AZTEC HIGH SCHOOL
PERFORMANCE MANAGEMENT PLAN
NARRATIVE

AZTEC High School serves a specialized population of students, primarily at-risk students on Juvenile Probation or Parole. Included in the remainder of the population are students at risk of failure due to truancy, students on Adult Probation, and siblings of current and former students, as well as students who choose to attend a smaller school with a more personal focus.

Many students are ordered by the Presiding Judge of the Yuma County Juvenile Court to attend AZTEC High School.

The typical student at AZTEC High School is 16-17 years of age, deficient in high school credits (0-10 credits), on probation, involved in a gang, has a history of truancy, and is failing in school. The population is fairly evenly divided between male and female, and is a minimum of 70% Hispanic, although that may vary up to 90% in any school year. Many of the students are parents, or preparing to become parents. The average reading level at AZTEC High School is 5th Grade. The Special Education population varies from 10-20% in a given year. There are no ELL or Homeless students.

The school has been directed, as a division of the Juvenile Court, to provide an instructional atmosphere that will promote both student progress toward graduation from high school, and positive behavioral change. The school is instrumental in the progression of the student to successful completion of juvenile probation. While students may choose to remain at AZTEC High School after completion of probation, many do not,

The delivery of educational services is a challenge, given the remedial status of the majority of students. AIMS scores are typically higher in Writing than in Reading and Math, although Reading scores have shown improvement annually. The Performance Management Plan will focus on Reading and Mathematics improvement, with an eye to improving the Graduation Rate and decreasing the Drop Out Rate as well.'

An examination of the data from 2007-2009 indicates that there has been improvement, but more is needed. Comparing the 10th grade scores across the 3 year span does not give a true picture of student achievement from the work of AZTEC High School, since the majority of the 10th grade students in each year had been enrolled less than 1 year at AZTEC High School. However, since this is the measurement for AYP, these are the data points to consider.

Under AZLEARNS, AZTEC High School has maintained the status of "Performing" since the first ratings were given.

AZLEARNS Rankings

2007-Performing	2008-Performing	2009-Performing

(AZTEC High School did not make AYP in each of these years: in 2008, it was for Graduation Rate, and in 2009, for not testing 95% of students).

However, this ranking was achieved without making AYP in 2 of the three years. In 2008, Graduation Rate was not achieved, and in 2009, 95% of the students were not tested. However, academic goals were met.

READING

An examination of several pieces of data from these 3 years indicates the following:

READING SCORES 2007-2009

Three Year Average % Proficient: 44%

AIMS Results 10th Grade 2007-2009

2007 (Cohort 2009)			2008 (Cohort 2010)			2009 (Cohort 2011)		
M: 46%	A: 18%	FFB: 35%	M: 31%	A: 46%	FFB: 23%	M: 35%	A: 41%	FFB: 18%
E: 0%			E: 0%			E: 6%		

An examination of the data indicates that, in Reading, the most important aspects are Vocabulary and Comprehension. These are the areas where the most improvement is needed, in order to raise the other parts of the scores. The following table shows a slow progression, but still not adequate for students to progress to college level work successfully. The data would appear to indicate that incoming 10th Graders are enrolling better prepared that previously, but this data still indicates a level of remediation that is necessary.

READING

	2007(Cohort 2009)	2008(Cohort 2010)	2009(Cohort 2011)
Overall Reading	2.7/8	3.4/8	3.6/8
Vocabulary	1.1/4	1.7/4	1.8/4
Comprehension	1.6/5	1.8/4	1.8/4
Enrolled at AZTEC HS less than 1 year	65%	53%	55%

Naturally, this indicates to us that further work in vocabulary and comprehension is necessary for our students. The Performance Management plan will focus first on placing students in the appropriate level of Reading, increasing Comprehension skills, and Vocabulary Development. Since Reading ability affects all areas of the curriculum, and is an indicator of probable success in the working world, this area will remain our constant focus for the next 3 years.

MATHEMATICS

AIMS results show a very low average Proficiency Score over three years.

MATHEMATICS SCORES 2007-2009

Three Year Average % Proficient: 9%

A further examination of the data indicates that, in Mathematics, students entering AZTEC High School are deficient in basic math skills, and most have not progressed to a passing score in Algebra 1. While improvement is indicated by the table below, the skill levels of the students tested are still considerably below those necessary for successfully passing AIMS in Mathematics. The focus of the Perfomance Management plan will be on the improvement of basic skills in conjunction with the teaching of Algebra 1. Students will receive intensive remediation in basic skills prior to progressing to Algebra 1. It is anticipated that this remediation should take place for each individual student, based on skill levels identified in the pre-test, for a minimum of one semester. Some students may be able to enroll in a parallel program, receiving remediation in basic skills while taking Algebra 1, however, this is on a case by case basis.

MATHEMATICS
AIMS Results 10th Grade 2007-2009

2007 (Cohort 2009)			2008 (Cohort 2010)			2009 (Cohort 2011)		
M: 3%	A: 17%	FFB: 79%	M: 7%	A: 13%	FFB: 80%	M: 20%	A: 20%	FFB: 55%
E: 0%			E: 0%			E: 5%		

	2007(Cohort 2009)	2008(Cohort 2010)	2009(Cohort 2011)
Number Sense & Operations	5.2/12	4.3/12	5.7/12
Data Analysis, Probability, Discrete Mathematics	6.3/16	6.3/16	7.5/16
Patterns, Algebra and Functions	9.2/26	10.2/26	12.3/26
Enrolled at AZTEC HS less than 1 year	75%	63%	%

Lack of appropriate skill in Mathematics, as well as in Reading, will affect Graduation Rate. For many students, Mathematics is the area in which they will not be successful; over the course of their academic careers at AZTEC High School, most will eventually pass AIMS in Reading. However, while they will improve their Mathematics scores, many will not achieve Proficiency. This is reflected in the Graduation Rate statistics. As can be seen, more students graduate in 5 years (or more) than in 4 years. If one were to draw a “Bell Curve” on the Graduation and Dropout Rate, it would be fairly true to the bell shape: a nearly equal number graduating as dropping out in each cohort year.

Graduation Rate at AZTEC High School is typically higher at 5 years rather than 4, due to the lack of credits by students enrolling. Students who need Credit Recovery typically take longer to finish the program.

GRADUATION RATE 2007-2009

COHORT	*FOUR YEAR GRAD RATE*	*FIVE YEAR GRAD RATE*
2007	16%	22%
2008	19%	23%
2009	19%	27%

What does not show in the tables is the number of students who return to AZTEC High School after considerable time out in order to attempt to graduate. These students may be as much as 2 years behind their cohort.

The Drop Out Rate also shows a consistency as well, which nearly matches with the Graduation Rate for each cohort.

DROP OUT RATE 2007-2009

COHORT	*RATE*
2007	20.5%
2008	14.2%
2009	19.3%

AZTEC High School attracts a student population with unfocused goals; they want a high school diploma, but lack the determination to focus and complete the tasks necessary to receive a diploma. Many of these students drop out, and return, only to drop out again when they do not earn credits. In some cases, this pattern is repeated by individual students more than 3 times in one school year. This typically coincides with students completing Juvenile Probation, or assignment to the Arizona Department of Juvenile Corrections. Some students drop out to attempt a GED, but lack the skills necessary to pass the tests. A few of these students attempt to return and complete the diploma, but most are unsuccessful, and drop out again.

A second reason for the high dropout rate is pregnancy and parenting. In any one year, approximately 10-15% of female students are pregnant, and another 10% are parents. The difficulties associated with this cause some female students to drop out, as they lack child care.

The highest percentage of drop outs in each of the years 2007-2009 are Hispanic students, which coincides with the high percentage of Hispanic students at the school.

HISPANIC STUDENT (Male and Female) DROP OUT RATE

COHORT	*RATE*
2007	20.9%
2008	13.3%
2009	19.8%

AZTEC High School's stated mission is to promote both social and educational growth to at-risk students. To that end, we encourage students to come back to school and to work toward graduation. However, we recognize that social pressures, financial obligations to the family, and parenting create situations for students that impede this process. Drug use, incarceration, and gang related behavior are not conducive to educational success. However, it is our philosophy that society is better served by working with these young people to assist them in reaching the highest academic level of which they are capable.

As an "arm" of the juvenile justice system, we recognize the importance of behavioral change before academic achievement can be attained. This may mean that our students take longer to graduate, if they do, and we have an obligation to accommodate them in this pursuit. This may also mean that these students may achieve graduation at the lowest allowable level, rather than being appropriately prepared for post secondary education. Again, we support the attainment of one goal at a time, and continue to encourage students to reach higher than, or at least as high as they are capable.