Performance Management Plan
Narrative

Mingus Springs Charter School (MSCS) was initially created to provide an alternative learning environment for students whose needs were not being met in the traditional public school. The focus was on the whole child and providing an education that would allow the student to progress at their own ability and pace. Having small, multiage classrooms would allow for a more personalized education.

The goals of improving student achievement have continued to be met through small, multiage classrooms using a thematic approach. Student achievement is met through students progressing through the Arizona State Standards at a pace that is appropriate for each individual student. We understand that not all students learn at the same rate or in the same way. We provide an opportunity for students to learn at their own pace and style. Therefore, we feel that the progress that our students have made over the past 15 years has been reasonable.

In conducting a self-analysis of the effectiveness of our curriculum and the success of student achievement, we gathered and reviewed AIMS results for the past five years along with corrective reading data. The students at Mingus Springs Charter School have traditionally met or exceeded the state average of student proficiency in reading, writing, and math. However, in analyzing our data we found that our 3rd grade reading scores did not meet the state average in 2009 and our middle school math scores have averaged 48% student proficiency for the past five years. We also reviewed AYP, our AZ Learns rating, and our average student attendance rate. MSCS has successfully met AYP and has received a performing plus rating according to AZ Learns for the past five years. The average attendance rate for MSCS for the past five years has been 95%. The MSCS staff works hard at making our school a safe and fun place for students to come and learn. It is evident by our high attendance rate that our students enjoy coming to school.

Self-Analysis Data

The AIMS mean scores for the past five years show evidence of student academic growth in all grade levels and all academic areas.

Scores for the 2014 Hgh School cohort beginning in 3rd grade

2005 3rd grade:	reading-439.6	writing-400.5	math-431.1
2006 4th grade:	reading-479.9	writing-456.1	math-484.5
2007 5th grade:	reading-497.1	writing-530.8	math-497.7
2008 6th grade:	reading-489.9	writing-537.6	math-497.7
2009 7th grade:	reading-512.0	writing-529.2	math-523.8
Totals:	reading +72.4	writing +128.7	math +92.7

Scores for the 2013 High School cohort beginning in 4th grade

2005 4th grade:	reading-477.1	writing-444.6	math-481.6
2006 5th grade:	reading-487.4	writing-473.8	math-497.4
2007 6th grade:	reading-503.0	writing-511.9	math-507.3
2008 7th grade:	reading-523.4	writing-541.2	math-529.0
2009 8th grade:	reading-544.9	writing-538.8	math-550.1
Totals:	reading +67.8	writing +94.2	math +68.5

Scores for the 2012 High School cohort beginning in 5th grade

2005 5th grade:	reading-474.8	writing-487.8	math-467.9
2006 6th grade:	reading-500.4	writing-550.2	math-494.7
2007 7th grade:	reading-511.5	writing-577.0	math-507.6
2008 8th grade:	reading-521.9	writing-565.2	math-527.7
Totals:	reading +47.1	writing +77.4	math +59.8

The above scores show evidence of our continued academic growth. When comparing our students to themselves, this data demonstrates that the students at Mingus Springs Charter school are making significant academic gains in all academic areas.

Mingus Springs Charter School began using the SRA Corrective Reading Program in 2003, after an internal evaluation of our students' reading achievement. The Corrective Reading Program involves our 4th - 8th grade students. The success of this program is evident through the academic gains in reading on the AIMS(shown above), as well as the number of students needing placement in the program.

School Year	# of Corrective Reading students
2003-2004	51
2004-2005	49
2005-2006	40
2006-2007	32
2007-2008	14
2008-2009	17
2009-2010	16

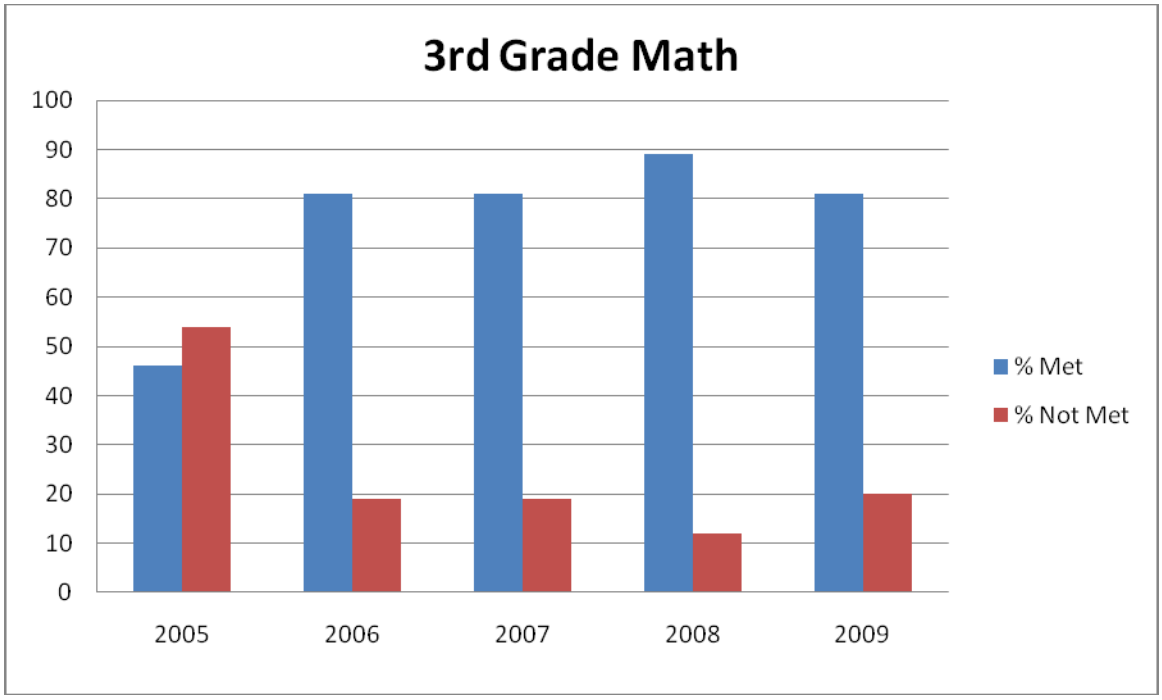
Historically, our students have met or exceeded the state average on AIMS reading. Through our self-analysis, we discovered that our 3rd grade students fell below the state average in 2009. There is no evidence to explain why this may have happened. We are taking steps to assure that our students will meet proficiency in reading by adding a tutoring program and the Galileo program to measure periodic academic progress. We are confident that our reading performance management plan will address this issue.

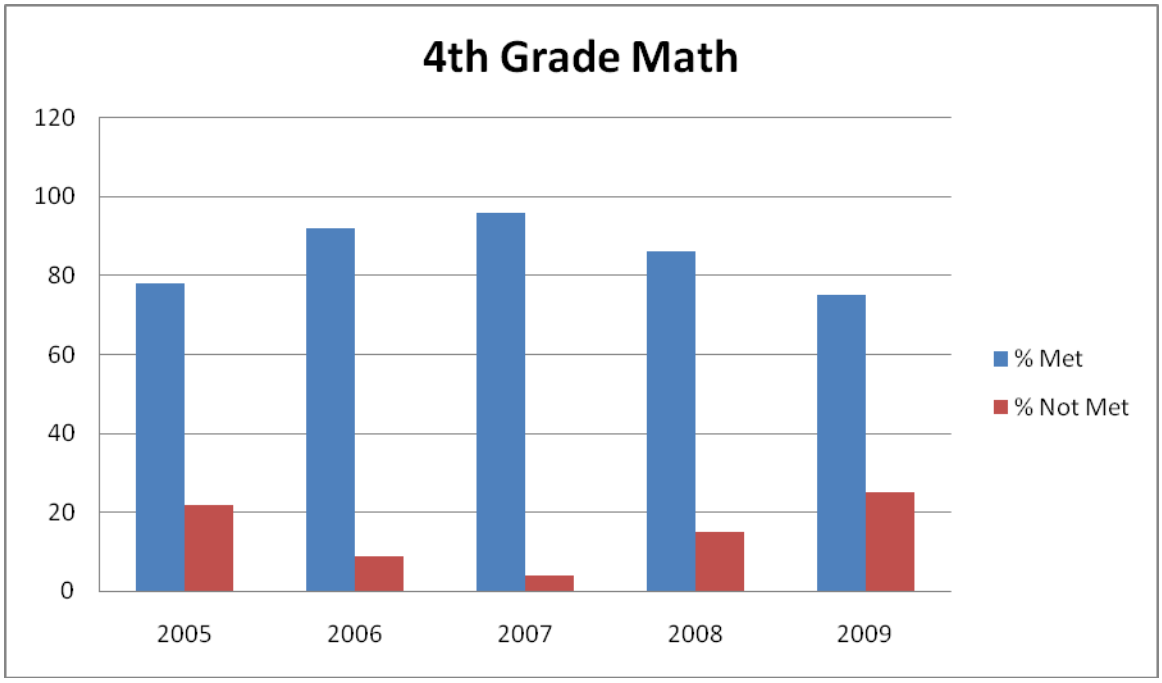
Mingus Springs Charter School recognized the need to improve our middle school math program in 2008, when completing an internal evaluation of our students' math achievement. Our team determined, through looking at AIMS scores, that less than half of our middle school students were meeting proficiency on the AIMS. The team also determined that this deficiency was most likely due to not having a consistent math program and a lack of teacher expertise in the area of mathematics at the middle school level. We have since purchased a middle school mathematics program. We have sought out professional development in the area of mathematics for the middle school teachers. We are developing a flexible grouping math program in addition to a tutoring program for those students that are at risk of not meeting proficiency on the AIMS. The Galileo program will be implemented to measure periodic academic progress in mathematics. We are confident that these steps will make a positive difference in our students' achievement in the area of mathematics.

Performance Management Plan

Data Self-Analysis

Graphs below depict AIMS Data retrieved from classroom scores over five years (2005-2009) showing percent of student proficiency.





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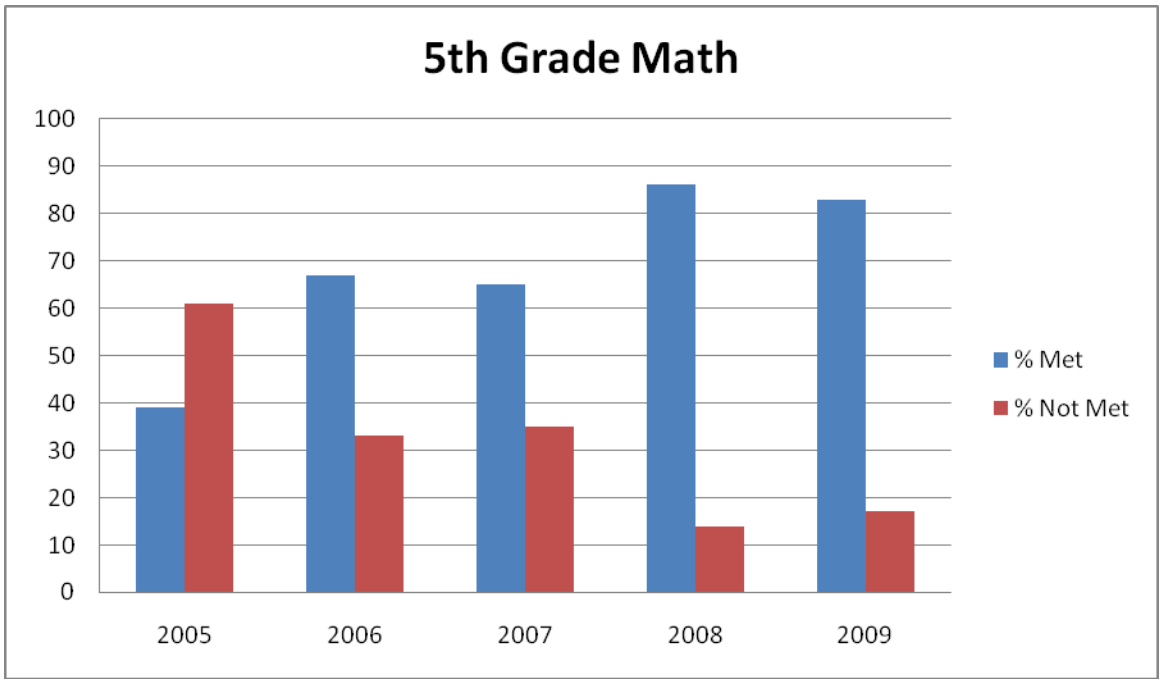

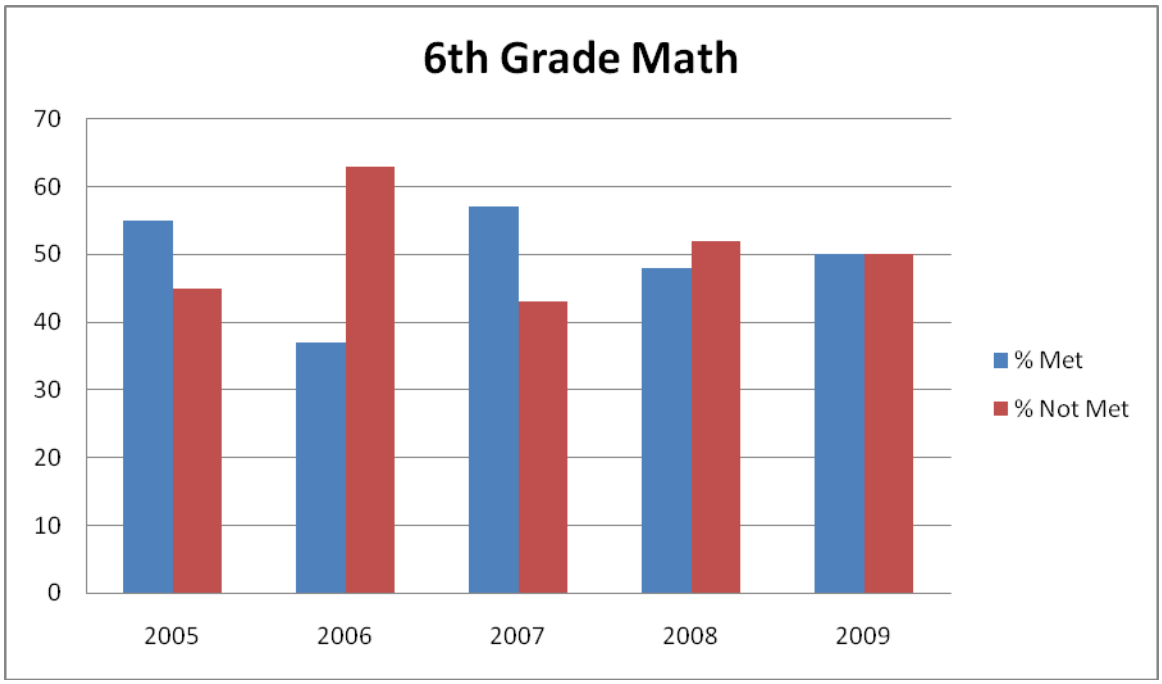

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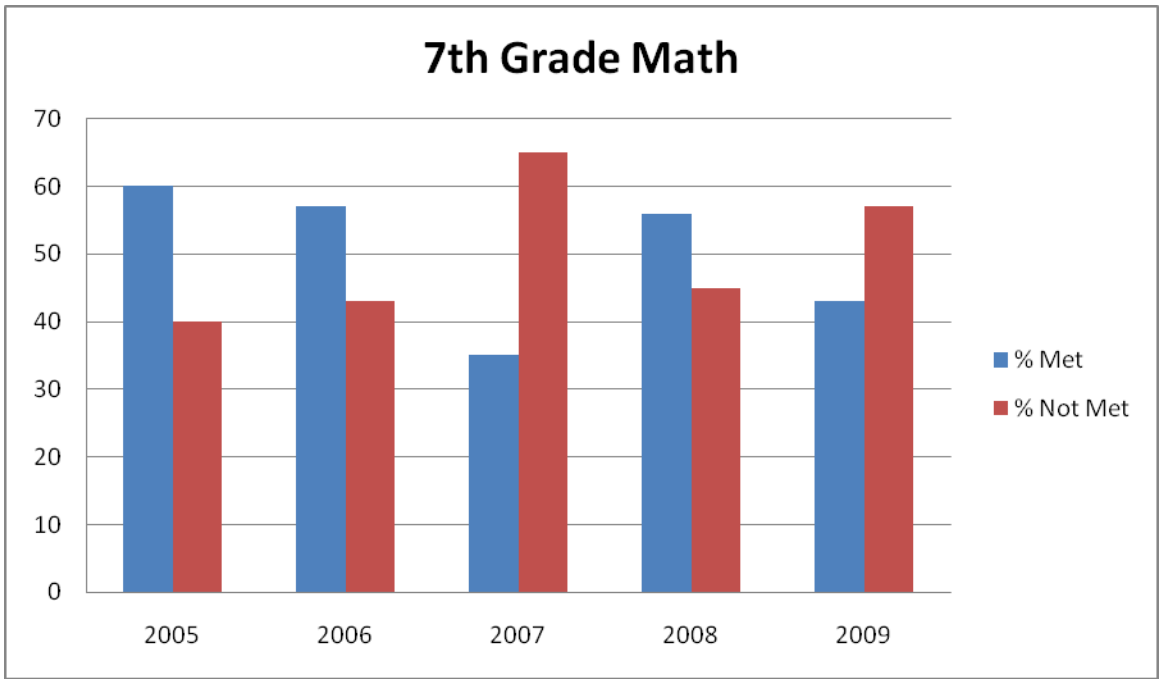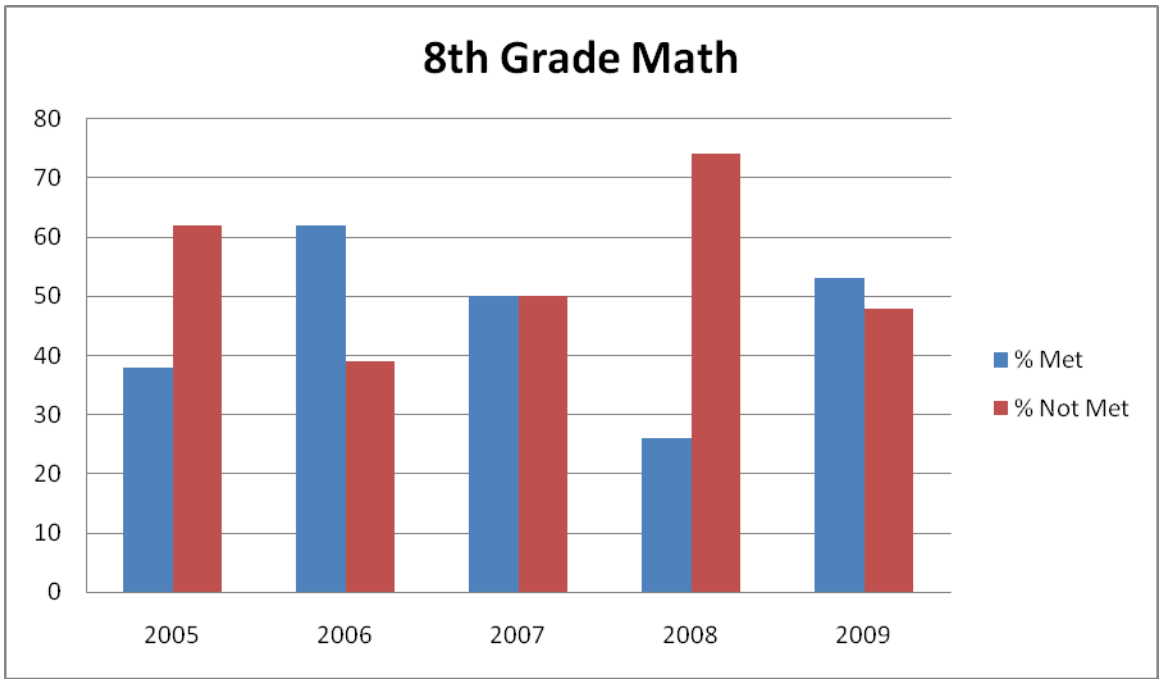
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