the Performance Series common formative assessment tool from Scantron and Saxon assessments to measure student performance and learning. Monitoring and documentation occur on a weekly and quarterly basis with results from the various assessments. Our PMP explains how data is reviewed on a weekly and quarterly basis. Each quarter students are assessed using our Performance Series assessment. The results from the Performance Series assessments and Saxon assessments are systematically analyzed by the grade level/data review team. During the meeting, the team creates a five week focus plan using our Achievement Series assessment tool (a Scantron common benchmark assessment). Each week students are assessed using the focus assessment that is based on mini lessons which are delivered every day for an entire week. The mini lesson is created due to a deficiency in mastery of a previously taught concept. If mastery is shown on the assessment then a different focus is planned for the following week. If mastery is not shown, the teacher will continue teaching the concept until mastery. Teachers and students continue with this pattern until the new quarterly targets are chosen and the formalized process and cycle continues. The Achievement Series assessment tool provides information about each student to create Personalized Student Achievement Plans (PSAP). The PSAP is used to address deficiencies with students and provide additional opportunities for those who have mastered a concept. PSAPS are used to create groups for workshop time and provide information to interventionists about instructional order. Electronic assessments allow for immediate results so that remediation, intervention and extension can begin promptly.

ELL: Students in this subgroup benefit from interventions derived from the data of additional assessments such as the AZELLA assessment. Overall student gains are depicted in the charts below using the Performance Series assessment tool.

FRL and Those with Disabilities: The data from our assessments is used to personalize instruction for special populations such as FRL and those with disabilities.

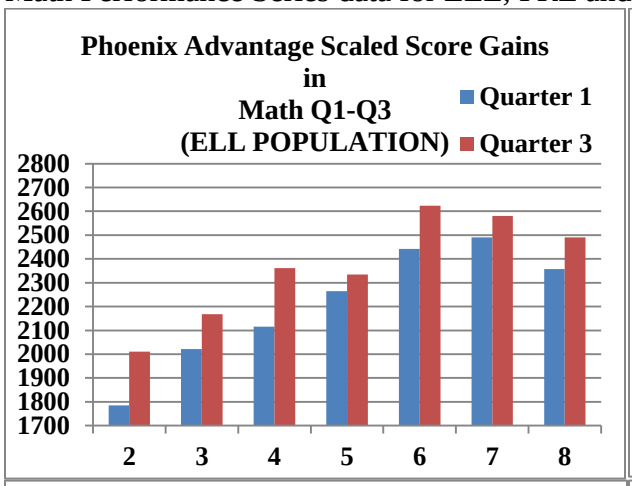
Professional Development

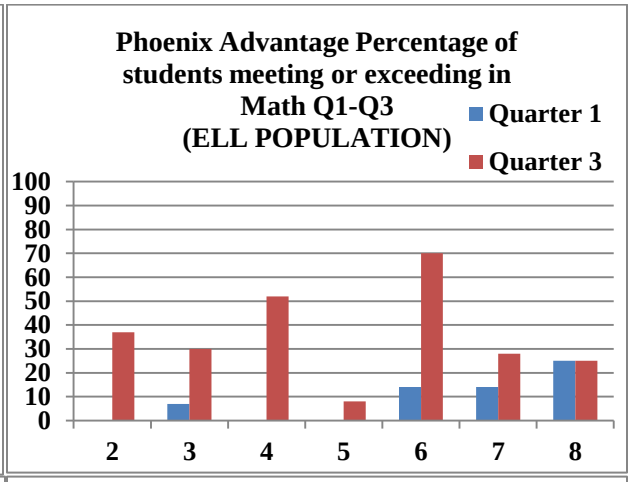
PACS' professional development plan is comprehensive and clearly defined with a focus on increased student growth. Our formal professional development occurs on a monthly basis and follows the guidelines of the PMP and is aligned to student learning target areas in math. The topic of each monthly professional development session is based on the needs of both teacher and student as determined through weekly meetings and observations. As Ruby Payne research supports, middle class teachers often need additional training on the raising of awareness about class structure and poverty. It was decided that we must differentiate our trainings to meet individual needs, just as we do for our students. Specific and ongoing professional development on the organization and running of our daily 30 minute math workshop, as stated in our PMP, has allowed our teachers to effectively provide students with review of past material as well as provide an opportunity for teachers and interventionists to work with small groups.

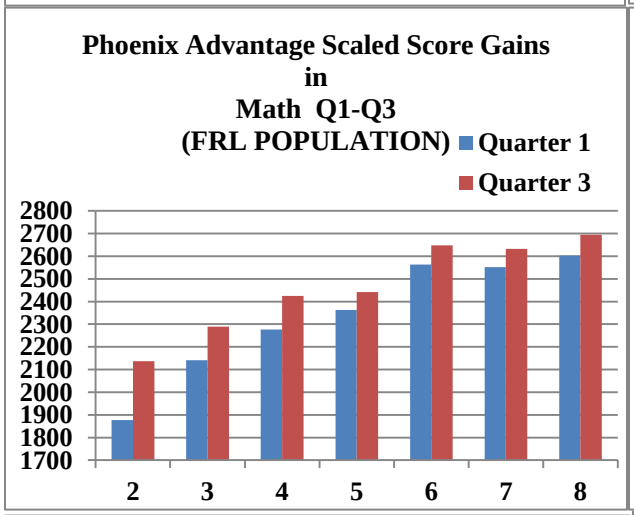
ELL, FRL & Those with Disabilities: All subgroups benefit from the training given by the Ruby Payne Institute, using Title IIa funding, to support growth and achievement. This growth is depicted in the graphs below.

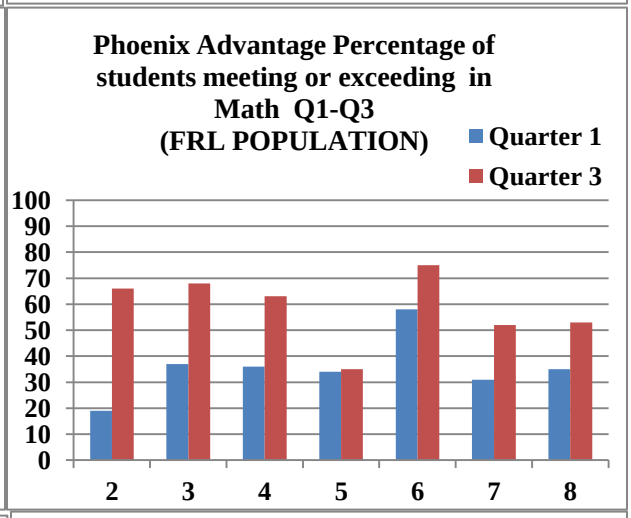
Graphic Representations

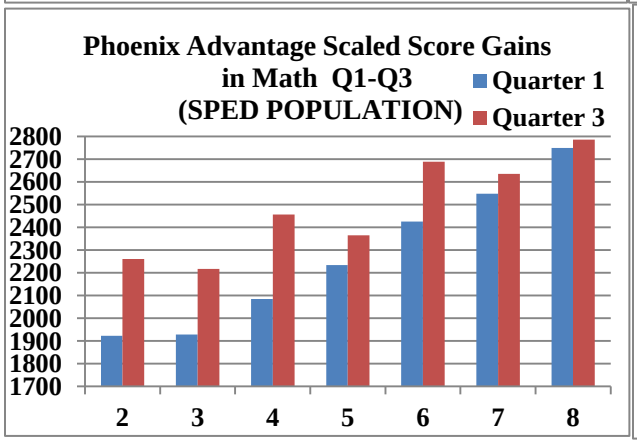
Math Performance Series data for ELL, FRL and those with disabilities.

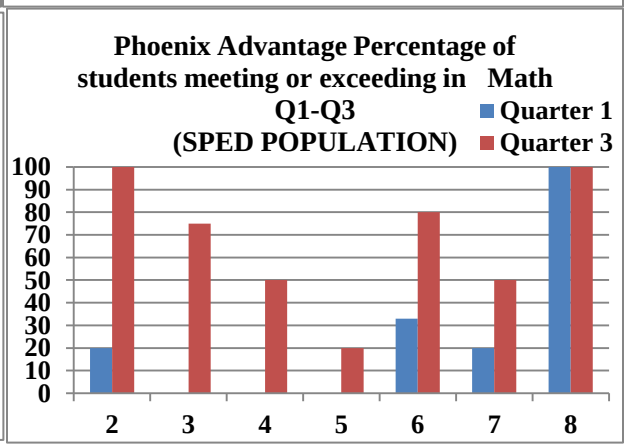












From https://www10.ade.az.gov/OELAS/DistrictDeterminationsSummary.aspx

2012 Determinations **Final**

EntityID	District/Charter Holder	Made Progress	Reclassified	ELL Subgroup Made AYP	FY Determination	FY Improvement Status	
4338	Phoenix Advantage Charter School, Inc.	Y	Y	Y	Y	None	Details

2b. Composite School Comparison in Reading

Phoenix Advantage Charter School did not meet the standard for Composite School Comparison in reading. Based on the Performance Management Plan (PMP) and our current data, we continue to implement a sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in reading as compared to schools that serve similar populations. Phoenix Advantage continues to serve a large population of ELL, FRL and those with disabilities with curriculum, instruction, assessment and professional development that contributes to increased student proficiency.

Curriculum

Several changes were made to the reading curriculum as it was found to not fully align to the state standards. Curriculum maps were created and teachers began using the Open Court curriculum to aide in delivering the standards, yet not as the sole source of instruction. The change in instruction has contributed to increased student growth. As stated in the PMP, the Open Court reading curriculum has become more of a resource while standard checklists allow teachers to make certain that performance objectives are being taught and revisited to ensure mastery. Teachers continue to receive training and guidance on the revision and refinement of pacing guides and curriculum maps to fully implement the curriculum and ensure that performance objectives are being taught correctly. During weekly grade level/data review team meetings, teachers meet with the administration. During committee meetings, recent observations and lesson plans are evaluated, reviewed and revised to ensure proper delivery of curriculum as presented during professional development workshops.

ELL, FRL & Those with Disabilities: The results of our most recent Performance Series reading data show that we are making progress toward meeting the academic performance expectations among ELL, FRL and those with disabilities. This rise in proficiency is due to the weekly interventions and training of the reading curriculum.

Instruction

The Arizona State Standards are monitored for proper and comprehensive integration with the use of standard checklists. The principal formally and informally evaluates core teachers in reading. In keeping with our PMP agreement, the teacher indicates when students master a particular objective as measured by routine assessments. Those students who do not master concepts participate in weekly focus interventions. Those students then take the intervention assessments to ensure mastery. The Curriculum Specialist provides weekly modeling and whisper coaching sessions as informal classroom observations to monitor for appropriate delivery and documentation of the Arizona State Standards. The PMP illustrates the importance of practicing previously taught performance objectives to ensure mastery as evidenced by the standards based assessments. Results of these assessments and weekly lesson plans are reviewed during the weekly grade level/data review team committee meetings. During these meetings continuous data analysis and feedback occur among teachers, the school principal and the curriculum specialist. The individualized instruction contributes to increased student proficiency.

ELL: Per the PMP, the 30 minute math workshop is also in effect for all SEI classrooms. The workshop time allows teachers to work with students in a remedial setting or to implement effective SEI strategies identified in each student's plan. These strategies are often highly engaging and help ELL students retain concept.

FRL&Those with Disabilities: Small group instruction as well as the above mentioned instructional interventions have been beneficial for all students including FRL and those with disabilities as demonstrated by the data below.

Assessment

PACS implements a comprehensive and formalized process to assess student performance and expectations for student learning. PACS uses the Performance Series common formative assessment tool from Scantron and Open Court assessments to measure student performance and learning. Monitoring and documentation of increases in student growth occur on a weekly and quarterly basis with results from the various assessments. Our PMP explains how data is reviewed on a weekly and quarterly basis with use of the curriculum maps that ensure alignment to the Arizona Academic Standards. Each quarter students are assessed using our Performance Series assessment. The results from the Performance Series assessments and Open Court assessments are systematically analyzed by the grade level/data review team. During the meeting, the team creates a plan using our Achievement Series assessment tool (a Scantron common benchmark assessment). Students are assessed using the focus assessment that is based on mini lessons which are delivered every day for an entire week. The mini lesson is created due to a deficiency in mastery of a previously taught concept. If mastery is shown on the assessment then a different focus is planned for the following week. If mastery is not shown, teachers continue teaching the concept until mastery. Teachers and students repeat that pattern until the new quarterly targets are chosen and the formalized process and cycle continues. The Achievement Series assessment tool provides an abundance of information concerning each individual student which is then used to create Personalized Student Achievement Plans (PSAP). PSAPs are used to zero in on specific deficiencies with each individual student as well as provide additional opportunities for those who have mastered a concept. Teachers use PSAPS to create groups for workshop time as well as provide information to interventionists concerning instructional order. Electronic assessments allow for immediate results so that remediation, intervention and extension can begin promptly. The DIBELS assessment tool measures fluency and comprehension and is given to K-6th grade students three times a year. The results are reviewed, discussed and charted on data walls. Teachers are required to progress monitor students based on results. Each classroom is also required to display data walls representing the data from DIBELS and Performance Series so that students take ownership of their progress.

ELL, FRL & Those withDisabilities: The data from our assessments is used to personalize instruction for special populations.

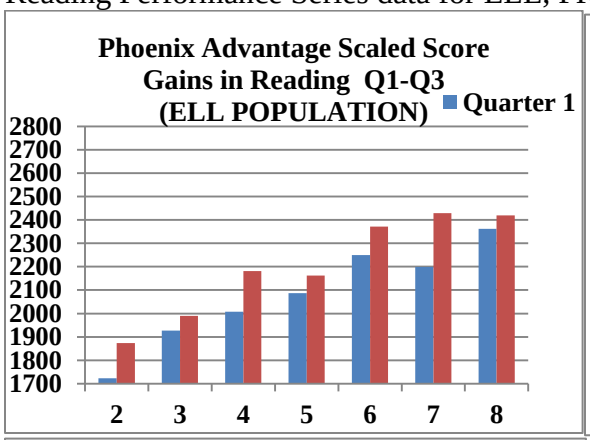
Professional Development

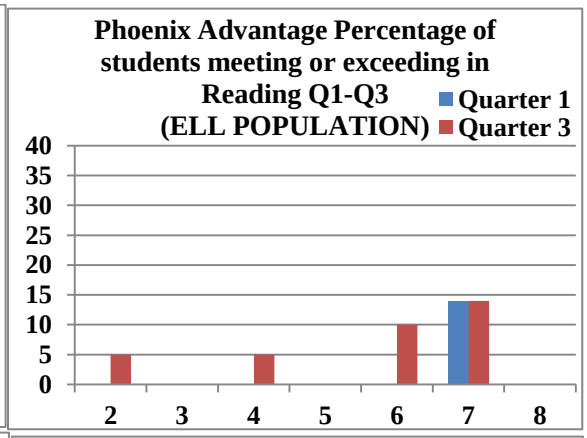
Our formal professional development occurs on a monthly basis and follows the guidelines of the PMP. The topic of each monthly professional development session is based on the needs of both teacher and student as determined through weekly meetings and observations. It was decided that we must differentiate our trainings to meet individual needs, just as we do for our students. Specific and ongoing professional development on the organization and running of our daily 30 minute reading workshop has allowed our teachers to effectively provide students with review of past material as well as provide an opportunity for teachers and interventionists to work with small groups. The Curriculum Specialist will periodically model for a classroom teacher as a means of professional development. After modeling, the CIS will schedule a date to view a lesson to ensure the teacher is presenting the reading material in an effective manner. The above mentioned development tools and strategies have aided in the increase of student proficiency among students with disabilities, ELL and our population.

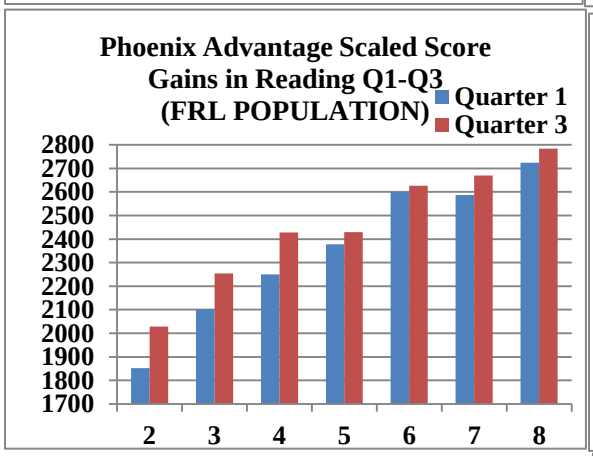
ELL, FRL & Those with Disabilities: All subgroups benefit from the training given by the Ruby Payne Institute, using Title IIa funding, to support growth and achievement. This growth is depicted in the graphs below.

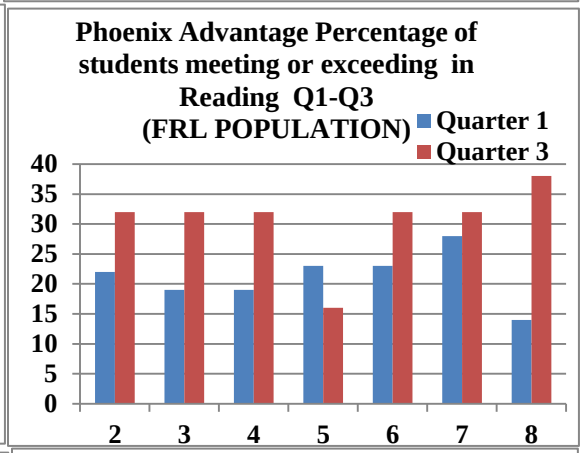
Graphic Representations

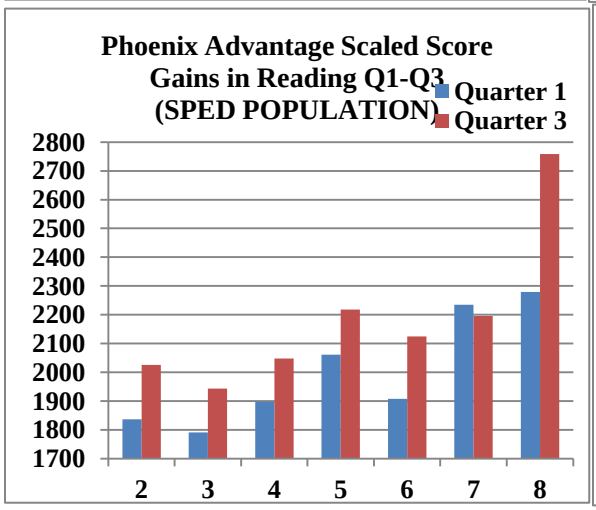
Reading Performance Series data for ELL, FRL and those with disabilities.

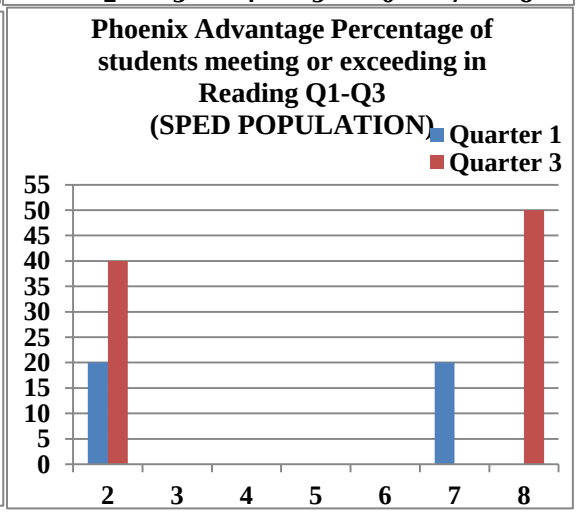












From https://www10.ade.az.gov/OELAS/DistrictDeterminationsSummary.aspx

2012 Determinations **Final**

EntityID	District/Charter Holder	Made Progress	Reclassified	ELL Subgroup Made AYP	FY Determination	FY Improvement Status	
4338	Phoenix Advantage Charter School, Inc.	Y	Y	Y	Y	None	Details

2c. Subgroup ELL Comparison Math

Phoenix Advantage Charter School did not meet the standard for Subgroup ELL Comparison in math. Based on the Performance Management Plan (PMP) and our current data, we continue to implement a sustained improvement plan for ELL students. While meeting the SEI requirements teachers still provide ELL students with 90 minutes of math instruction which includes the 30 minute workshop time. Phoenix Advantage continues to serve ELL students with curriculum, instruction, assessment and professional development that increase ELL proficiency.

Curriculum

As stated in the PMP, the math curriculum was replaced and fully implemented during the 2010-2011 school year which contributed to increased student growth. Teachers continue to receive training and guidance on the revision and refinement of pacing guides and curriculum maps to fully implement the curriculum and ensure that performance objectives are being taught correctly. During weekly grade level/data review team meetings, teachers meet with the administration. Through the course of these committee meetings, recent observations and lesson plans are evaluated, reviewed and revised to ensure proper delivery of curriculum as presented during professional development workshops. Students who need additional support are instructed using the Saxon supplemental curriculum for remediation, intervention or extension. ELL students also participate in daily after school tutoring sessions. Since after school tutoring isn't required, teachers also provide instruction during the workshop small group section of the daily math lessons. The results of our most recent common benchmark assessment, Performance Series, show a steady progression of growth in ELL math student achievement in all grade levels. The percentage of students meeting or exceeding the standard in math increased in all grade levels except 8th grade where the number stayed exactly the same. Although 8th grade did not increase the number of ELL students meeting or exceeding in math the scaled score gains show improvement overall. Further, the Arizona Department of Education determined that PACS successfully passed the AMAO District Determination (See graphic representations). Growth is due to the intense training and fidelity of implementation of the Saxon math curriculum.

Instruction

The Arizona State Standards are monitored for proper and comprehensive integration with the use of Standard checklists. The principal formally and informally evaluates teachers in math. In keeping with our PMP agreement, the teacher indicates when students master a particular objective as measured by routine assessments. Students who do not master concepts participate in weekly focus interventions. Students then take the intervention assessments to ensure mastery. The Curriculum Specialist provides weekly modeling and whisper coaching sessions as informal classroom observations to monitor for appropriate delivery and documentation of the Arizona State Standards. The PMP illustrates the importance of practicing previously taught performance objectives to ensure mastery as evidenced by the standards based assessments. Assessment results and lesson plans are reviewed during the weekly grade level/data review team committee meetings. During these meetings continuous data analysis and feedback occur among teachers, the school principal and the curriculum specialist. Saxon is designed to ensure mastery through spiraled concept review. Teachers deliver lessons in a manner which reintroduce students to material that has been previously taught. As stated in the PMP, the additional 30 minute math workshop is also in effect for all SEI classrooms. The workshop time allows teachers to work with students in a remedial setting or to implement effective SEI strategies identified in each student's plan. These strategies are often highly engaging and help

ELL students retain concepts. As Wetzel states, "Active Participation – requiring active involvement in math activities motivates ESL students, engages them in the learning process, and helps them remember content easier" (http://suite101.com/article/teaching-strategies-in-math-for-esl-students-a152018). Results from our Performance Series benchmark assessment provide teachers with a starting point. Our weekly Achievement Series assessments are based on the Arizona State Standards and allow us to pinpoint student needs and incorporate them into our instruction as the year progresses. The individualized instruction has contributed to increased student proficiency among our ELL population.

Assessment

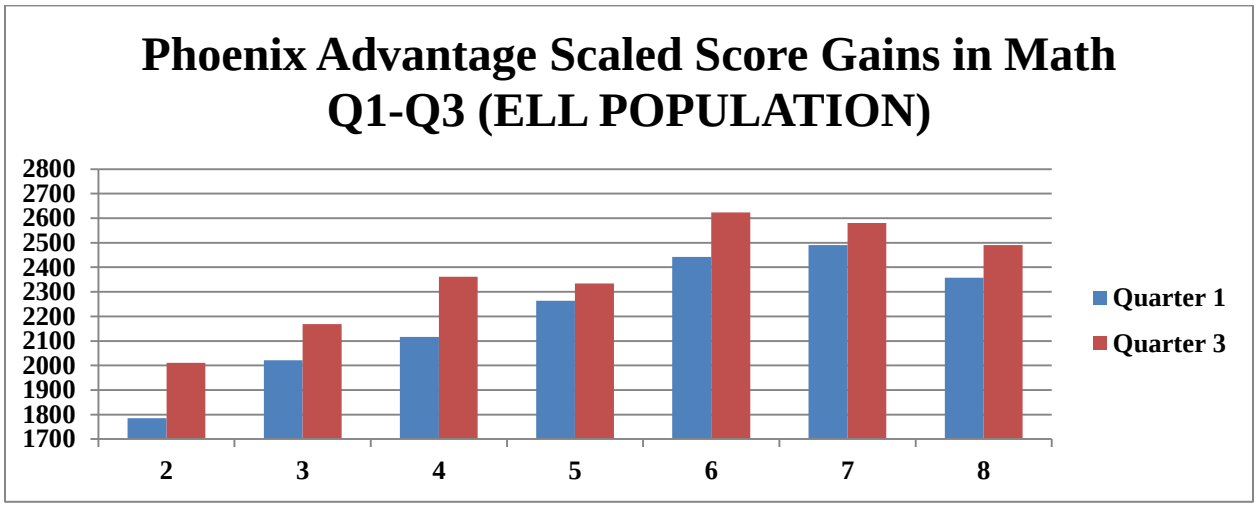
Phoenix Advantage implements a comprehensive and formalized process to assess student performance and expectations for student learning. PACS uses the Performance Series common formative assessment tool from Scantron and Saxon assessments to measure student performance and learning. Monitoring and documentation occur on a weekly and quarterly basis with results from the various assessments. Our PMP explains how data is reviewed on a weekly and quarterly basis. Each quarter students are assessed using our Performance Series assessment. The results from the Performance Series assessments and Saxon assessments are systematically analyzed by the grade level/data review team. During the meeting, the team creates a five week focus plan using our Achievement Series assessment tool (a Scantron common benchmark assessment). Each week students are assessed using the focus assessment that is based on mini lessons which are delivered every day for an entire week. The mini lesson is created due to a deficiency in mastery of a previously taught concept. If mastery is shown on the assessment then a different focus is planned for the following week. If mastery is not shown, the teacher will continue teaching the concept until mastery. Teachers and students continue with this pattern until the new quarterly targets are chosen and the formalized process and cycle continues. The Achievement Series assessment tool provides an abundance of information concerning each individual student which is then used to create Personalized Student Achievement Plans (PSAP). The PSAP is used to zero in on specific deficiencies with each individual student as well as provide additional opportunities for those who have mastered a concept. Teachers use PSAPS to create groups for workshop time as well as provide information to interventionists concerning instructional order. Electronic assessments allow for immediate results so that remediation, intervention and extension can begin promptly. Our assessment system has contributed to increased student proficiency among our ELL population.

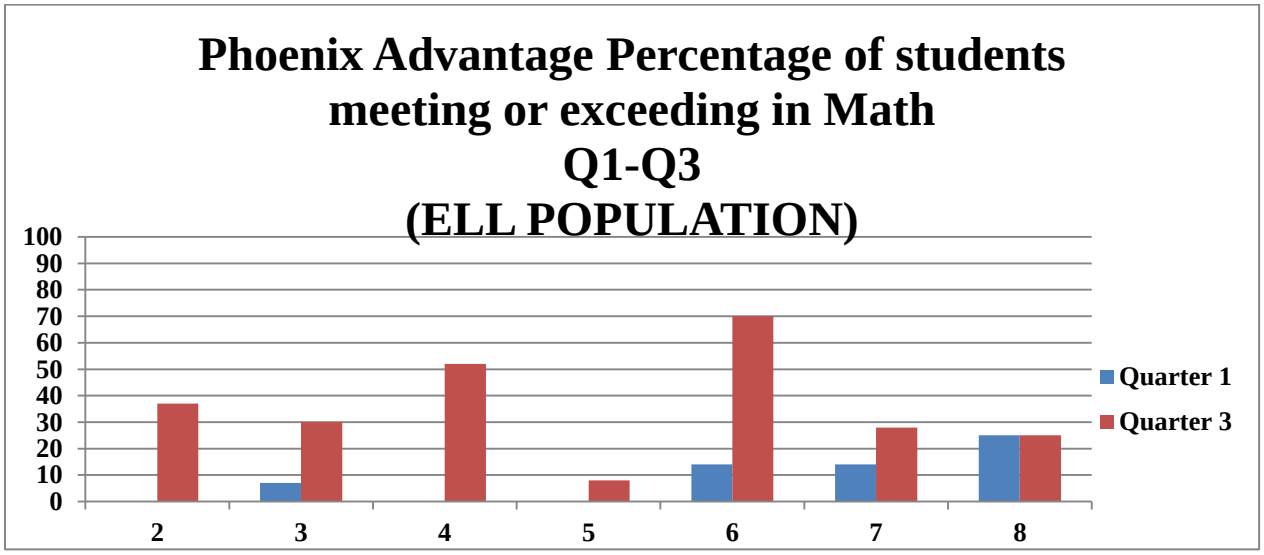
Professional Development

PACS' professional development plan is comprehensive and clearly defined with a focus on increased student growth. Our formal professional development occurs on a monthly basis and follows the guidelines of the PMP and is aligned to student learning target areas in math. The topic of each monthly professional development session is based on the needs of both teacher and student as determined through weekly meetings and observations. Presentations are delivered using SEI strategies to model their effectiveness. Specific and ongoing professional development on the organization and running of our daily 30 minute math workshop, as stated in our PMP, has allowed our teachers to effectively provide students with review of past material as well as provide an opportunity for teachers and interventionists to work with small groups. The above mentioned development tools have aided in the increase of student proficiency among our ELL population.

Graphic Representations

Scantron Benchmark Scores





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2c. Subgroup ELL Comparison Reading

Phoenix Advantage Charter School did not meet the standard for Subgroup ELL Comparison in Reading. Based on the Performance Management Plan (PMP) and our current data, we continue to implement a sustained improvement plan for ELL students. As stated in the PMP, more than half of the student population lives in a home where a language other than English spoken. Phoenix Advantage has adopted the mandatory technique of Structured English Immersion (SEI). All Phoenix Advantage teachers are SEI certified. Due to the large number of ELL students, Phoenix Advantage operates 5 SEI classrooms. Many students in 2nd grade as well as grades 5-8 are taught using Individual Language Learner Plans (ILLP) which fulfills the state requirement for smaller ELL populations. To meet the SEI requirements teachers are required to provide ELL students with 4 hours of English Language development. Phoenix Advantage continues to serve ELL students with curriculum, instruction, assessment and professional development that contribute to increased ELL proficiency.

Curriculum

Several changes were made to the reading curriculum as it was found to not fully align to the state standards. Curriculum maps were created and teachers began using the Open Court curriculum to aide in delivering the standards, yet not as the sole source of instruction. The change in instruction has contributed to increased student growth. As stated in the PMP, the Open Court reading curriculum has become more of a resource while Standard checklists allow teachers to make certain that performance objectives are being taught and revisited to ensure mastery. Teachers continue to receive training and guidance on the revision and refinement of pacing guides and curriculum maps to fully implement the curriculum and ensure that performance objectives are being taught correctly. During weekly grade level/data review team meetings, teachers meet with the administration. Through the course of these committee meetings, recent observations and lesson plans are evaluated, reviewed and revised to ensure proper delivery of curriculum as presented during professional development workshops. The results of our most recent Performance Series Reading data show a steady progression of growth, for the ELL population, in all grade levels. The percentage of students meeting or exceeding the standard in reading increased in 2nd, 4th and 6th grade. In 7th grade the number of ELL students meeting or exceeding stayed exactly the same. Although 3rd, 5th and 8th grade did not increase the number of ELL students meeting or exceeding, our scaled score gains show improvement overall. Further, the Arizona Department of Education determined that PACS successfully passed the AMAO District Determination (See graphic representations). The performance of our ELL population is due, in part, to the adoption of the mandatory use of the ELL Proficiency Standards as well as our English language development instruction and Discrete Skills Inventory.

Instruction

The SEI classrooms provide a minimum of 4 hours of English language development. Those 4 hours are distinguished from other types of instruction. The Arizona State Standards are monitored for proper and comprehensive integration with the use of Standard checklists. The principal formally and informally evaluates core teachers in reading. In addition to the Arizona State Standards, Arizona K-12 English Language Learner Proficiency Standards are monitored in each classroom with the use of Standard checklists. In keeping with our PMP agreement, the teacher is responsible for dating and indicating the percentage of students that have mastered a particular objective (as measured by routine assessments on the current lesson as well as weekly focus assessments aimed at reviewing material that was not mastered on previous assessments). The Curriculum Specialist provides weekly modeling and whisper coaching sessions to monitor

for appropriate delivery and documentation of the Arizona K-12 English Language Learner Proficiency Standards and Discrete Skills Inventory. The PMP illustrates the importance of practicing previously taught performance objectives to ensure mastery. Our continuous review of the proper delivery of the Arizona K-12 ELL Proficiency Standards avoids the possibility of students losing mastery of the material. Results from our Performance Series benchmark assessment provide teachers with a starting point. For ELL, our weekly Achievement Series assessments are based on the K-12 ELL Proficiency Standards and allow us to pinpoint student needs and incorporate them into our instruction as the year progresses. The individualized instruction has contributed to increased student proficiency of the ELL Standards among our ELL population.

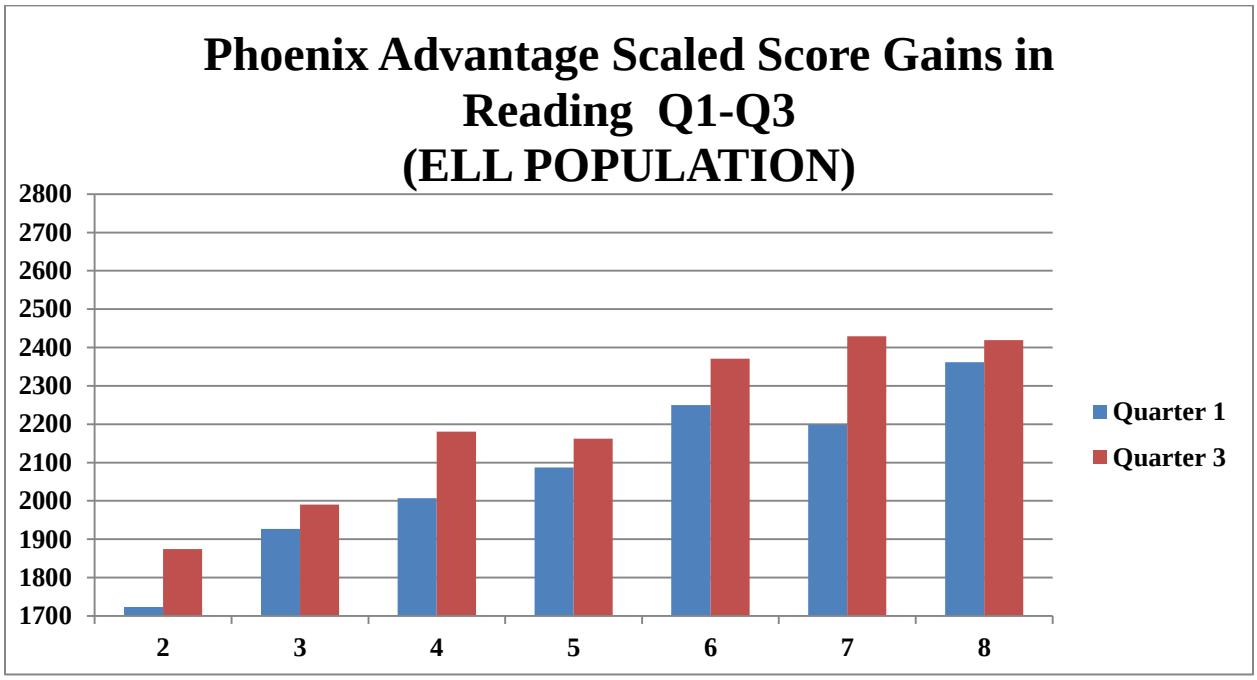
Assessment

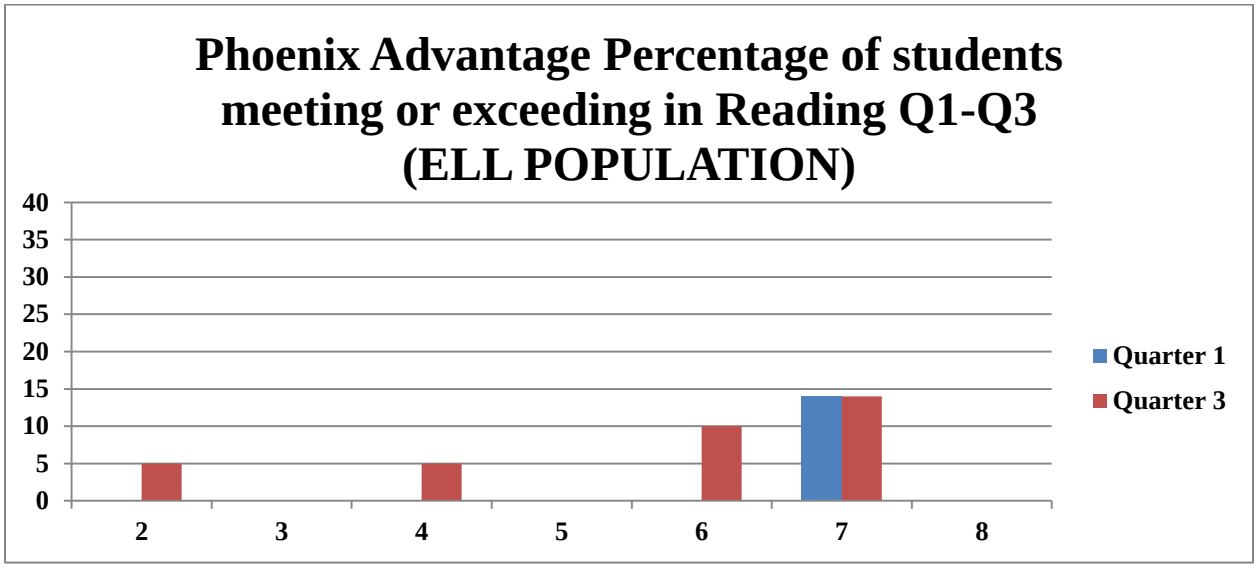
Monitoring and documentation of increases in ELL proficiency occur on a weekly and quarterly basis with results from various assessments including the AZELLA assessment. Our PMP explains how data is reviewed on a weekly and quarterly basis. The results from the Performance Series assessments, AZELLA, DIBELS and Open Court assessments are systematically analyzed by the grade level/data review team. . During the meeting the team creates a five week focus plan using our Achievement Series assessment tool. Each week students are assessed using the focus assessment that is based on mini lessons which are delivered every day for an entire week. The mini lesson is created due to a deficiency in mastery of a previously taught concept. If mastery is shown on the assessment then a different focus is planned for the following week. If mastery is not shown the teacher will continue teaching the concept the following week. Teachers and students continue with that pattern until the new quarterly targets are chosen and the cycle continues. The Achievement Series assessment tool provides an abundance of information concerning each individual student which is then used to create Personalized Student Achievement Plans (PSAP). The PSAP is used to zero in on specific deficiencies with each individual student as well as provide additional opportunities for those who have mastered a concept. Teachers use PSAPS to create groups for workshop time as well as provide information to interventionists concerning instructional order. Electronic assessments allow for immediate results so that remediation, intervention and extension can begin promptly. The DIBELS assessment tool measures fluency and comprehension and is given to K-6th grade students three times a year. The results are reviewed, discussed and charted on data walls. Teachers are required to progress monitor their students based on results. Each classroom is also required to display data walls representing the data from DIBELS and Performance Series so that students take ownership of their progress. Our assessment system has contributed to increased student proficiency among our ELL population.

Professional Development

PACS' professional development plan is comprehensive and clearly defined with a focus on increased student achievement and growth. The plan follows the guidelines of the PMP. The topic of each monthly professional development session is based on the needs of both teacher and student as determined through weekly meetings and observations. It was decided that we must differentiate our trainings to meet individual needs, just as we do for our students. Presentations are delivered using SEI strategies to model their effectiveness. Specific and ongoing professional development on the organization and running of our SEI classrooms has allowed our teachers to effectively provide students with review of past material as well as provide an opportunity for teachers and interventionists to work with small groups.

Graphic Representations
Scantron Benchmark Data





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2c. Subgroup FRL Comparison Math

Phoenix Advantage Charter School did not meet the standard for Subgroup FRL Comparison in math. More than 90% of our population qualifies for free and reduced lunch. Based on the Performance Management Plan (PMP) and our current data, we continue to implement a sustained improvement plan for FRL students. The plan includes evidence of increasing the percent of FRL students passing the state assessment in math. Phoenix Advantage continues to serve FRL students through the implementation of a curriculum that contributes to increased student proficiency, a plan for monitoring the integration of the Arizona Academic Standards into instruction, a plan for monitoring and documenting student proficiency and a professional development plan that contributes to increased student proficiency.

Curriculum

As stated in the PMP, the math curriculum was replaced and fully implemented during the 2010-2011 school year which contributed to increased student growth. Teachers continue to receive training and guidance on the revision and refinement of pacing guides and curriculum maps to fully implement the curriculum and ensure that performance objectives are being taught correctly. During weekly grade level/data review team meetings, teachers meet with the administration. Through the course of these committee meetings, recent observations and lesson plans are evaluated, reviewed and revised to ensure proper delivery of curriculum as presented during professional development workshops. Students who need additional support are instructed using the Saxon supplemental curriculum for remediation, intervention or extension. After replacement of the math curriculum our 2nd grade students showed the highest percentage of students meeting their 3rd quarter growth target in 2013. The results of our most recent Performance Series math data show a steady gain, for FRL students, in scaled score averages among all grade levels. The percentage of FRL students meeting or exceeding the standards also increased in all grade levels. This growth is due to the extensive training of the Saxon math curriculum.

Instruction

The Arizona State Standards are monitored for proper and comprehensive integration with the use of Standard checklists. The principal formally and informally evaluates core teachers in mathematics. In keeping with our PMP agreement, the teacher indicates when students master a particular objective as measured by routine assessments. Those students who do not master concepts participate in weekly focus interventions. Those students then take the intervention assessments to ensure mastery. The Curriculum Specialist provides weekly modeling and whisper coaching sessions as informal classroom observations to monitor for appropriate delivery and documentation of the Arizona State Standards. The PMP illustrates the importance of practicing previously taught performance objectives to ensure mastery as evidenced by the standards based assessments. Results of these assessments and weekly lesson plans are reviewed during the weekly grade level/data review team committee meetings. During these meetings continuous data analysis and feedback occur among teachers, the school principal and the curriculum specialist. Saxon is designed to ensure mastery through spiraled concept review. Teachers deliver lessons in a manner which reintroduce students to material that has been previously taught. The individualized instruction contributes to increased student proficiency among our FRL students.

Assessment

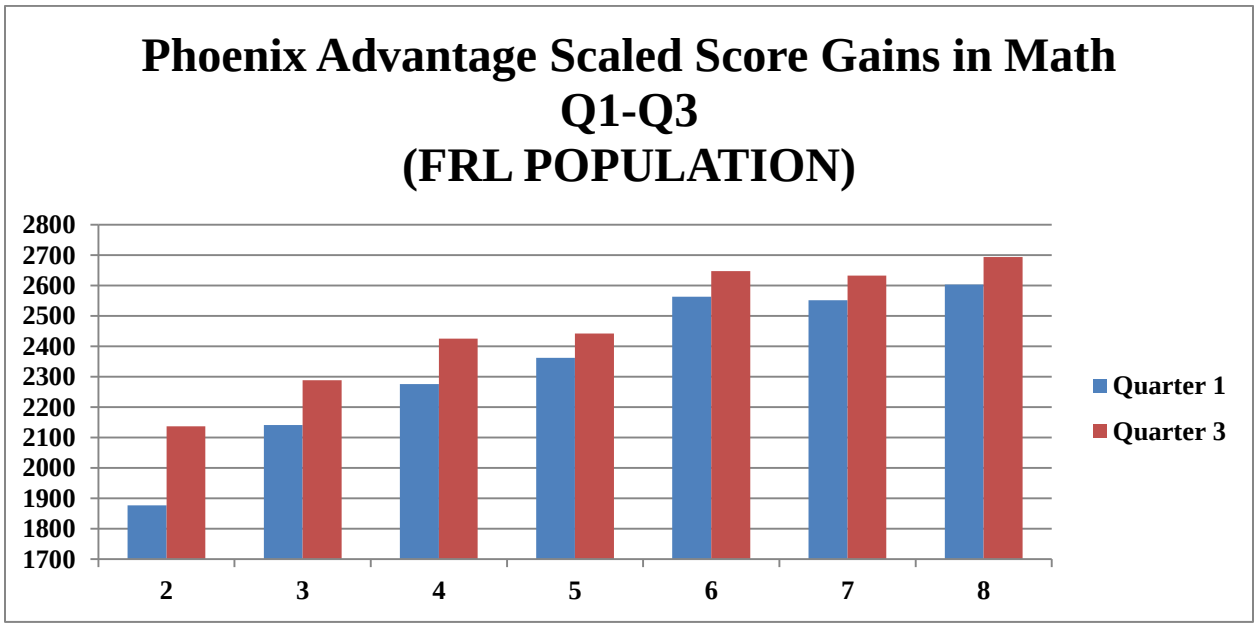
Phoenix Advantage implements a comprehensive and formalized process to assess student performance and expectations for student learning. PACS uses the Performance Series common formative assessment tool from Scantron and Saxon assessments to measure student performance and learning. Monitoring and documentation occur on a weekly and quarterly basis with results from the various assessments. Our PMP explains how data is reviewed on a weekly and quarterly basis. Each quarter students are assessed using our Performance Series assessment. The results from the Performance Series assessments and Saxon assessments are systematically analyzed by the grade level/data review team. During the meeting, the team creates a five week focus plan using our Achievement Series assessment tool (a Scantron common benchmark assessment). Each week students are assessed using the focus assessment that is based on mini lessons which are delivered every day for an entire week. The mini lesson is created due to a deficiency in mastery of a previously taught concept. If mastery is shown on the assessment then a different focus is planned for the following week. If mastery is not shown, the teacher will continue teaching the concept until mastery. Teachers and students continue with this pattern until the new quarterly targets are chosen and the formalized process and cycle continues. The Achievement Series assessment tool provides an abundance of information concerning each individual student which is then used to create Personalized Student Achievement Plans (PSAP). The PSAP is used to zero in on specific deficiencies with each individual student as well as provide additional opportunities for those who have mastered a concept. Teachers use PSAPS to create groups for workshop time as well as provide information to interventionists concerning instructional order. Electronic assessments allow for immediate results so that remediation, intervention and extension can begin promptly. The data attached supports our assessment system and explains the positive growth in 2nd -8th grade. Our assessment system has contributed to the marked increase in the percentage of student proficiency among our FRL students.

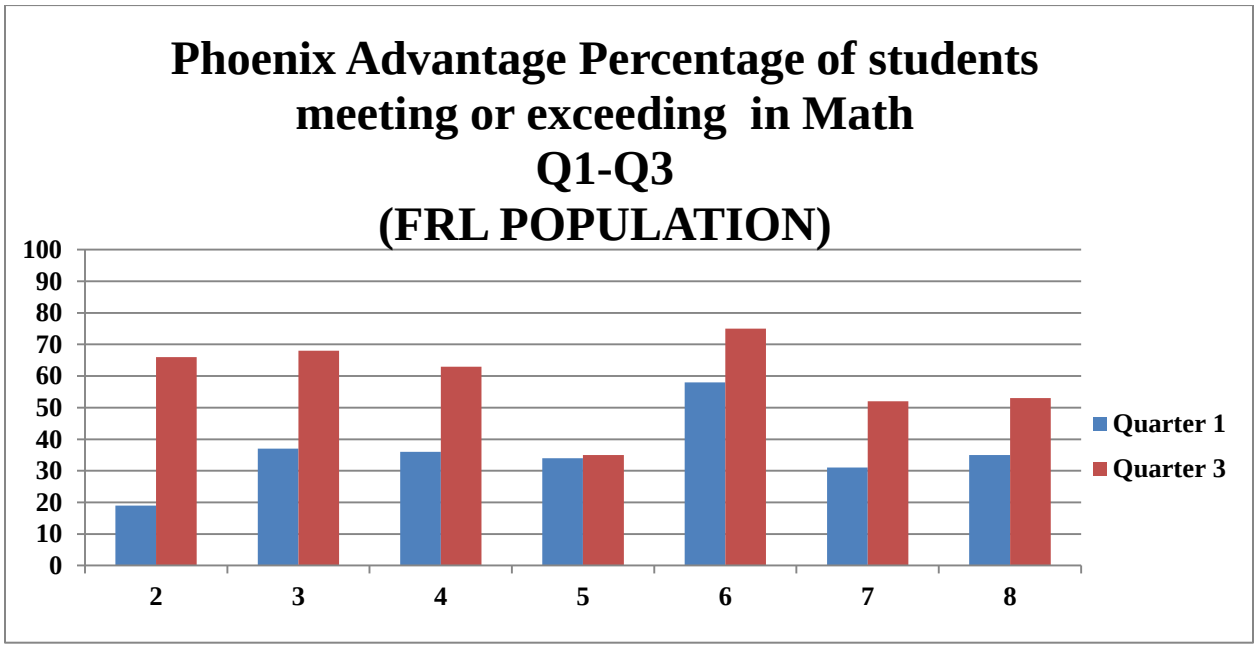
Professional Development

PACS' professional development plan is comprehensive and clearly defined with a focus on increased student growth. Our formal professional development occurs on a monthly basis and follows the guidelines of the PMP and is aligned to student learning target areas in math. The topic of each monthly professional development session is based on the needs of both teacher and student as determined through weekly meetings and observations. As Ruby Payne research supports, middle class teachers often need additional training on the raising of awareness about class structure and poverty. It was decided that we must differentiate our trainings to meet individual needs, just as we do for our students. Specific and ongoing professional development on the organization and running of our daily 30 minute math workshop, as stated in our PMP, has allowed our teachers to effectively provide students with review of past material as well as provide an opportunity for teachers and interventionists to work with small groups. All staff was trained with a Ruby Payne Institute trainer using Title IIa funding to support growth and achievement for our FRL students. The above mentioned strategies and assessment plans benefit all categories of students, including FRL.

Graphic Representations

FRL Scantron Benchmark Data





2c. Subgroup FRL Comparison Reading

Phoenix Advantage Charter School did not meet the standard for Subgroup FRL Comparison in reading. More than 90% of our population qualifies for free and reduced lunch. Based on the Performance Management Plan (PMP) and our current data, we continue to implement a sustained improvement plan for FRL students. The plan includes evidence of increasing the percent of FRL students passing the state assessment in reading. Phoenix Advantage continues to serve FRL students curriculum, instruction, assessment and professional development that contributes to increased student proficiency.

Curriculum

Several changes were made to the reading curriculum as it was found to not fully align to the state standards. Curriculum maps were created and teachers began using the Open Court curriculum to aide in delivering the standards, yet not as the sole source of instruction. The change in instruction has contributed to increased student growth. As stated in the PMP, the Open Court reading curriculum has become more of a resource while Standard checklists allow teachers to make certain that performance objectives are being taught and revisited to ensure mastery. Teachers continue to receive training and guidance on the revision and refinement of pacing guides and curriculum maps to fully implement the curriculum and ensure that performance objectives are being taught correctly. During weekly grade level/data review team meetings, teachers meet with the administration. Through the course of these committee meetings, recent observations and lesson plans are evaluated, reviewed and revised to ensure proper delivery of curriculum as presented during professional development workshops. The results of our most recent Performance Series reading data show a gain, for FRL students, in scaled score averages among all grade levels. The percentage of FRL students meeting or exceeding the standards also increased in all grade levels with the exception of 5th grade. Our growth is due to the weekly interventions given to teachers and students. Our current 5th grade teachers as well as 26% of our 5th grade students are brand new to our plan (see graphic representation). We continue with the interventions above to help both teachers and students. PACS administration demands the best from its team and provides support and leadership to make everyone succeed. It is realistic that the first year teachers in 5th grade need time, support and instruction to make the necessary growth and progress.

Instruction

The Arizona State Standards are monitored for proper and comprehensive integration with the use of Standard checklists. The principal formally and informally evaluates core teachers in reading. In keeping with our PMP agreement, the teacher indicates when students master a particular objective as measured by routine assessments. Those students who do not master concepts participate in weekly focus interventions. Those students then take the intervention assessments to ensure mastery. The Curriculum Specialist provides weekly modeling and whisper coaching sessions as informal classroom observations to monitor for appropriate delivery and documentation of the Arizona State Standards. The PMP illustrates the importance of practicing previously taught performance objectives to ensure mastery as evidenced by the standards based assessments. Results of these assessments and weekly lesson plans are reviewed during the weekly grade level/data review team committee meetings. During these meetings continuous data analysis and feedback occur among teachers, the school principal and the curriculum specialist. The individualized instruction contributes to increased student proficiency among our FRL students.

Assessment

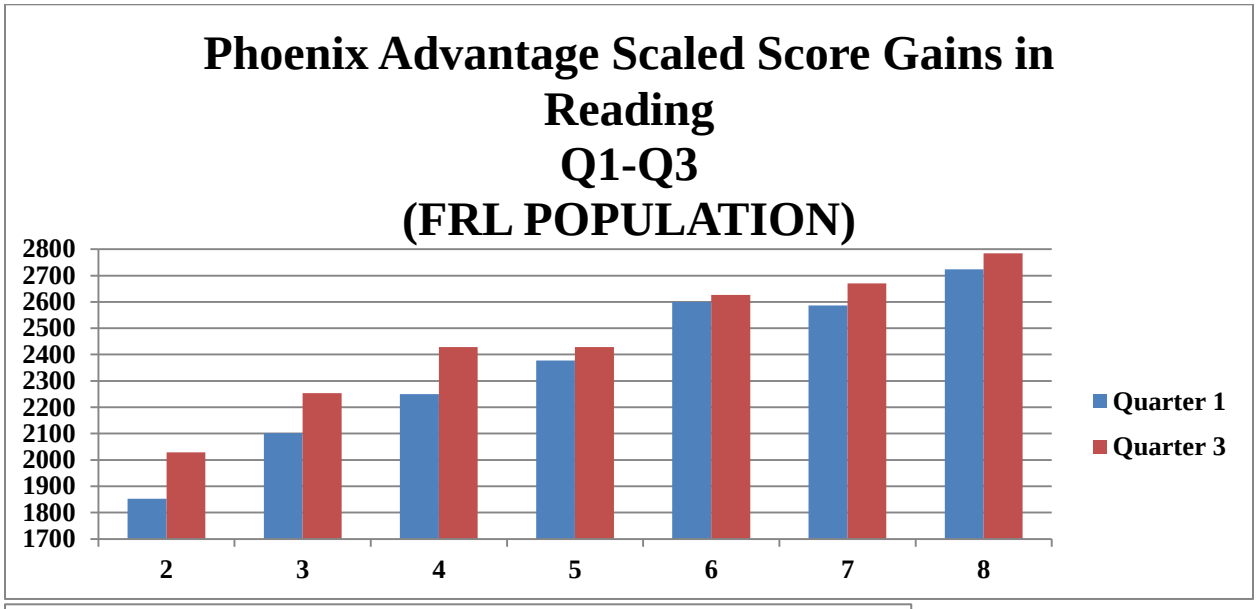
Phoenix Advantage implements a comprehensive and formalized process to assess student performance and expectations for student learning. PACS uses the Performance Series common formative assessment tool from Scantron and Open Court assessments to measure student performance and learning. Monitoring and documentation of increases in student growth occur on a weekly and quarterly basis with results from the various assessments. Our PMP explains how data is reviewed on a weekly and quarterly basis with use of the curriculum maps that ensure alignment to the Arizona Academic Standards. Each quarter students are assessed using our Performance Series assessment. The results from the Performance Series assessments and Open Court assessments are systematically analyzed by the grade level/data review team. During the meeting, the team creates a five week focus plan using our Achievement Series assessment tool (a Scantron common benchmark assessment). Students are assessed using the focus assessment that is based on mini lessons which are delivered every day for an entire week. The mini lesson is created due to a deficiency in mastery of a previously taught concept. If mastery is shown on the assessment then a different focus is planned for the following week. If mastery is not shown, the teacher will continue teaching the concept until mastery. Teachers and students continue with that pattern until the new quarterly targets are chosen and the formalized process and cycle continues. The Achievement Series assessment tool provides an abundance of information concerning each individual student which is then used to create Personalized Student Achievement Plans (PSAP). The PSAP is used to zero in on specific deficiencies with each individual student as well as provide additional opportunities for those who have mastered a concept. Teachers use PSAPS to create groups for workshop time as well as provide information to interventionists concerning instructional order. Electronic assessments allow for immediate results so that remediation, intervention and extension can begin promptly. The DIBELS assessment tool measures fluency and comprehension and is given to K-6th grade students three times a year. The results are reviewed, discussed and charted on data walls. Teachers are required to progress monitor students based on results. Each classroom is also required to display data walls representing the data from DIBELS and Performance Series so that students take ownership of their progress. Our assessment system has contributed to the marked increase in the percentage of student proficiency among our FRL students.

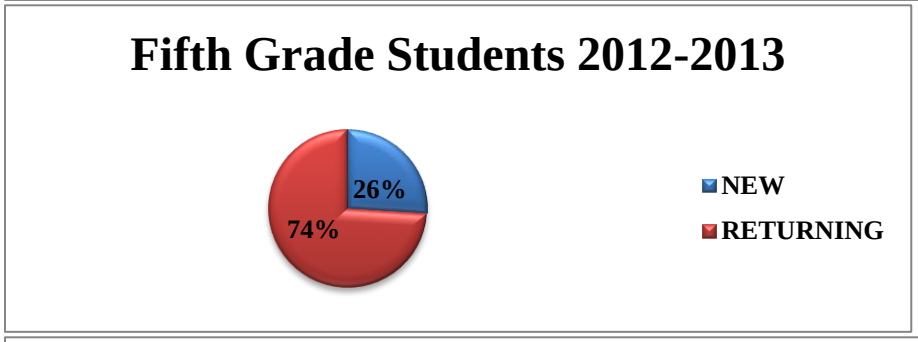
Professional Development

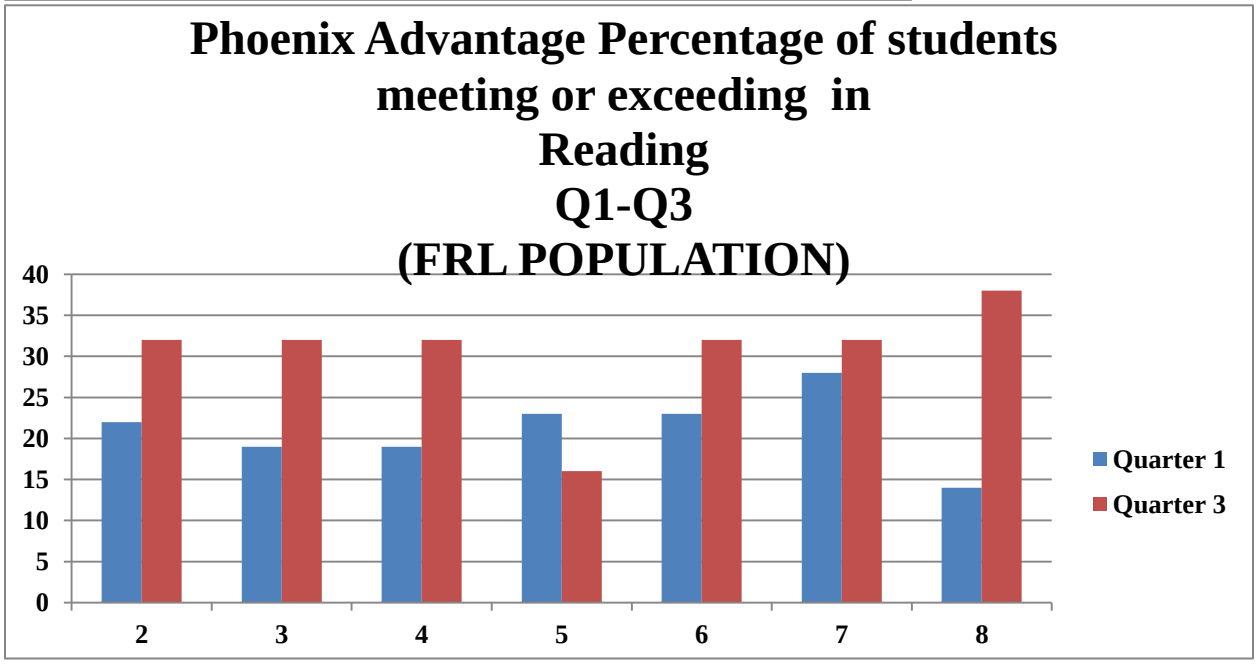
PACS' professional development plan is comprehensive and clearly defined with a focus on increased student achievement and growth. Our formal professional development occurs on a monthly basis and follows the guidelines of the PMP and is aligned to student learning target areas in reading. The topic of each monthly professional development session is based on the needs of both teacher and student as determined through weekly meetings and observations. Specific and ongoing professional development on the organization and running of our daily 30 minute reading workshop has allowed our teachers to effectively provide students with review of past material as well as provide an opportunity for teachers and interventionists to work with small groups. "Organizing students in heterogeneous cooperative learning groups at least once a week has a significant effect on learning" (Marzano, Pickering, & Pollock, 2001). Taken from http://www.netc.org/focus/strategies/coop.php. All staff has also been trained with a Ruby Payne Institute trainer, using Title IIa funding, to support growth and achievement for our FRL students. The above mentioned development tools have aided in the increase of student proficiency among FRL students.

Graphic Representations

Reading Performance Series data for FRL students







2c. Subgroup SPED Comparison Reading

Phoenix Advantage Charter School did not meet the standard for Subgroup SPED Comparison in reading. Based on the Performance Management Plan (PMP) and our current data, we continue to implement a sustained improvement plan for SPED students. The plan includes evidence of increasing the percent of SPED students passing the state assessment in reading. Phoenix Advantage continues to serve SPED students with curriculum, instruction, assessment and professional development that contribute to increased student proficiency.

Curriculum

Several changes were made to the reading curriculum as it was found to not fully align to the state standards. Curriculum maps were created and teachers began using the Open Court curriculum to aide in delivering the standards, yet not as the sole source of instruction. The change in instruction has contributed to increased student growth. As stated in the PMP, the Open Court reading curriculum has become more of a resource while Standard checklists allow teachers to make certain that performance objectives are being taught and revisited to ensure mastery. Teachers continue to receive training and guidance on the revision and refinement of pacing guides and curriculum maps to fully implement the curriculum and ensure that performance objectives are being taught correctly. During weekly grade level/data review team meetings, teachers meet with the administration. Through the course of these committee meetings, recent observations and lesson plans are evaluated, reviewed and revised to ensure proper delivery of curriculum as presented during professional development workshops. The results of our most recent Performance Series reading data, for our SPED population, show progress in the average scaled score gains across all grade levels except for 7th grade. Gains in the percentage of SPED students meeting or exceeding the standards were present in 2nd and 8th grade. This rise in proficiency is due to the weekly interventions and training of the reading curriculum.

Instruction

The Arizona State Standards are monitored for proper and comprehensive integration with the use of Standard checklists. The principal formally and informally evaluates core teachers in reading. In keeping with our PMP agreement, the teacher indicates when students master a particular objective as measured by routine assessments. Those students who do not master concepts participate in weekly focus interventions. Those students then take the intervention assessments to ensure mastery. The Curriculum Specialist provides weekly modeling and whisper coaching sessions as informal classroom observations to monitor for appropriate delivery and documentation of the Arizona State Standards. The PMP illustrates the importance of practicing previously taught performance objectives to ensure mastery as evidenced by the standards based assessments. Results of these assessments and weekly lesson plans are reviewed during the weekly grade level/data review team committee meetings. During these meetings continuous data analysis and feedback occur among teachers, the school principal and the curriculum specialist. The information from assessment results are evaluated by the special education and regular education teachers so they can design assignments that are modified to meet each student's individual needs. PACS teachers attend scheduled IEP meetings and are in constant contact with the special education teacher. The individualized instruction and teacher collaboration contribute to increased student proficiency.

Assessment

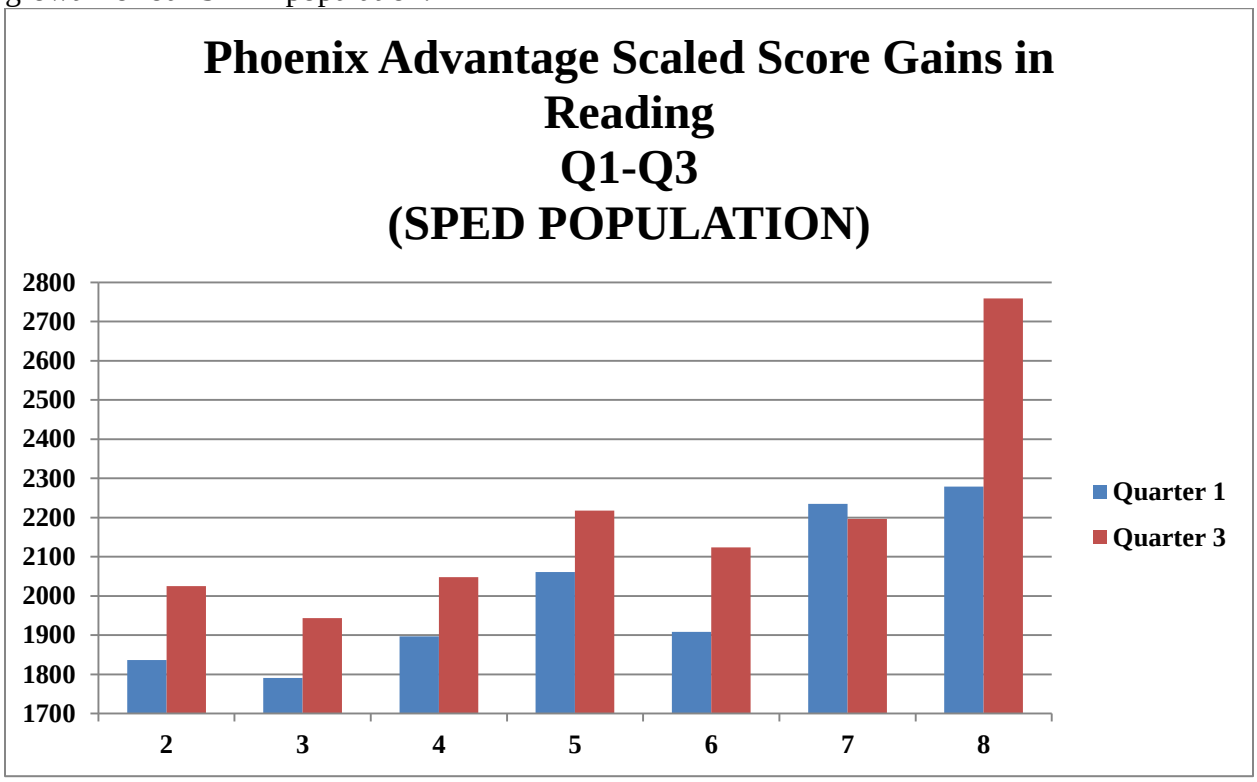
Phoenix Advantage implements a comprehensive and formalized process to assess student performance and expectations for student learning. PACS uses the Performance Series common formative assessment tool from Scantron and Open Court assessments to measure student performance and learning. Monitoring and documentation of increases in student growth occur on a weekly and quarterly basis with results from the various assessments. Our PMP explains how data is reviewed on a weekly and quarterly basis with use of the curriculum maps that ensure alignment to the Arizona Academic Standards. Each quarter students are assessed using our Performance Series assessment. The results from the Performance Series assessments and Open Court assessments are systematically analyzed by the grade level/data review team. During the meeting, the team creates a five week focus plan using our Achievement Series assessment tool (a Scantron common benchmark assessment). Each week students are assessed using the focus assessment that is based on mini lessons which are delivered every day for an entire week. The mini lesson is created due to a deficiency in mastery of a previously taught concept. If mastery is shown on the assessment then a different focus is planned for the following week. If mastery is not shown, the teacher will continue teaching the concept until mastery. Teachers and students continue with that pattern until the new quarterly targets are chosen and the formalized process and cycle continues. The Achievement Series assessment tool provides an abundance of information concerning each individual student which is then used to create Personalized Student Achievement Plans (PSAP). The PSAP is used to zero in on specific deficiencies with each individual student as well as provide additional opportunities for those who have mastered a concept. Teachers use PSAPS to create groups for workshop time as well as provide information to interventionists concerning instructional order. Electronic assessments allow for immediate results so that remediation, intervention and extension can begin promptly. The DIBELS assessment tool measures fluency and comprehension and is given to K-6th grade students three times a year. The results are reviewed, discussed and charted on data walls. Teachers are required to progress monitor their students based on results. Each classroom is also required to display data walls representing the data from DIBELS and Performance Series so that students take ownership of their progress. The MET team meets as outlined in each IEP for special education students. During these meetings, assessment data is reviewed and analyzed to make decisions about instruction for the student.

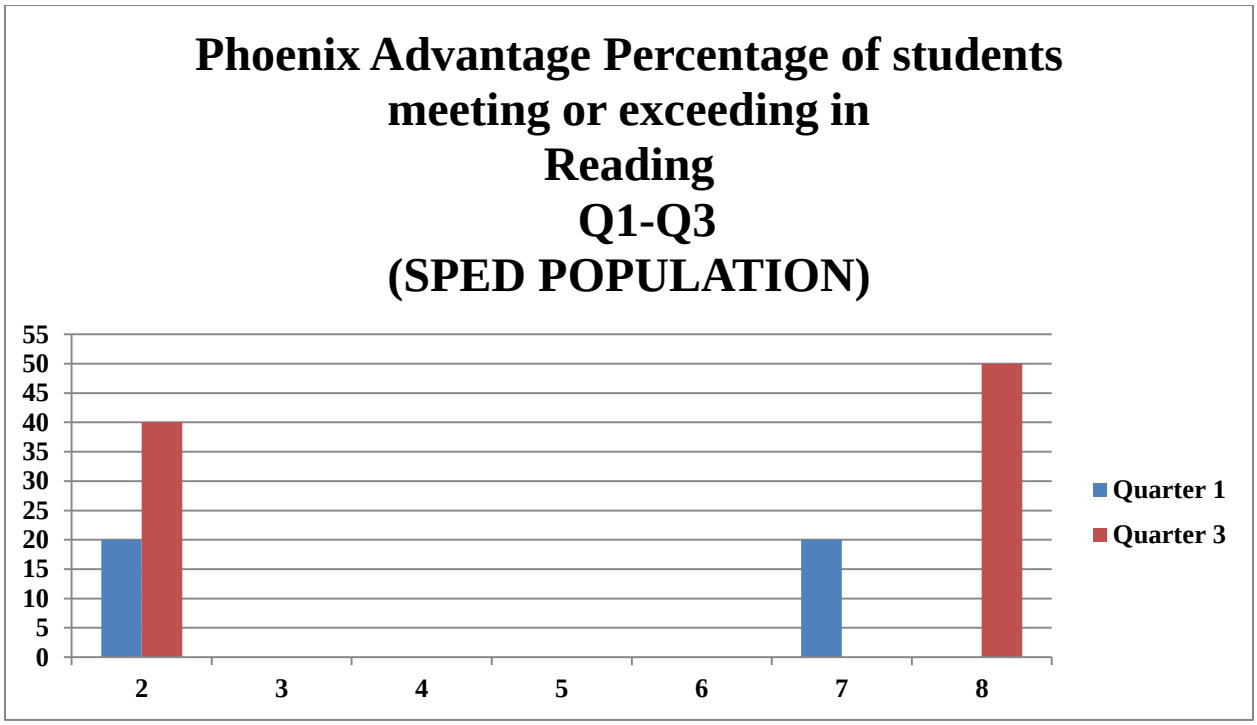
Professional Development

PACS' professional development plan is comprehensive and clearly defined with a focus on increased student achievement and growth. Our formal professional development occurs on a monthly basis and follows the guidelines of the PMP and is aligned to student learning target areas in reading. The topic of each monthly professional development session is based on the needs of both teacher and student as determined through weekly meetings and observations. Specific and ongoing professional development on the organization and running of our daily 30 minute reading workshop has allowed our teachers to effectively provide students with review of past material as well as provide an opportunity for teachers and interventionists to work with small groups. According to http://nichcy.org/research/ee/math , "Systematic and explicit instruction, a detailed instructional approach in which teachers guide students through a defined instructional sequence. Within systematic and explicit instruction students learn to regularly apply strategies that effective learners use as a fundamental part of mastering concepts."

Graphic Representations

Scantron reading data for SPED students. The graphs demonstrate improvement in student growth for our SPED population.




Phoenix Advantage Percentage of students meeting or exceeding in Reading Q1-Q3 (SPED POPULATION)
55
50
45
40
35
30
25
20
15
10
5
0
2
3
4
5
6
7
8
Quarter 1
Quarter 3

Phoenix Advantage Charter School

Demonstration of Sufficient Progress 2013

Section 3: STATE ACCOUNTABILITY & OVERALL RATING

Conclusion:

3a. A-F Letter Grade State Accountability System and Overall Rating

Phoenix Advantage Charter School received an overall rating that does not meet the standard as set by the Board. The PMP identified many of the challenges faced by Phoenix Advantage. One such challenge is our high poverty rate, with more than 90% of our students receiving free and reduced lunch. Phoenix Advantage is also a highly mobile community with only 63% of our students returning from last year. We serve a large population of students whose home language is not English with more than 70% of those students not meeting the standard in reading. Our high teacher turnover rate also creates a challenge. Over 50% of our teachers are new to Phoenix Advantage this year and most are new to the profession. A concerted effort is being made to maintain the exceptional teachers with stipends being offered to exemplary staff upon renewal for the coming year. Retention of highly qualified exemplary staff help to ensure implementation of the PMP with fidelity. The Performance Management Plan has been implemented and documentation of our progress has been maintained in our continuous efforts to improve student achievement. The narrative documentation as well as data charts and graphs attached demonstrate pronounced improvement toward the academic performance expectations.

To summarize our current plan as written in the Performance Management Plan:

- Staff is receiving ongoing support and guidance through observations, coaching sessions and modeling to assure that performance objectives are being mastered
- Teachers use standard checklists to assure appropriate coverage of standards
- Phoenix Advantage has provided all classrooms with longer more challenging works than the current curriculum provides, using the text exemplars in Appendix B of the Common Core State Standards for ELA.
- Teachers and administration attend weekly grade level meetings to review the appropriate assembly and delivery of lesson plans
- Weekly grade level meetings are also used to review data and gather information to deliver differentiated professional development for staff
- Weekly and quarterly standardized assessment data are used to focus instruction on each students individual needs (PSAPs)
- Pre-service and monthly professional development is planned based on student data and teacher needs
- The reading interventionists continue to offer services to all educationally disadvantaged students showing an increase in the number of students moving from approaching/FFB to meets/exceeds

Additionally, PACS maximizes federal and state grants to implement research based programs per the PMP; such as additional computers, materials, books, professional development, etc.

Phoenix Advantage is certain that the continued implementation of the Performance Management Plan will increase student growth and proficiency allowing targets to be met as described in the A-F Letter Grade Model.