Salt River Pima-Maricopa Indian Community

Community Schools Charter Renewal Application

Academic Performance

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III. a. ACADEMIC PERFORMANCE

CONDUCT DATA SELF-ANALYSIS, INTERPRET FINDINGS, REPORT SCHOOL PERFORMANCE TO DATE, AND INTRODUCTORY NARRATIVE

DATA COLLECTION PROCESS –

During the 2005-2006 school year, Salt River Pima-Maricopa Community Schools conducted a year-long Teaching and Learning self study led by Dr. Dale Frederick. The committee proposed to better define and articulate the curriculum and instruction development cycle. The Assessment Committee agreed to create a system-wide assessment program, incorporating at least three types of assessments of student progress; state level AIMS assessment, quarterly assessment, and progress monitoring benchmarks.

Dr. Frederick established a Research Office to provide systems and support for the collection, analysis and reporting of student data to guide decisions and assist the schools in improving student achievement. Data has been collected, disaggregated, analyzed, and reported based on criteria set by the school improvement team to meet and maintain performing status. The Arizona State Charter Board provided assistance in designing criteria for reporting that includes performance by state standards and evidence of interventions to improve student achievement. This report has been completed each quarter for three school years. Salt River High School (SRHS) has met the criteria for AYP and AZLearns for the last two academic years.

Salt River is currently waiting for the final report from an independent professional curriculum audit that was performed this year to help further refine and improve teaching and learning in our schools.

DATA REVIEWED –

ASSESSMENTS:

1. **Arizona Instrument to Measure Standards (AIMS)** (Appendix A)

AIMS performance over five years' time for full academic year students for each grade level including in AYP as reported by the state. Individual percentile growth in 7th and 8th grade is examined for 2009 Math and Reading.

2. **Quarterly Assessment** (Appendix B)

The quarterly assessment system is based on annual curriculum mapping and instructional planning for grades PK-12 using the Arizona state standard for each of the subject areas. Salt

River made the choice to use teacher-developed assessments for each of the core subjects choosing items from the taught curriculum and aligned to specific Arizona subject standard performance objectives. Assessments are administered system-wide each quarter and scored through scanned bubble sheets. Results are delivered to the teachers within a day or two of test administration. Teachers are required to report their summary of the results by PO and plan interventions to support students who are not meeting the standard.

The Charter Board required that we report the results of these assessments by performance objective and the plan for instructional intervention each quarter as part of our agreement. Although overall achievement still demonstrates significant challenges, we have seen improvements in student achievement that have led to passing both AYP and AZ Learns for two years.

3. **Progress Monitoring Benchmarks** (Appendix C)

The third type of assessment data is progress monitoring data with benchmarks. Systems were put in place to track SRI Lexile scores (SRI) at the middle and high school levels.

The middle and high school have used a beginning, middle, end of year benchmark for math but this data has not provided the information needed to assess skill growth. Progress monitoring benchmarks provide data for teachers to address student needs at the skills level to remove barriers to achievement.

4. **Other**

Additional data analyses have also been performed to answer questions that have been asked about student achievement at SRHS.

a. **Enrollment Trends** and Native American Population, exceptional student services population, student mobility, graduation and dropout rates (Appendix D)
b. **Correlation between Quarterly and AIMS** results (Appendix E)
c. **Correlation between Attendance and AIMS** performance (Appendix F)
d. **Correlation between Math coursework and AIMS** performance (Appendix G)

A data warehouse has been implemented to aggregate student achievement results across years and assessment types. Assessment scores are reported using the FAME score groups and performance reports by strand and concept are used to support student achievement and the Response to Intervention (RTI) instructional model.

DATA ANALYSIS—

1. **Five Years of AIMS Performance** reports for 2004-2005 to 2008-2009 are included with SRHS full academic year student performance plotted against the annual measurable objective for each school year. (Appendix A)

   Interpretation and trends:
   The trend lines of performance over five years show that the group of students who fall far below the standard is decreasing and the group of students who are meeting the standard and passing AIMS is increasing. The strength is that the groups who are passing are growing, but the numbers are below the target performance set by Arizona and Salt River High School for students.

   Individual student percentile growth is available for 2009. These scores show that about half of the students who had matching scores between two school years performed above the target of 1 standard deviation below the mean and about half did not in both reading and math. Several 7th grade students do not have growth percentiles because they transferred from our BIE funded grant school, Salt River Elementary, and AIMS scores are not collected by the state for these students.

   The Performance Management Plans in Reading and Math address the need to improve AIMS scores.

2. **Quarterly Assessment Data** is included for three years (Appendix B). The score groups show the percent proficient of all SRHS students in Reading and Math each quarter. Color coded performance bands illustrate the RTI model with red for intensive, yellow for strategic, and green for benchmark. These bands demonstrate the academic needs of students to meet the Arizona performance objectives across the school year.

   Interpretation and trends:
   The strength is that student performance shows overall improvement as the red intensive bands shrink and green benchmark bands increase during each school year and from year to year. A weakness is that some subjects and years do not show improvement. Some reading data is missing at the high school level because only writing quarterlies were used and those scores do not align well with AIMS performance.

   The Performance Management Plans in Reading and Math identify these quarterly benchmark assessments as one of the measures of improvement.

3. **Two Years of Lexile Score Data** (Appendix C) indicate growth in reading fluency. The Arizona Department of Education has equated Lexile scores with passing AIMS scores.

   Interpretation and trends:
   Local correlation studies show that the state recommendation for grade level Lexile performance strongly aligns with performance on AIMS. Students who score at grade level in reading fluency as measured by the Lexile scale are significantly more likely to pass the AIMS. The strength is that most groups of students gain in reading fluency as shown by Lexile scores from the beginning to the middle or end of the school year. Compared to the Lexile score required to pass AIMS each graph shows that the average reading fluency of each group is too low to pass AIMS. The school improvement plan in reading is based on this significant finding.

   The Performance Management Plan in Reading proposes to improve Lexile scores by implementing Strategies 1-3.

4. **Enrollment, Ethnicity, and Exceptional Student Services** charts (Appendix D) show that SRHS has been growing to meet the needs of Salt River Community students. Ethnicity at SRHS, has remained over 90% Native American for the past five years. SRHS Exceptional Student Services serves approximately 20-25% of the aggregate student enrollment each year.

   Interpretation and trends:
   The strength is that families and students are choosing SRHS in increasing numbers. The large majority of the students are Native American. A challenge for total AIMS performance is the high percentage of special services students integrated into the school population.

5. **Five Year Mobility** chart (Appendix D) shows that the total enrollment each school year includes many students who enroll, but do not stay until the end of the year.

   Interpretation and trends:
   SRHS experiences greater than average fluctuation in enrollment during the school year. The strength is that mobility has had an overall decline in the past five years.

Mobility is identified as a barrier to performance which is addressed in the Performance Management Plan in Math in Strategy 1-4.

6. **Five Years of Graduation and Dropout Data** (Appendix D) show increasing graduation and decreasing dropout rates.

   Interpretation and trends:
   Salt River High School has been successful in encouraging students to stay in school and earn a high school diploma. The strength is that graduation rate is increasing and drop out percentages have decreased significantly.

7. **Correlation Between SRHS Quarterly Assessments and AIMS** (Appendix E)
   Several studies have been conducted to measure the correlation between student performance on quarterly assessments and AIMS.
   a. All 7th and 8th grade student performance was analyzed in SY 2007-2008
   b. High school Language Arts was analyzed for SY 2008-2009

   Interpretation and trends:
   Correlation studies show a strong correlation between student performance on each quarterly assessment and AIMS results. Analysis of assessment data revealed:
   - A significant positive correlation between student performance on quarterly assessments and AIMS.
   - Students who scored higher on the quarterly assessment were significantly likely to score higher on the AIMS assessments in both Reading and Math.
   - No significant relationship between student performance on quarterly writing assessments and AIMS Writing.
   - Students who achieved a score of 70% or higher on tenth grade quarterly reading assessments significantly outperformed their peers on the Reading AIMS.

   Correlation between quarterly and AIMS performance is useful to assess student growth across the year and in preparation for AIMS. Quarterly benchmark scores are included as a measure for both the Reading and a Math Performance Management Plans.

8. **Correlation Between Attendance and AIMS Performance** (Appendix F)
   The hypothesis that was tested is that students who are not in school are not able to prepare adequately for AIMS assessment. Several studies of full day attendance did not indicate a significant correlation between attendance and AIMS performance, however, a more detailed study of course attendance and AIMS performance yielded significant results.

Interpretation and trends:
School wide attendance was best correlated with Writing AIMS performance. Course attendance was more closely correlated with Math and Reading AIMS performance. The strongest and most significant correlations between specific course attendance and student performance were between Math and Social Studies. ANOVA analysis of these variables showed that students who attended at least 90% of these course meetings were significantly more likely to score higher on all AIMS tests.

The strength of the SRHS Writing curriculum is that professional development has supported integration of writing into all course content areas. Reading and writing have also been systemically integrated into Social Studies courses.

The correlation between attendance and AIMS Performance is referenced as a barrier to improving performance. Implementation of the RTI model in the Reading Performance Management Plan Strategy 1 will address this barrier.

9. **Correlation Between Course Completion and AIMS Performance** (Appendix G)
SRHS AIMS performance is lowest across the grades in Math. The results of two studies show that students at SRHS and ALA have not had exposure to advanced math nor earned credit in the math courses that are needed to score well on the Math AIMS.

Interpretation and trends:
Performance in basic math courses does not result in students who pass AIMS. Students who are even exposed to courses in more advanced math (Geometry) are more likely to pass AIMS. And students who pass Algebra and Geometry are significantly more likely to pass AIMS. A weakness of high school course offerings is that students who are below grade level in math skills are not exposed to higher level math-they need remediation and advancement at the same time.

The lack of preparation for Math AIMS is addressed in the Performance Management Plan for Math in Strategy 3 and 4.

III. a. ACADEMIC PERFORMANCE

UNDERLYING REASONS FOR PERFORMANCE

UNDERLYING REASONS —

Analysis of school system data revealed multiple reasons for past academic performance of Salt River Community School students including student mobility, course attendance rates, the lack of prerequisite skills and lack of exposure to challenge course content. Each of the reasons will be explored in greater detail in the following section.

1. Student Mobility

Data analysis revealed that Salt River Community School experiences a relatively high mobility rate. There is a wide body of research that emphasizes the negative impact mobility has on student achievement, including increased retention rates, decreased graduation prospects, and below grade level reading scores. (Rumberger, 2002). While mobility is often attributed to a change in residence, research has found that between 30-40% of school changes are not associated with residential changes (Kerbow, 1996). In these cases, student mobility was often associated with students exiting schools for reasons of academic difficulty or moving to schools with better academic programs.

While Salt River Community Schools (SRCS) may not be able to exert control over residential changes, it can address the mobility related to academic factors. Rumberger (2002) and Kerbow (1996) suggest the following strategies schools can use to address mobility:

- Prepare in advance for incoming students and provide transition services immediately upon entry to school
- Assess the past enrollment history of incoming students, closely monitoring the academic progress of students with three or more school changes
- Screen students using an initial assessment to identify weaknesses and gaps in knowledge
- Additional instructional support should occur in parallel with basic classroom instruction.

Past practice at Salt River Community Schools has been to place incoming students in the math and reading classes next in progression according to the student's academic history. This often meant placing students, particularly high school students, in remedial courses instead of grade level courses. While the remediation addressed an existing gap in the student's academic history, it did not help the student progress to grade level, or better, performance.

The attached performance management plan proposes to address this practice by developing and implementing an incoming screening process to more adequately identify student's academic needs. In addition, the plan proposes strategic and intense interventions in ***parallel*** to grade level course work. Students targeted for additional interventions would be placed on individual academic plans monitoring student progress toward proficiency in a given content area.

2. Identified Lack of Prerequisite Skills

Data analysis revealed that a large proportion of students start their academic careers at Salt River Community Schools below grade level in mathematics and reading. Students reading fluency, as measure by the Scholastic Reading Inventory (SRI) falls below the fluency level needed to achieve proficiency on AIMS Reading. Student's math proficiency as measured by site-based benchmark assessments fall below proficiency levels needed to pass AIMS Math.
The RTI model of intervention had demonstrated significant success in education. In Florida, students experienced a significant growth in reading as a result of the implementation of the RTI model (Torgesen, 2007). The core of the RTI model is to provide the appropriate level of intervention services to students and monitor student progress toward achievement goals.
Prior practice at Salt River Community Schools has traditionally been an informal, classroom-based model of academic interventions. Teachers would identify students who they believed were performing below grade level and refer them for tutoring services or additional classroom instruction/remediation as needed.

The attached performance management plan proposes to change this practice by developing and implementing an RTI model for reading and mathematics. This model would include an incoming screening process to more adequately identify students' academic needs. In addition, the plan proposes strategic and intense interventions in ***parallel*** to grade level course work. Students targeted for additional interventions would be placed on individual academic plans monitoring student progress toward proficiency in a given content area.

3. Lack of Exposure to Challenge Course Content

Blum (2005) reported that increased student connection to school decreases absenteeism. One critical requirement for feeling connected to school was high academic rigor and expectations coupled with support for learning.

UNDERLYING REASONS FOR PERFORMANCE, Continued

The data analysis revealed that a large majority of students enter Salt River Community Schools lacking even basic coursework in mathematics. Less than half of the students taking the AIMS had been exposed to a geometry course. This suggests that historically Salt River student's academic careers have lacked high academic rigor and expectations.

The attached performance management plan proposes to address this practice by annually reviewing mathematics course offerings to support students in meeting the academic standards, increasing relevance and rigor of existing courses. This review will include analysis of individual student mathematics course enrollments and completion to ensure students are on track to meet academic as well as graduation goals.

4. Attendance

The data analysis revealed that while overall school wide attendance is not related to academic achievement, course attendance is significantly associated to academic achievement. Educational research repeatedly validates the link between student attendance and student achievement (Johnson, 2000). The research also indicates that extended learning time programs that offer double-dose instruction in reading and math have been associated with increased attendance, academic achievement and student engagement. (National High School Alliance, 2006).

The attached performance management plan proposes to address low attendance rates not by changing attendance policies, but by implementing an extended learning time program – the RTI model. The RTI model would include an incoming screening process to more adequately identify students' academic needs. In addition, the plan proposes strategic and intense interventions in ***parallel*** to grade level course work. Some students would receive double, or even triple doses, of instruction in reading and mathematics. Students targeted for additional interventions would be placed on individual academic plans monitoring student progress toward proficiency in a given content area.

UNDERLYING REASONS FOR PERFORMANCE, Continued

References

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Torgessen, J. (2007). Monitoring Instructional Effectiveness in Grades 1-3 with the purpose of guiding school level initiatives and classroom instruction. *Florida Center for Reading Research*. Retrieved from http://www.fcrr.org/staffpresentations/Joe/NA/National_Reading_First_2007_torgesen.pdf

Johnson, R. C. (2000). As studies stress link to scores, districts get tough on attendance. *Education Week, 20*(7), 1, 10.

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PERFORMANCE MANAGEMENT PLAN – INDICATOR: (ACADEMIC AREA) READING

DURATION OF THE PLAN: Begins July, 2010 to June, 2016

READING PERFORMANCE PLAN		
MEASURE	**METRIC**	**TARGET**
The measures identified as a means to assess the Reading indicator are fluency, comprehension and phonic awareness	*Improvement will be measured by reviewing three types of assessment metrics:* *(1) Scholastic Reading Inventory Lexile Levels—ADE Lexile correlation to AIMS Reading passing score* *(2) Performance on quarterly reading benchmarks—passing at 70% or better* *(3) Performance on AIMS Reading—passing at grade level*	*All students will meet or exceed the state average percent in reading on the state assessment and have a student growth percentile of no less than minus one standard deviation from the state median growth percentile in reading.*

STRATEGY I: **Implement the RTI model for reading at the junior high level.**

OUTCOME: **As a result of the implementation, students will demonstrate reading comprehension and fluency at or above grade level as measured by the Scholastic Reading Inventory (Lexile) and performance on quarterly reading benchmarks.**

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Form junior high Reading RTI oversight committee including Curriculum Specialist, Academic Counselor and classroom teachers.	May 2010	School Administrator	Committee Roster Attendance sheets / minutes from Committee Meetings	No additional resources are necessary
2. Revise junior high schedule to accommodate additional reading instruction for identified students.	March – May 2010	RTI Committee Chair	Junior High Student Schedules	No additional resources are necessary

PERFORMANCE MANAGEMENT PLAN – INDICATOR: (ACADEMIC AREA) READING, Continued

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
3. Hire Reading Specialist	April – June 2010	RTI Committee Chair / Student Learning Advocate	Reading Specialist Hired	No additional resources are necessary
4. Develop a rubric for evaluation of intervention programs.	March – June 2010	RTI Oversight Committee	Documented rubric posted on education division intranet	No additional resources are necessary
5. Review and select research-based reading intervention program(s) that are valid, reliable and demonstrate improved student achievement in a variety of settings.	March to June 2010	RTI Oversight Committee	Evaluation rubrics of intervention programs reviewed and program selected	No additional resources are necessary
6. Develop student screening process for reading, identifying at least 3 points of data to determine students in need of further diagnostic screening.	March to June 2010	RTI Oversight Committee	Documented Screening Process including student screening data as defined by the process	No additional resources are necessary
7. Select students for additional diagnostic screening using phonics screener and fluency reading passages.	August 2010 – ongoing to accommodate students entering at various times through the school year	Reading Specialist / Teachers	Documented student screening data including results of phonics screener and fluency reading passages.	No additional resources are necessary

PERFORMANCE MANAGEMENT PLAN – INDICATOR: (ACADEMIC AREA) READING, Continued

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
8. Identify and place students in intervention services. One additional (1 hour) course for Tier 2 students and two additional classes (2 hours) for Tier 3 students.	May 2010 – ongoing to accommodate students entering at various times through the school year	-Reading Specialist -Teachers -Student Learning Advocate	Student schedules Class attendance rosters	No additional resources are necessary
9. Inform parents/guardians and students on placement.	August 2010 – ongoing	-Academic Counselor - -Reading Specialist	Documented letters to parents/guardians.	No additional resources are necessary
10. Implement and monitor reading intervention program.	August 2010 – ongoing	-Reading Specialist -Teachers -Research Office	Individual Academic Plans for students enrolled in intervention program. Biweekly and monthly progress monitoring (as determined by intervention program) demonstrate student improvement at or above target growth rate. Performance on quarterly Lexile Benchmarks demonstrates student improvement at or above growth rate needed to achieve target Lexile level for student. Performance on quarterly benchmark reading assessments demonstrates student improvement at or above growth rate needed to achieve proficiency.	No additional resources are necessary

STRATEGY II: **Implement pilot RTI model for reading in ninth grade.**

OUTCOME: **As a result of the implementation, students will demonstrate reading comprehension and fluency at or above grade level as measured by the Scholastic Reading Inventory (Lexile) and performance on quarterly reading benchmarks.**

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Develop student screening process for reading, identifying at least 3 points of data to determine students in need of further diagnostic screening.	March – June 2010	-Curriculum Specialist -Teacher -ESS teacher -ESS Coordinator	Documented Screening Process	No additional resources are necessary
2. Select students for additional diagnostic screening using diagnostic screener included with selected Reading Intervention Program.	August 2010 – ongoing to accommodate students entering at various times through the school year	-Curriculum Specialist -Teacher	Documented student screening data including results of diagnostic screener.	No additional resources are necessary
3. Identify and place students in intervention services. One additional (1 hour) course for identified students.	May 2010 – ongoing to accommodate students entering at various times through the school year	-Teachers -Curriculum Specialist	Student schedules Class attendance rosters	No additional resources are necessary
4. Inform parents/guardians and students on placement.	August 2010 – ongoing	-Academic Counselors	Documented letters to parents/guardians.	No additional resources are necessary

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
5. Implement and monitor researched based current reading intervention program.	August 2010 – ongoing	-Teachers -Research Office	Individual Academic Plans for students enrolled in intervention program. Biweekly and monthly progress monitoring (as determined by intervention program) demonstrate student improvement at or above target growth rate. Performance on quarterly Lexile Benchmarks demonstrates student improvement at or above growth rate needed to achieve target Lexile level for student. Performance on quarterly benchmark reading assessments demonstrates student improvement at or above growth rate needed to achieve proficiency.	No additional resources are necessary

STRATEGY III: Implement reading intervention program at the <u>high school level</u> (grades 9-12).

OUTCOME: As a result of the implementation, students will demonstrate reading comprehension and fluency at or above grade level as measured by the Scholastic Reading Inventory (Lexile) and performance on quarterly reading benchmarks.

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Collect additional data on student achievement in grades 9 -12.	September – November 2011	-Teachers -Curriculum Specialist -Research Office	SRI Lexile Data compiled from baseline year (2009-2010) at high school level. Correlations of Lexile to AIMS performance and performance on quarterly benchmarks. Current reading intervention program pilot data compiled and analyzed for student growth rates over the first 3 months of implementation.	No additional resources are necessary
2. Form high school Reading Intervention planning committee to include Reading Specialist, Curriculum Specialist and Teachers	January 2011	-School Administrator	Committee Roster Attendance sheets / minutes from Committee Meetings	No additional resources are necessary

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
3. Review data and make recommendations as to expanded use of the current reading intervention program for high school students. Recommendations may include replacement of the current program and/or addition of supplementary materials. Based on committee recommendations, determine the need to review and select additional or supplemental research-based reading intervention program(s) that are valid, reliable and demonstrate improved student achievement in a variety of settings. (May keep and/or supplement existing program.)	September 2011 – November 2011	-Teachers -Curriculum Specialist -Research Office	Documented findings and recommendations. Evaluation rubrics of intervention programs (if needed).	No additional resources are necessary
4. Review student screening process for reading, identifying at least 3 points of data to determine students in need of further diagnostic screening.	March – June 2011	-Curriculum Specialist -Teacher -ESS Teacher	Documented Screening Process	No additional resources are necessary
5. Select students for additional diagnostic screening using diagnostic screener included with selected Reading Intervention Program.	August 2011 – ongoing to accommodate students entering at various times through the school year	-Curriculum Specialist -Teacher	Documented student screening data including results of diagnostic screener.	No additional resources are necessary

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
6. Identify and place students in intervention services. One additional (1 hour) course for identified students.	May 2011 – ongoing to accommodate students entering at various times through the school year	-Teachers -Curriculum Specialist	Student schedules Class attendance rosters	No additional resources are necessary
7. Inform parents/guardians and students on placement.	August 2011 – ongoing	-Academic Counselors	Documented letters to parents/guardians.	No additional resources are necessary
8. Implement and monitor selected researched based reading intervention program.	August 2011 – ongoing	-Reading Specialist -Teachers -Research Office	Individual Academic Plans for students enrolled in intervention program. Biweekly and monthly progress monitoring (as determined by intervention program) demonstrate student improvement at or above target growth rate. Performance on quarterly Lexile Benchmarks demonstrates student improvement at or above growth rate needed to achieve target Lexile level for student. Performance on quarterly benchmark reading assessments demonstrates student improvement at or above growth rate needed to achieve proficiency.	No additional resources are necessary

STRATEGY IV: **Enhance options for student choice by providing academic support for students who have language arts (reading) credit deficits through the Accelerated Learning Academy (ALA) program.**

OUTCOME: **By providing students additional options to achieve graduation requirements, Salt River Community Schools will experience continuous growth in graduation rate as measured by the Arizona Department of Education.**

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Review and revise screening process to inform recommendations for enrollment in ALA programs and services. Screening will include a review of student's academic, enrollment and discipline history at prior schools.	May – August 2010	-ALA Administrator -Student Learning Advocate -Teachers	Documented Screening Process	No additional resources are necessary
2. Enroll students in ALA based upon recommendation process and/or student self-selection.	Ongoing	-ALA Secretary -ALA Education Case Manager	Documented Enrollment Forms Membership and enrollment reports from student information system	No additional resources are necessary
3. Develop individual academic plans for enrolled ALA students.	Ongoing	ALA Education Case Manager	Individual Academic Plans for all students enrolled in ALA	No additional resources are necessary

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
4. Implement, monitor and revise differentiated student instruction based upon individual academic plans.	Ongoing	-ALA Education Case Manager -Teachers -Curriculum Specialist -Research Department	Individual Academic Plans for all students enrolled in ALA Performance on reading benchmark assessments demonstrates student improvement at or above the target growth rate. Growth rate is individually determined for each student using a student's current performance and the target of grade level proficiency. Analysis of individual coursework demonstrates student credit achievement at or above the rate needed to meet graduation requirements.	No additional resources are necessary
5. Continue professional development community of study with ALA teachers and staff with focus on supporting mathematics as defined in the Core Standards	Ongoing	-ALA Administrator -Teaching & Learning Coordinator	Documented integration of reading strategies in curriculum maps. Attendance rosters / minutes from professional development opportunities.	No additional resources are necessary
6. Annual review of course curricula to ensure alignment to Core Standards using research-based curriculum evaluation rubric.	August 2010 – annually thereafter	-Teaching & Learning Coordinator	Documented review of course curriculum with notations of revision posted on education intranet.	No additional resources are necessary

STRATEGY V: **Provide professional development to support the ongoing implementation of quality reading instruction across all content areas in seventh through twelfth grades.**

OUTCOME: **As a result of professional development, all teachers will demonstrate competency in the reading standards as evidenced by the documentation of integration of reading standards and instruction in all content areas in curriculum maps.**

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Continue professional development community of study with social studies and elective teachers with focus on supporting reading as defined in the Core Standards.	September 2010 – ongoing	-Curriculum Specialist	Documented integration of reading strategies in curriculum maps. Attendance rosters / minutes from professional development opportunities.	No additional resources are necessary
2. Introduce professional development community of study with science teachers with focus on supporting reading as defined in the Core Standards.	September 2010 – ongoing	-Curriculum Specialist	Documented integration of reading strategies in curriculum maps. Attendance rosters / minutes from professional development opportunities.	No additional resources are necessary
3. Introduce professional development community of study with reading teachers with focus on the Core Standards.	September 2010 – ongoing	-Curriculum Specialist	Documented integration of reading strategies in curriculum maps. Attendance rosters / minutes from professional development opportunities.	No additional resources are necessary

STRATEGY VI: **Develop and implement an evaluation of the reading intervention programs.**

OUTCOME: **As a result of the evaluation, Salt River Community Schools will have documented evidence of the success of the reading intervention programs and will use the evidence to review and revise the programs as needed.**

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Oversight committee(s) develops a research-based rubric(s) and report format(s) for review of intervention programs, including progress monitoring.	July – September 2010	-Curriculum Specialist -Research Office	Documented rubric and report format published to education division intranet site.	No additional resources are necessary
2. Develop a schedule for review of intervention programs and progress monitoring.	July – September 2010	-Curriculum Specialist -Research Office	Schedule documented and published on education division intranet.	No additional resources are necessary
3. Perform quarterly review of intervention programs and progress monitoring using established rubric(s).	Quarterly, September 2010 – June 2011	-Curriculum Specialist -Research Office -Junior High RTI Oversight Committee -High School Reading Intervention Committee	Documented committee reports using established rubric. Attendance rosters / minutes from scheduled reviews.	No additional resources are necessary

ANNUAL READING PERFORMANCE PLAN BENCHMARK TARGETS:

CURRENT STATE	Year 1	Year 2	Year 3	Year 4	Target For This Plan
• **Forty-five** percent (45%) of **7th graders** achieved proficiency on Reading AIMS	• **Sixty** percent (60%) of **7th graders** will achieve proficiency on Reading AIMS	• **Sixty-six** percent (66%) of **7th graders** will achieve proficiency on Reading AIMS	• **Seventy-two** percent (72%) of **7th graders** will achieve proficiency on Reading AIMS	• **Seventy-eight** percent (78%) of **7th graders** will achieve proficiency on Reading AIMS	• **Eighty** percent (80%) or more of **7th graders** will achieve proficiency on Reading AIMS
• **Thirty-eight** percent (38%) of **8th graders** achieved proficiency on Reading AIMS	• **Fifty-seven** percent (57%) of **8th graders** will achieve proficiency on Reading AIMS	• **Sixty-four** percent (64%) of **8th graders** will achieve proficiency on Reading AIMS	• **Seventy** percent (70%) of **8th graders** will achieve proficiency on Reading AIMS	• **Seventy-seven** percent (77%) of **8th graders** will achieve proficiency on Reading AIMS	• Eighty percent (80%) or more of **8th graders** will achieve proficiency on Reading AIMS
• **Thirty-nine** percent (39%) of **10th graders** achieved proficiency on Reading AIMS	• **Fifty-seven** percent (57%) of **10th graders** will achieve proficiency on Reading AIMS	• **Sixty-four** percent (64%) of **10th graders** will achieve proficiency on Reading AIMS	• **Seventy** percent (70%) of **10th graders** will achieve proficiency on Reading AIMS	• **Seventy-seven** percent (77%)of **10th graders** will achieve proficiency on Reading AIMS	• **Eighty** percent (80%) or more of **10th graders** will achieve proficiency on Reading AIMS
• **All students** will demonstrate a growth percentile of no less than minus **2 standard deviation** from the state median growth percentile in reading	• **All students** will demonstrate a growth percentile of no less than minus **1.8 standard deviation** from the state median growth percentile in reading	• **All students** will demonstrate a growth percentile of no less than minus **1.6 standard deviation** from the state median growth percentile in reading	• **All students** will demonstrate a growth percentile of no less than minus **1.4 standard deviation** from the state median growth percentile in reading	• **All students** will demonstrate a growth percentile of no less than minus **1.2 standard deviation** from the state median growth percentile in reading	• **All students** will demonstrate a growth percentile of no less than minus **1 standard deviation** from the state median growth percentile in reading

PERFORMANCE MANAGEMENT PLAN – INDICATOR: (ACADEMIC AREA) MATH

DURATION OF THE PLAN: Begins July, 2010 to June, 2016

MATH PERFORMANCE MANAGEMENT PLAN

MEASURE	METRIC	TARGET
The measures identified as a means to assess the Math indicator are Number Sense, Algebra, Geometry, Data Analysis, Logic	*Improvement will be measured by reviewing three types of assessment metrics:* *(1) Performance on quarterly Math benchmarks-passing at 70% or better* *(2) Performance on AIMS Math-passing scale score* *(3) Course completion rates and grades-Algebra and Geometry* *(4) Site-based diagnostic and progress monitoring assessment-To be determined*	*All students will meet or exceed the state average percent in Math on the state assessment and have a student growth percentile of no less than minus one standard deviation from the state median growth percentile in Math.*

STRATEGY I: **Implement mathematics interventions at all grade levels.**

OUTCOME: **As a result of the implementation, students will demonstrate knowledge of number sense, algebra, geometry, data analysis and logic at or above grade level as measured by performance on quarterly Mathematics Benchmarks.**

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Form Mathematics intervention oversight committee.	May 2010	-Math Specialist	Committee Roster Attendance sheets / minutes from Committee Meetings	No additional resources are necessary
2. Revise schedule to accommodate additional mathematics instruction for identified students. Instruction will supplement instruction provided in core academic math courses.	March – May 2010	-Math Specialist -Student Learning Advocate	Student Schedules	No additional resources are necessary

PERFORMANCE MANAGEMENT PLAN – INDICATOR: (ACADEMIC AREA) MATH, Continued

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
3. Develop a rubric for evaluation of intervention programs.	March – June 2010	-Mathematics Intervention Committee	Documented rubric posted on education division intranet	No additional resources are necessary
4. Select a teacher to manage intervention classes. Leverage existing technology and software to track and report on class progress.	April – June 2010	-Administration	Teacher Assigned Ongoing reports from computer-based tracking system	No additional resources are necessary
5. Review and select research-based Math intervention program(s) that are valid, reliable and demonstrate or measure improved student achievement in a variety of settings. Review and select research-based mathematics diagnostic and progress monitoring assessments that are valid, reliable and demonstrate or measure improved student achievement in a variety of settings.	March to June 2010	-Math Specialist -Curriculum Specialist -Research Office	Evaluation rubrics of intervention programs reviewed Selection of program and assessments based on rubric.	No additional resources are necessary
6. Develop student screening process for Math, identifying at least 3 points of data to determine students in need of further diagnostic screening.	March to June 2010	-Math Specialist -Curriculum Specialist -Research Office	Documented Screening Process	No additional resources are necessary

PERFORMANCE MANAGEMENT PLAN – INDICATOR: (ACADEMIC AREA) MATH, Continued

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
7. Select students for additional diagnostic assessment using selected intervention program/assessment.	June 2010 – ongoing to accommodate students entering at various times through the school year	-Math Specialist	Documented student screening data including results of diagnostic screener.	No additional resources are necessary
8. Identify and place students in intervention services.	May 2010 – ongoing	-Math Specialist -Teachers -Student Learning Advocate	Student schedules Class attendance rosters	No additional resources are necessary
9. Inform parents/guardians and students on placement in intervention program.	July/August 2010 - ongoing	-Math Specialist -Academic Counselor	Documented letters to parents/guardians.	No additional resources are necessary
10. Implement and monitor mathematics intervention program.	August 2010 – ongoing	-Math Specialist -Teachers -Research Office	Individual Academic Plans for students enrolled in intervention program. Biweekly and monthly progress monitoring (as determined by intervention program) demonstrate student improvement at or above target growth rate. Performance on quarterly benchmark mathematics assessments demonstrates student improvement at or above growth rate needed to achieve proficiency. Mathematics coursework and progress grades demonstrate student improvement at or above the rate needed to achieve course completion and a passing grade.	No additional resources are necessary

STRATEGY II: **Implement Mathematics Standards Review course for eleventh and twelfth grade students who have not achieved proficiency in mathematics on the AIMS.**

OUTCOME: **As a result of the implementation, targeted students will demonstrate proficiency in mathematics on the AIMS.**

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Placement of students in Mathematics Standards Review course based on AIMS scores and self-selection.	March – June 2010	-Student Learning Advocate -Math Specialist	Documented AIMS Scores Student Schedules Course Rosters	No additional resources are necessary
2. Develop a rubric for evaluation of course resources.	March – June 2010	-Mathematics Intervention Committee	Documented rubric posted on education division intranet	No additional resources are necessary
3. Review and select research-based Mathematics Standards Review course resources and resources that are valid, reliable and demonstrate improved student achievement in a variety of settings.	June 2010	-Math Specialist -Teachers	Evaluation rubrics of course resources reviewed Selection of resources	No additional resources are necessary

PERFORMANCE MANAGEMENT PLAN – INDICATOR: (ACADEMIC AREA) MATH, Continued

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
4. Implement and monitor Mathematics Standards Review course.	August 2010 – ongoing to accommodate students entering at various times through the school year	-Math Specialist -Teachers	Individual Academic Plans for students enrolled in intervention program (revised as needed). Progress monitoring (as determined by course materials) demonstrate student improvement at or above target growth rate. Performance on quarterly benchmark mathematics assessments demonstrates student improvement at or above growth rate needed to achieve proficiency.	No additional resources are necessary

STRATEGY III: **Enhance options for student choice by providing academic support for students who have mathematics credit deficits through the Accelerated Learning Academy (ALA) program.**

OUTCOME: **By providing students additional options to achieve graduation requirements, Salt River Community Schools will experience continuous growth in graduation rate as measured by the Arizona Department of Education.**

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
7. Review and revise screening process to inform recommendations for enrollment in ALA programs and services. Screening will include a review of student's academic, enrollment and discipline history at prior schools.	May – August 2010	-ALA Administrator -Student Learning Advocate -Teachers	Documented Screening Process	No additional resources are necessary
8. Enroll students in ALA based upon recommendation process and/or student self-selection.	Ongoing	-ALA Secretary -ALA Education Case Manager	Documented Enrollment Forms Membership and enrollment reports from student information system	No additional resources are necessary
9. Develop individual academic plans for enrolled ALA students.	Ongoing	ALA Education Case Manager	Individual Academic Plans for all students enrolled in ALA	No additional resources are necessary
10. Implement, monitor and revise differentiated student instruction based upon individual academic plans.	Ongoing	-ALA Education Case Manager -Teachers -Curriculum Specialist -Research Department	Individual Academic Plans for all students enrolled in ALA Performance on math benchmark assessments demonstrates student improvement at or above the target growth rate. Growth rate is individually determined for each student using a student's current	No additional resources are necessary

			performance and the target of grade level proficiency. Analysis of individual coursework demonstrates student credit achievement at or above the rate needed to meet graduation requirements.	
11. Continue professional development community of study with ALA teachers and staff with focus on supporting mathematics as defined in the Core Standards	Ongoing	-ALA Administrator -Teaching & Learning Coordinator	Documented integration of mathematics strategies in curriculum maps. Attendance rosters / minutes from professional development opportunities.	No additional resources are necessary
12. Annual review of course curricula to ensure alignment to Core Mathematics Standards using research-based curriculum evaluation rubric.	August 2010 – annually thereafter	-Teaching & Learning Coordinator	Documented review of course curriculum with notations of revision posted on education intranet.	No additional resources are necessary

STRATEGY IV: **Support students who have credit needs to meet graduation requirements.**

OUTCOME: **Students will choose an alternative program designed to meet flexible schedules and academic needs.**

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
13. Continue to offer the new Accelerated Learning site base program	August 2010 and ongoing	-ALA/DOC Administrator	ALA site enrollment	No additional resources are necessary
14. Teach course curricula that is aligned to AZ State Standards	August 2010 and ongoing	-Teaching & Learning Coordinator -ALA/DOC Program Administrator -Teachers	Rigorous and appropriate course content in curriculum documents and lesson plans	No additional resources are necessary
15. Evaluate improved performance in Math targeted math skills	August 2010	-Course assessments -Research Office	Demonstrated improvement on Math AIMS to meet targets.	No additional resources are necessary

STRATEGY V: **Review mathematics course offerings to support students in meeting the standards as indicated on the AIMS, increasing relevance and rigor of existing courses.**

OUTCOME: **As a result review, recommend and implement strategies and courses that support and facilitate student growth and achievement.**

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Develop researched-based rubric and report format to evaluate course offerings including ESS courses.	September 2010.	-Math Specialist	Documented rubric published on education division intranet.	No additional resources are necessary
2. Develop schedule to review course offering annually.	September 2010	-Math Specialist	Evaluation schedule published on education division intranet.	No additional resources are necessary
3. Meet and review course offering using established rubric and report format.	As scheduled	-Oversight Committee -Math Specialist	Committee Roster Attendance sheets / minutes from Committee Meetings	No additional resources are necessary
4. Make and implement recommendations regarding mathematics course offerings.	Annually	-Oversight Committee -Math Specialist	Documented on rubric and report	No additional resources are necessary

STRATEGY VI: **Provide job-embedded professional development to support the ongoing implementation of quality mathematics instruction in seventh through twelfth grades.**

OUTCOME: **As a result of professional development, all teachers will demonstrate competency in the mathematics standards as evidenced by the documentation of integration of mathematics standards and instruction in curriculum maps.**

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Continue to review and revise vertical and horizontal articulation of sixth through eighth mathematics curriculum, including introduction of Core Standards for alignment sixth through eighth grade.	September 2010 – June 2011	-Math Specialist -Curriculum Specialist	Documented integration of mathematics standards and articulations in curriculum maps. Attendance rosters / minutes from articulation / standards meetings.	No additional resources are necessary
2. Implement team teaching in mathematics courses to model and articulate instructional strategies for mathematics teachers and ESS staff.	September 2010 – ongoing	-Math Specialist	Integration of instructional strategies documented in quarterly and weekly intervention reports.	No additional resources are necessary
3. Inter- and intra-department meetings to review topics and skills to support students' achievement in mathematics.	October 2010 – ongoing	-Math Specialist	Attendance rosters / minutes from department meetings.	No additional resources are necessary
4. Survey staff regarding professional development needs in mathematics.	April 2011 and annually thereafter	-Math Specialist -Curriculum Specialist	Survey Analysis Report	No additional resources are necessary
5. Using results of staff survey, develop professional development calendar/opportunities based on staff needs.	June 2011 and annually thereafter	-Math Specialist -Curriculum Specialist	Professional Development Calendar	No additional resources are necessary

STRATEGY VII: **Develop and implement an evaluation of mathematics intervention programs.**

OUTCOME: **As a result of the evaluation, Salt River Community Schools will have documented evidence of the success of mathematics intervention programs and will use the evidence to review and revise the programs as needed.**

Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
1. Oversight committee(s) develops a research-based rubric(s), and report format(s) for review of intervention programs, including progress monitoring. Based on data analysis, this will include ensuring all students are placed in appropriate math courses to meet the state graduation requirement. Course content is appropriately relevant and rigorous.	July – September 2010	-Math specialist -Curriculum specialist	Documented rubric and report format published to education division intranet site.	No additional resources are necessary
2. Develop a schedule for review of intervention programs and progress monitoring.	July – September 2010	-Math specialist -Curriculum specialist	Schedule documented and published on education division intranet.	No additional resources are necessary

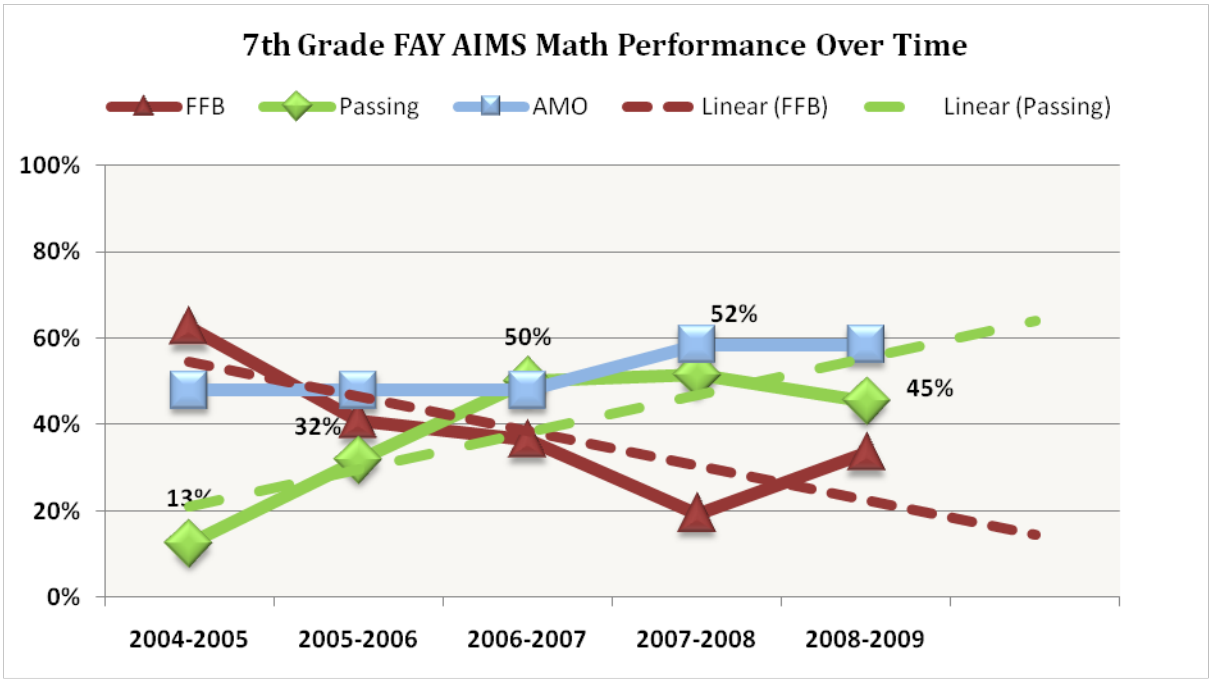
PERFORMANCE MANAGEMENT PLAN – INDICATOR: (ACADEMIC AREA) MATH, Continued

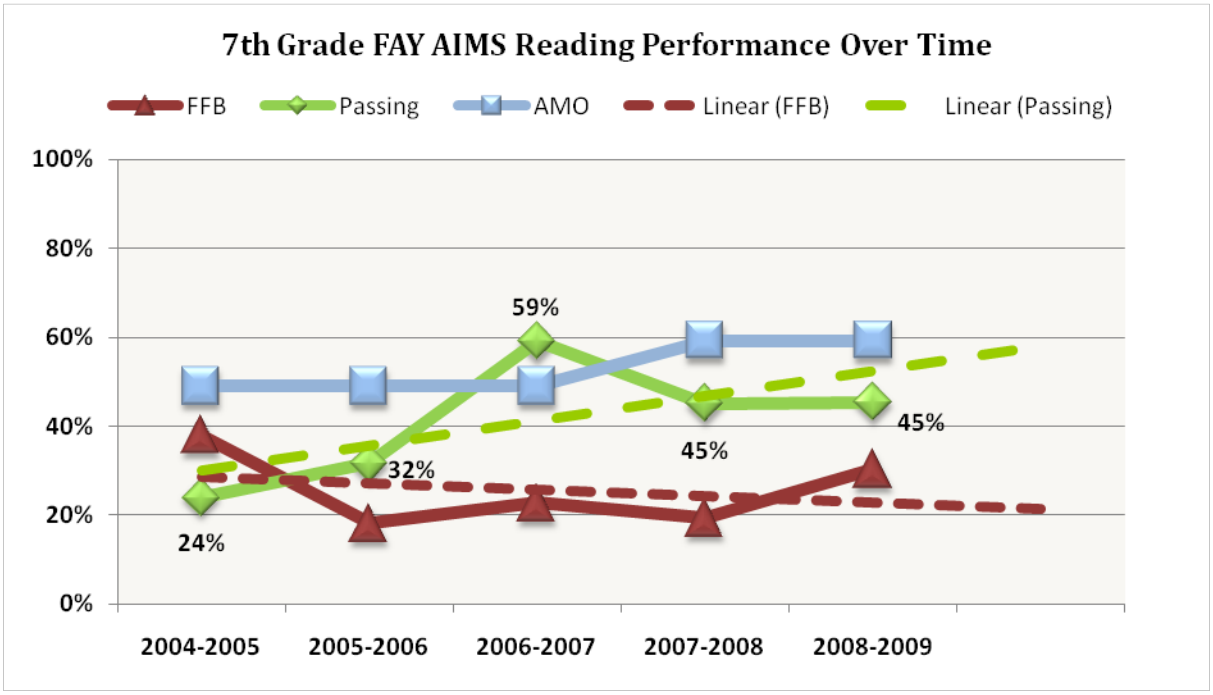
Action Steps	Timeline	Responsible Party	Evidence of Meeting Action Steps	Budget
3. Perform scheduled reviews of intervention programs and progress monitoring using established rubric(s).	As scheduled	-Math specialist -Curriculum specialist	Documented committee reports using established rubric. Attendance rosters / minutes from scheduled reviews.	No additional resources are necessary

ANNUAL MATHEMATICS PERFORMANCE MANAGEMENT PLAN BENCHMARK TARGETS:

CURRENT STATE	Year 1	Year 2	Year 3	Year 4	Target For This Plan
• **Forty-five** percent (45%) of **7th graders** achieved proficiency on Math AIMS	• **Sixty** percent (60%) of **7th graders** will achieve proficiency on Math AIMS	• **Sixty-six** percent (66%) of **7th graders** will achieve proficiency on Math AIMS	• **Seventy-two** percent (72%) of **7th graders** will achieve proficiency on Math AIMS	• **Seventy-eight** percent (78%) of **7th graders** will achieve proficiency on Math AIMS	• **Eighty** percent (80%) or more of **7th graders** will achieve proficiency on Math AIMS
• **Twenty-nine** percent (29%) of **8th graders** achieved proficiency on Mathematics AIMS	• **Fifty-one** percent (51%) of **8th graders** will achieve proficiency on Math AIMS	• **Sixty** percent (60%) of **8th graders** will achieve proficiency on Math AIMS	• **Sixty-eight** percent (68%) of **8th graders** will achieve proficiency on Math AIMS	• **Seventy-seven** percent (77%) of **8th graders** will achieve proficiency on Math AIMS	• **Eighty** percent (80%) or more of **8th graders** will achieve proficiency on Math AIMS
• **Twenty-two** percent (22%) of **10th graders** achieved proficiency on Math AIMS	• **Forty-one** percent (41%) of **10th graders** will achieve proficiency on Math AIMS	• **Forty-nine** percent (49%) of **10th graders** will achieve proficiency on Math AIMS	• **Fifty-seven** percent (57%) of **10th graders** will achieve proficiency on Math AIMS	• **Sixty-five** percent (65%)of **10th graders** will achieve proficiency on Math AIMS	• **Eighty** percent (80%) or more of **10th graders** will achieve proficiency on Math AIMS
• **All** students will demonstrate a growth percentile of no less than minus **2 standard deviation** from the state median growth percentile in Math	• **All** students will demonstrate a growth percentile of no less than minus **1.8 standard deviation** from the state median growth percentile in Math	• **All** students will demonstrate a growth percentile of no less than minus **1.6 standard deviation** from the state median growth percentile in Math	• **All** students will demonstrate a growth percentile of no less than minus **1.4 standard deviation** from the state median growth percentile in Math	• **All** students will demonstrate a growth percentile of no less than minus **1.2 standard deviation** from the state median growth percentile in Math	• **All** students will demonstrate a growth percentile of no less than minus **1 standard deviation** from the state median growth percentile in Math

APPENDIX A: AIMS ASSESSMENT DATA OVER FIVE YEARS' TIME

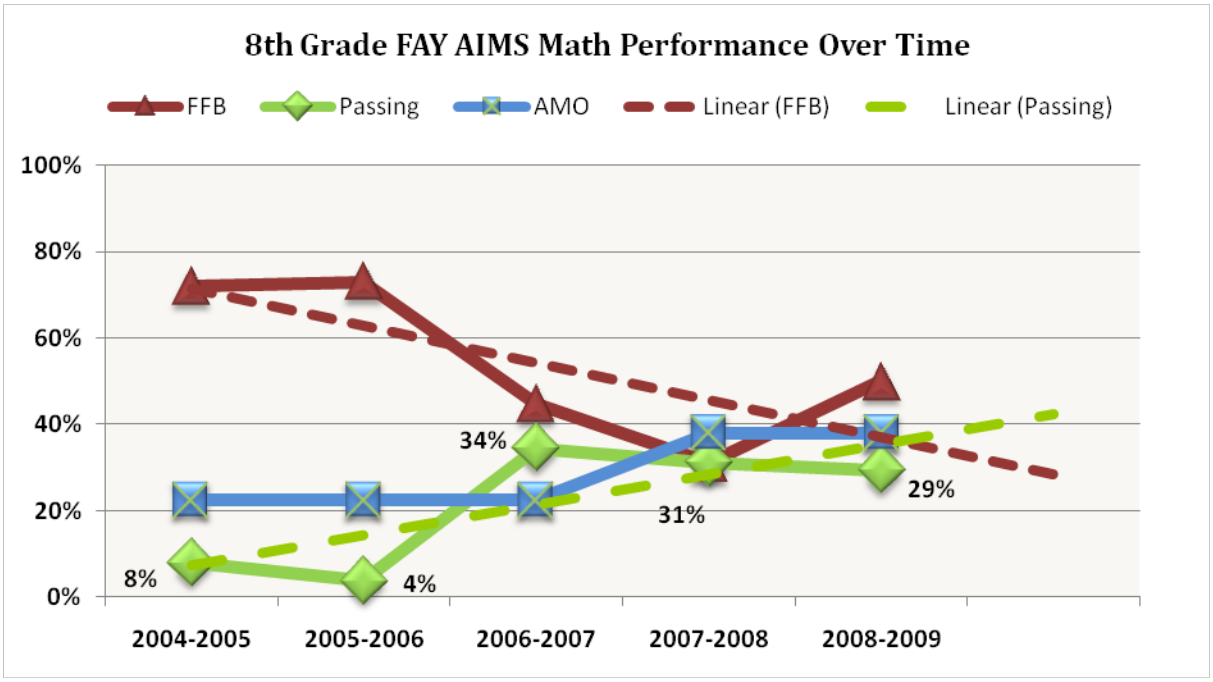


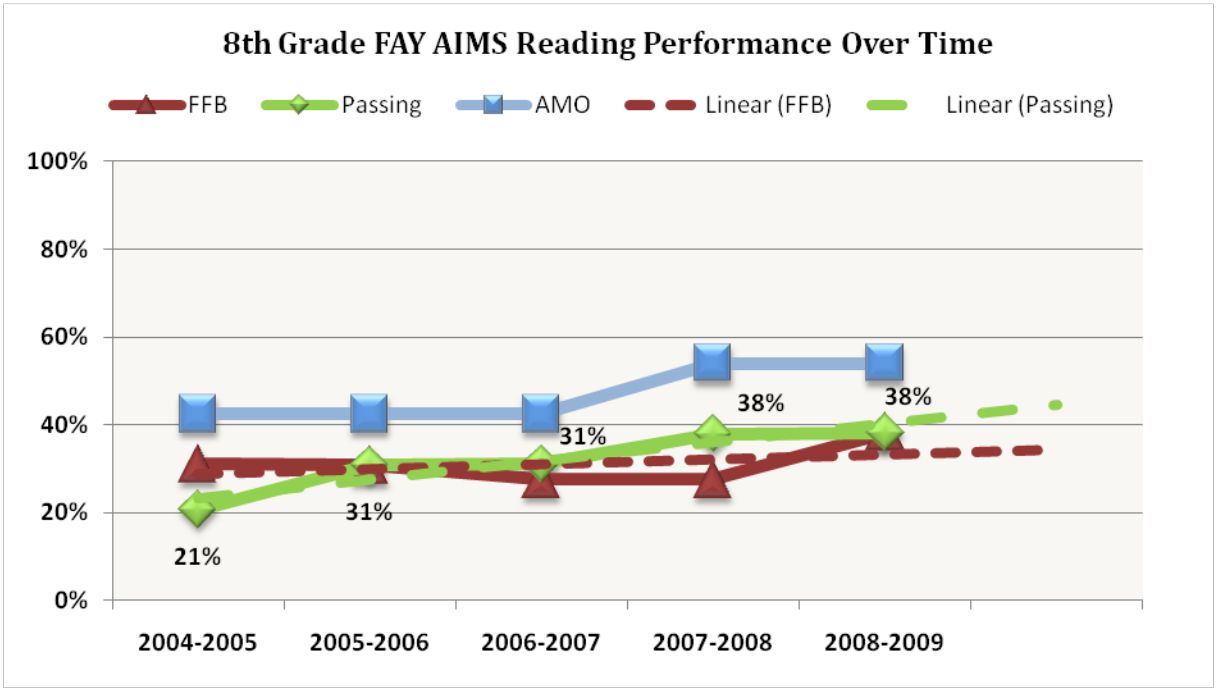


Seventh grade Math passing scores have increased over five years from 13% to 45% while those students who fell far below proficient have decreased from 63% to 33%.

Reading passing scores have increased over time from 24% to 45% and FFB scores have decreased from 38% to 30%.

AIMS ASSESSMENT DATA OVER FIVE YEARS' TIME, Continued

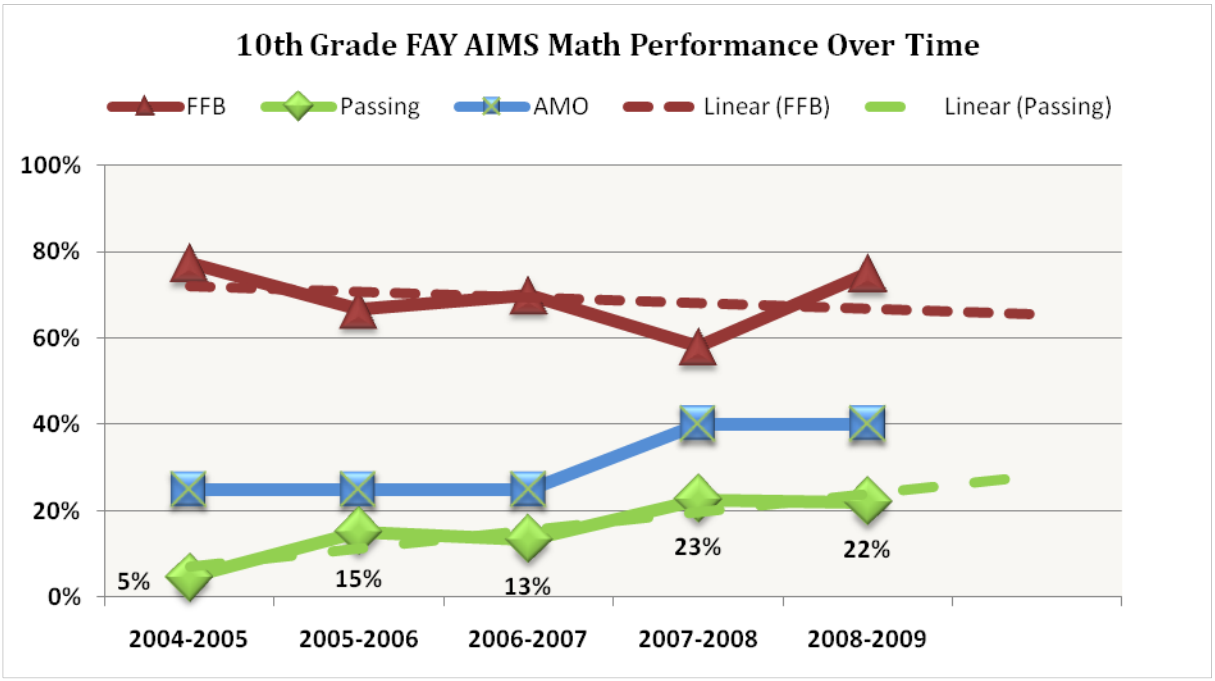


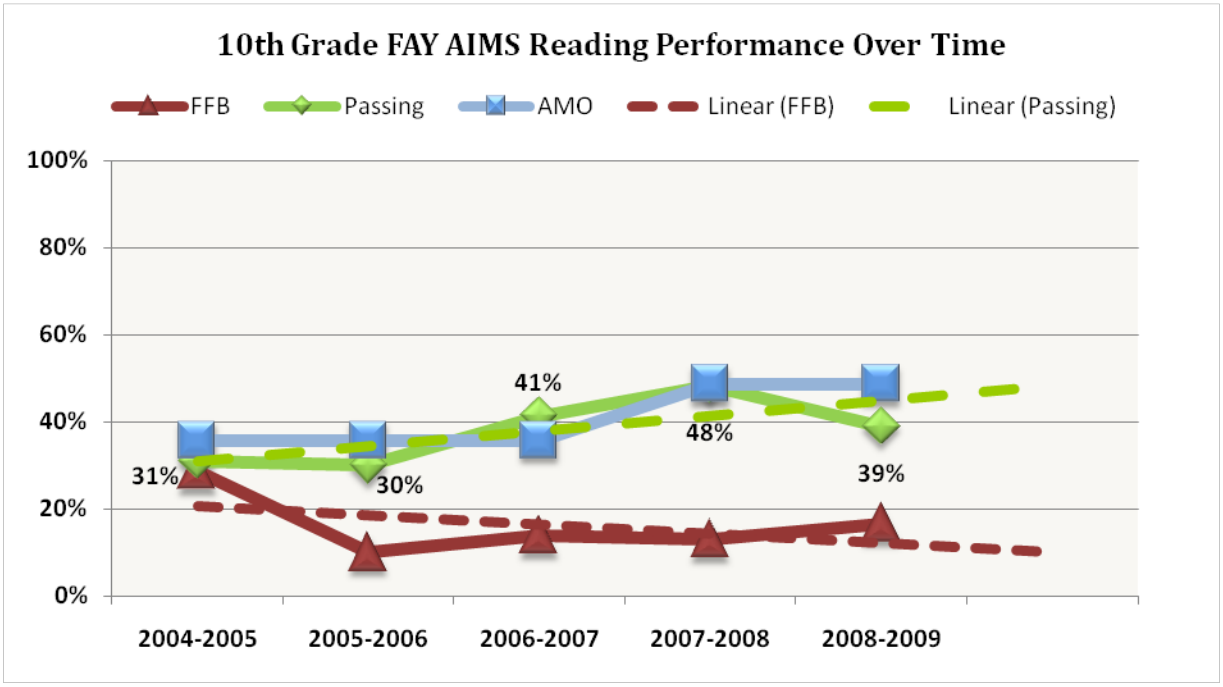


Eighth grade Math passing scores have increased over five years from 9% to 30% while those students who fell far below proficient have decreased from 72% to 50%.

Reading passing scores have increased over five years from 21% to 38% while those students who fell far below proficient have remained fairly constant around 30%.

AIMS ASSESSMENT DATA OVER FIVE YEARS' TIME, Continued

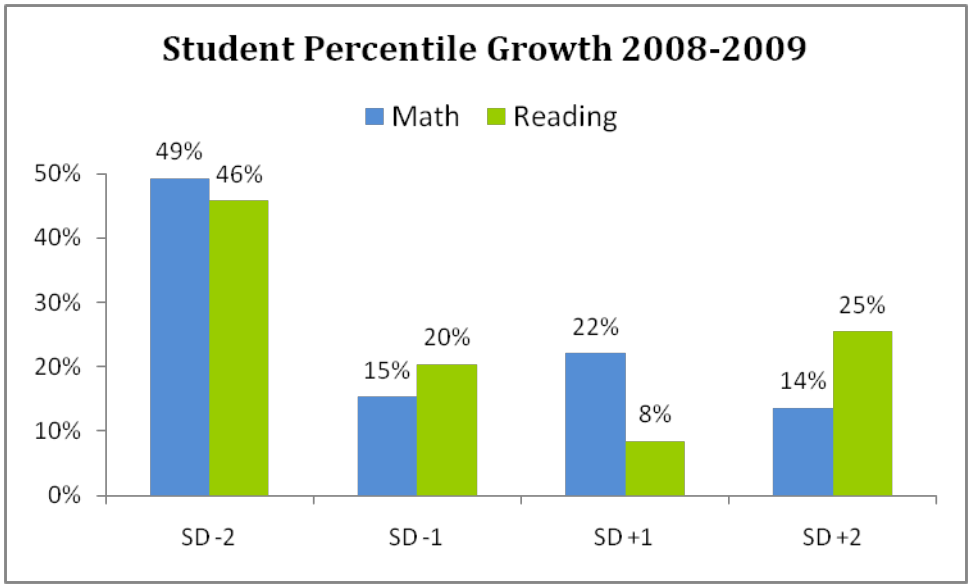




Tenth grade Math passing scores have increased over five years from 5% to 22% while those students who fell far below proficient have decreased from 83% to 66%.

Reading passing scores have increased over time from 31% to 39% and FFB scores have decreased from 29% to 17%.

AIMS ASSESSMENT DATA OVER FIVE YEARS' TIME, Continued



The Arizona Department of Education typically does not match all of the AIMS scores from 6th grade to 7th grade for at SRHS due to the transition of several students from Salt River Elementary. Although the state provides the AIMS assessment for BIE students, they do not assign SAIS numbers. Without SAIS numbers the AIMS scores are not stored or analyzed for these students. Thus the Percentile Growth scores for 2009 matched only 59 of 87 students, mostly 8th grade students. Of those about half grew more than 1 standard deviation below the mean in both Reading and Math. In Math 49% grew below that target and 46% in Reading.

APPENDIX B: QUARTERLY ASSESSMENT DATA

Salt River High School
2007 - 2010 Student Achievement Summary
Junior High Mathematics Quarterly Assessments
Source: Scantron Student Achievement System

Scoring Key
- Intensive : Score of 40% or less
- Strategic: Score between 40-60%
- Benchmark: Score greater than 60%

	Q1		Q2		Q3		Q4	
Grade 07 2007-2008	Intensive	17 (42.5%)	Intensive	9 (23.7%)	Intensive	11 (25.6%)	Intensive	5 (13.5%)
	Strategic	9 (22.5%)	Strategic	12 (31.6%)	Strategic	8 (18.6%)	Strategic	10 (27%)
	Benchmark	14 (35%)	Benchmark	17 (44.8%)	Benchmark	24 (55.8%)	Benchmark	22 (59.4%)
Grade 07 2008-2009	Intensive	6 (16.7%)	Intensive	2 (5.6%)	Intensive	4 (10.3%)	Intensive	6 (14.3%)
	Strategic	14 (38.9%)	Strategic	10 (27.8%)	Strategic	11 (28.2%)	Strategic	10 (23.8%)
	Benchmark	16 (44.4%)	Benchmark	24 (66.7%)	Benchmark	24 (61.5%)	Benchmark	26 (61.9%)
Grade 07 2009-2010	Intensive	8 (27.58%)	Intensive	10 (41.66%)	Intensive	13 (52%)		
	Strategic	13 (44.82%)	Strategic	11 (45.83%)	Strategic	8 (32%)		
	Benchmark	8 (27.58%)	Benchmark	3 (12.5%)	Benchmark	4 (16%)		
Grade 08 2007-2008	Intensive	12 (40%)	Intensive	2 (10%)	Intensive	9 (37.5%)	Intensive	8 (29.6%)
	Strategic	14 (46.7%)	Strategic	9 (45%)	Strategic	8 (33.3%)	Strategic	17 (63%)
	Benchmark	4 (13.3%)	Benchmark	9 (45%)	Benchmark	7 (29.2%)	Benchmark	2 (7.4%)
Grade 08 2008-2009	Intensive	13 (34.2%)	Intensive	10 (32.3%)	Intensive	15 (41.7%)	Intensive	10 (33.3%)
	Strategic	19 (50%)	Strategic	15 (48.4%)	Strategic	14 (38.9%)	Strategic	17 (56.7%)
	Benchmark	6 (15.8%)	Benchmark	6 (19.4%)	Benchmark	7 (19.4%)	Benchmark	3 (10%)
Grade 08 2009-2010	Intensive	2 (5.7%)	Intensive	3 (7.7%)	Intensive	7 (18.9%)		
	Strategic	15 (42.9%)	Strategic	11 (28.2%)	Strategic	12 (32.4%)		
	Benchmark	18 (51.4%)	Benchmark	25 (64.1%)	Benchmark	18 (48.6%)		

QUARTERLY ASSESSMENT DATA, Continued

Salt River High School
2007 - 2010 Student Achievement Summary
Junior High Reading Quarterly Assessments
Source: Scantron Student Achievement System

Scoring Key
- Intensive : Score of 40% or less
- Strategic: Score between 40-60%
- Benchmark: Score greater than 60%

	Q1		Q2		Q3		Q4	
Grade 07 2007-2008	Intensive	15 (38.5%)	Intensive	7 (20%)	Intensive	11 (31.4%)	Intensive	7 (19.4%)
	Strategic	11 (28.2%)	Strategic	13 (37.1%)	Strategic	14 (40%)	Strategic	14 (38.9%)
	Benchmark	13 (33.3%)	Benchmark	15 (42.8%)	Benchmark	10 (28.6%)	Benchmark	15 (41.6%)
Grade 07 2008-2009	Intensive	7 (20.6%)	Intensive	8 (21.6%)	Intensive	4 (10.5%)	Intensive	5 (12.8%)
	Strategic	8 (23.5%)	Strategic	13 (35.1%)	Strategic	9 (23.7%)	Strategic	7 (17.9%)
	Benchmark	19 (55.9%)	Benchmark	16 (43.2%)	Benchmark	25 (65.8%)	Benchmark	27 (69.2%)
Grade 07 2009-2010	Intensive	5 (15.6%)	Intensive	6 (21.4%)	Intensive	4 (15.4%)		
	Strategic	11 (34.4%)	Strategic	16 (57.1%)	Strategic	15 (57.7%)		
	Benchmark	16 (50.1%)	Benchmark	6 (21.4%)	Benchmark	7 (26.9%)		
Grade 08 2007-2008	Intensive	18 (52.9%)	Intensive	5 (19.2%)	Intensive	1 (2.9%)	Intensive	1 (3.2%)
	Strategic	13 (38.2%)	Strategic	8 (30.8%)	Strategic	7 (20.6%)	Strategic	13 (41.9%)
	Benchmark	3 (8.8%)	Benchmark	13 (50%)	Benchmark	26 (76.5%)	Benchmark	17 (54.8%)
Grade 08 2008-2009	Intensive	5 (10.9%)	Intensive	4 (10.5%)	Intensive	2 (5.1%)	Intensive	7 (19.4%)
	Strategic	21 (45.7%)	Strategic	21 (55.3%)	Strategic	9 (23.1%)	Strategic	18 (50%)
	Benchmark	20 (43.5%)	Benchmark	13 (33.8%)	Benchmark	28 (71.8%)	Benchmark	11 (30.6%)
Grade 08 2009-2010	Intensive	3 (8.3%)	Intensive	2 (6.3%)	Intensive	3 (8.6%)		
	Strategic	7 (19.4%)	Strategic	12 (37.5%)	Strategic	4 (11.4%)		
	Benchmark	26 (72.2%)	Benchmark	18 (56.3%)	Benchmark	28 (80%)		

QUARTERLY ASSESSMENT DATA, Continued

Salt River High School
2007 - 2010 Student Achievement Summary
Algebra and Geometry Quarterly Assessments
Source: Scantron Student Achievement System

Scoring Key
- Intensive : Score of 40% or less
- Strategic: Score between 40-60%
- Benchmark: Score greater than 60%

	Q1		Q2		Q3		Q4	
Algebra 2007-2008	Intensive	18 (54.5%)	Intensive	4 (14.3%)	Intensive	17 (60.7%)	Intensive	17 (68%)
	Strategic	14 (42.4%)	Strategic	9 (32.1%)	Strategic	10 (35.7%)	Strategic	8 (32%)
	Benchmark	1 (3%)	Benchmark	15 (53.6%)	Benchmark	1 (3.6%)	Benchmark	0 (0%)
Algebra 2008-2009	Intensive	21 (43.8%)	Intensive	9 (20.9%)	Intensive	28 (63.6%)	Intensive	10 (32.3%)
	Strategic	19 (39.6%)	Strategic	19 (44.2%)	Strategic	13 (29.5%)	Strategic	19 (61.3%)
	Benchmark	8 (16.7%)	Benchmark	15 (34.9%)	Benchmark	3 (6.8%)	Benchmark	2 (6.5%)
Algebra 2009-2010	Intensive	14 (23.7%)	Intensive	19 (36.5%)	Intensive	1 (2.1%)		
	Strategic	20 (33.9%)	Strategic	16 (30.8%)	Strategic	10 (21.3%)		
	Benchmark	25 (42.4%)	Benchmark	17 (32.7%)	Benchmark	36 (76.6%)		
Geometry 2007-2008	Intensive	12 (37.5%)	Intensive	12 (42.9%)	Intensive	5 (23.8%)	Intensive	2 (13.3%)
	Strategic	16 (50%)	Strategic	16 (57.1%)	Strategic	12 (57.1%)	Strategic	9 (60%)
	Benchmark	4 (12.5%)	Benchmark	0 (0%)	Benchmark	4 (19.1%)	Benchmark	4 (26.7%)
Geometry 2008-2009	Intensive	12 (37.5%)	Intensive	11 (35.5%)	Intensive	11 (39.3%)	Intensive	3 (16.7%)
	Strategic	13 (40.6%)	Strategic	14 (45.2%)	Strategic	10 (35.7%)	Strategic	8 (44.4%)
	Benchmark	7 (21.9%)	Benchmark	6 (19.4%)	Benchmark	7 (25%)	Benchmark	7 (38.9%)
Geometry 2009-2010	Intensive	15 (38.5%)	Intensive	6 (18.8%)	Intensive	6 (18.8%)		
	Strategic	15 (38.5%)	Strategic	13 (40.6%)	Strategic	12 (37.5%)		
	Benchmark	9 (23.1%)	Benchmark	13 (40.7%)	Benchmark	14 (43.8%)		

QUARTERLY ASSESSMENT DATA, Continued

Salt River High School
2007 - 2010 Student Achievement Summary
Freshman and Sophomore Reading Quarterly Assessments
Source: Scantron Student Achievement System

Scoring Key
- Intensive : Score of 40% or less
- Strategic: Score between 40-60%
- Benchmark: Score greater than 60%

	Q1		Q2		Q3		Q4	
Freshman English 2007-2008	Intensive	3 (7.5%)	Intensive	11 (37.9%)				
	Strategic	13 (32.5%)	Strategic	16 (55.2%)				
	Benchmark	24 (60%)	Benchmark	2 (6.9%)				
Freshman English 2008-2009	Intensive	0 (0%)	Intensive	1 (3.3%)	Intensive	3 (10%)	Intensive	2 (6.7%)
	Strategic	13 (44.8%)	Strategic	5 (16.7%)	Strategic	12 (40%)	Strategic	7 (23.3%)
	Benchmark	16 (55.2%)	Benchmark	24 (80%)	Benchmark	15 (50%)	Benchmark	21 (70%)
Freshman English 2009-2010	Intensive	12 (33.3%)	Intensive	1 (3.2%)	Intensive	5 (13.9%)		
	Strategic	15 (41.7%)	Strategic	9 (29%)	Strategic	6 (16.7%)		
	Benchmark	9 (25%)	Benchmark	21 (67.7%)	Benchmark	25 (69.4%)		
Sophomore English 2007-2008	Intensive	3 (10%)	Intensive	0 (0%)	Intensive	9 (32.1%)	Intensive	5 (22.7%)
	Strategic	12 (40%)	Strategic	2 (6.1%)	Strategic	13 (46.4%)	Strategic	8 (36.4%)
	Benchmark	15 (50%)	Benchmark	31 (94%)	Benchmark	6 (21.4%)	Benchmark	9 (40.9%)
Sophomore English 2008-2009	Intensive	10 (23.8%)	Intensive	7 (18.9%)	Intensive	3 (7.9%)	Intensive	1 (4.2%)
	Strategic	13 (31%)	Strategic	16 (43.2%)	Strategic	2 (5.3%)	Strategic	3 (12.5%)
	Benchmark	19 (45.3%)	Benchmark	14 (37.8%)	Benchmark	33 (86.8%)	Benchmark	20 (83.3%)
Sophomore English 2009-2010	Intensive	5 (14.3%)	Intensive	3 (10.3%)	Intensive	0 (0%)		
	Strategic	6 (17.1%)	Strategic	15 (51.7%)	Strategic	4 (16%)		
	Benchmark	24 (68.6%)	Benchmark	11 (37.9%)	Benchmark	21 (84%)		

QUARTERLY ASSESSMENT DATA, Continued

Salt River High School
2007 - 2010 Student Achievement Summary
Junior and Senior Reading Quarterly Assessments
Source: Scantron Student Achievement System

Scoring Key
- Intensive : Score of 40% or less
- Strategic: Score between 40-60%
- Benchmark: Score greater than 60%

	Q1		Q2		Q3		Q4	
Junior English 2007-2008								
Junior English 2008-2009	Intensive	6 (14%)	Intensive	5 (11.9%)				
	Strategic	7 (16.3%)	Strategic	13 (31%)				
	Benchmark	30 (69.7%)	Benchmark	24 (57.2%)				
Junior English 2009-2010	Intensive	6 (15.8%)	Intensive	3 (9.1%)				
	Strategic	6 (15.8%)	Strategic	11 (33.3%)				
	Benchmark	26 (68.5%)	Benchmark	19 (57.6%)				
Senior English 2007-2008								
Senior English 2008-2009	Intensive	22 (84.6%)	Intensive	0 (0%)	Intensive	0 (0%)	Intensive	1 (3.8%)
	Strategic	4 (15.4%)	Strategic	5 (20.8%)	Strategic	1 (4%)	Strategic	1 (3.8%)
	Benchmark	0 (0%)	Benchmark	19 (77.5%)	Benchmark	24 (96%)	Benchmark	24 (92.4%)
Senior English 2009-2010	Intensive	4 (13.3%)	Intensive	1 (4%)	Intensive	0 (0%)		
	Strategic	5 (16.7%)	Strategic	4 (16%)	Strategic	3 (14.3%)		
	Benchmark	21 (70%)	Benchmark	20 (80%)	Benchmark	18 (85.7%)		

APPENDIX C: PROGRESS MONITORING BENCHMARK ASSESSMENT LEXILE SCORES

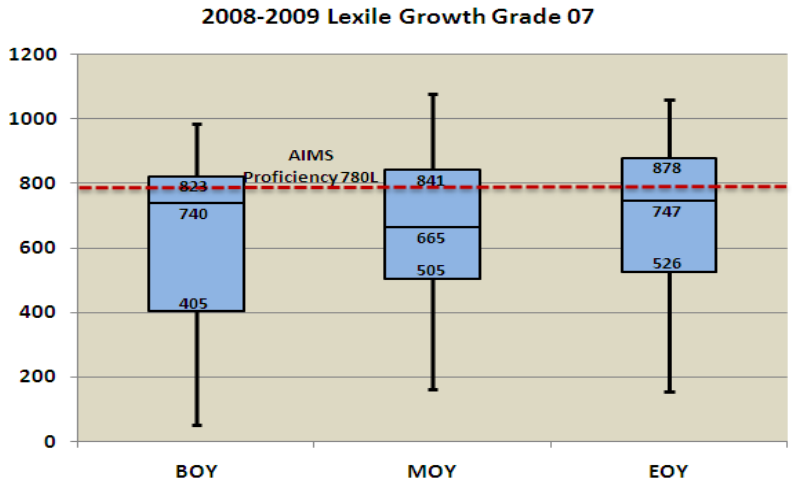
The Arizona Department of Education conducted a study to link The Lexile Framework® for Reading to AIMS performance and determined a conversion between the Lexile score and proficiency on the AIMS Reading assessment. SRHS measures reading fluency with the Scholastic Reading Inventory (SRI) and the resulting Lexile scores have been correlated to proficiency on AIMS at SRHS.

ADE explains the use of The Lexile Framework® for Reading on the K-12 Literacy website at https://www.azed.gov/azreads/Lexile/conversioncharts/

"The Lexile Framework® for Reading is an educational tool that has been developed to measure reading comprehension and text difficulty by placing readers and text on the same developmental scale. Lexiles help educators, parents, and students to select targeted materials to improve reading skills and to monitor reading growth across the curriculum, in the library, and at home. Although Lexiles do not equate to grade levels, the measure that a student receives through the assessment link can be used to connect the reader with books, periodicals, and other materials that meet and challenge his or her individual reading ability."

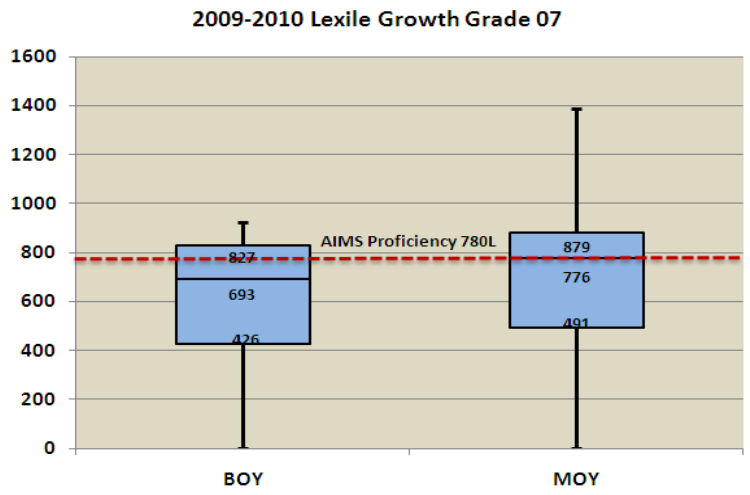
The following "Box and Whiskers" graphs demonstrate the growth in reading fluency for students who were assessed multiple times across the school year. The lines (Whiskers) represent the high and low scores for the assessments, and the blue square (Box) represents quartiles of performance above and below the mean. The bottom of the box is the 25th percentile and the top is the 75th. The line in the middle is the mean score.

SRHS Students were assessed for reading fluency using SRI in 2008-2009 and again in 2009-2010.

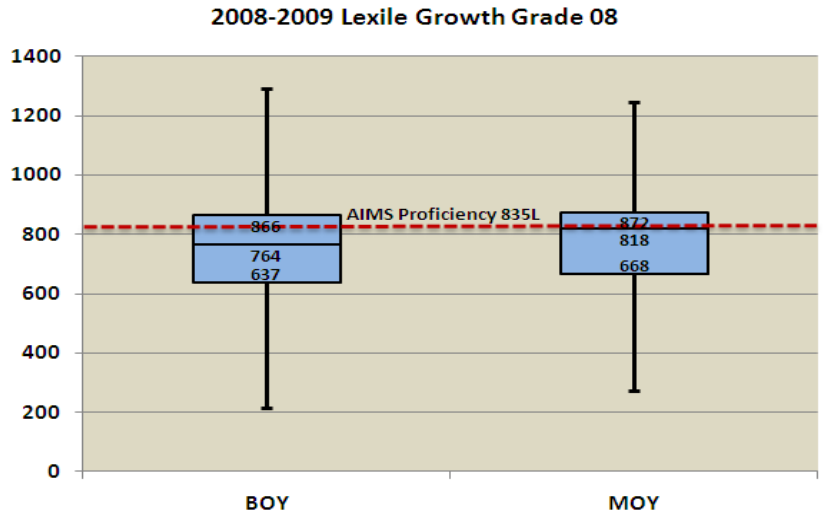


In 2008-09 the median Lexile score was below the score conversion to passing on AIMS Reading, although the whole group grew in reading fluency throughout the year.

PROGRESS MONITORING BENCHMARK ASSESSMENT LEXILE SCORES, Continued

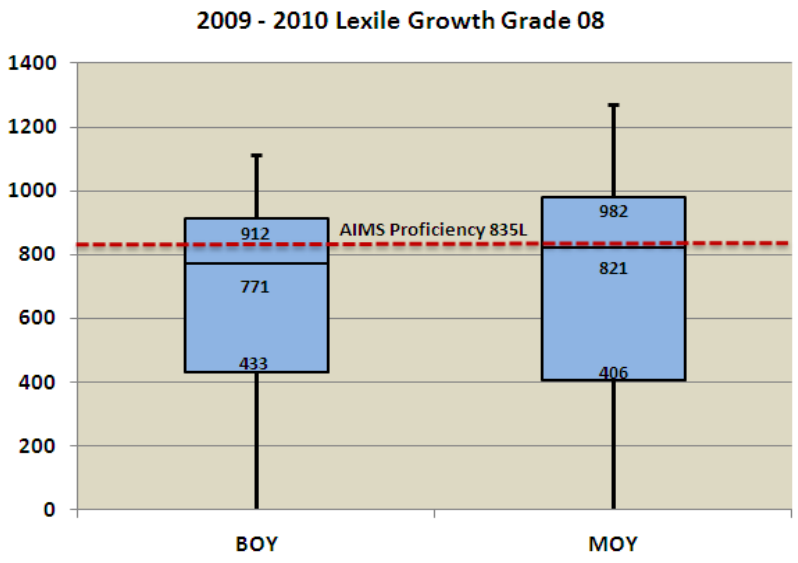


In 2009-10 the 7th grade mean was significantly below the Lexile needed to pass AIMS Reading, however by the middle of the year, the mean had increased to passing. The majority of students is in the quartile below the mean and according to this measure did not read fluently enough to pass AIMS. The lowest score is zero due to an exceptional needs student included in the group. This score could be considered an "outlier" but this student also must take the AIMS assessment so the scores are included in the analysis.

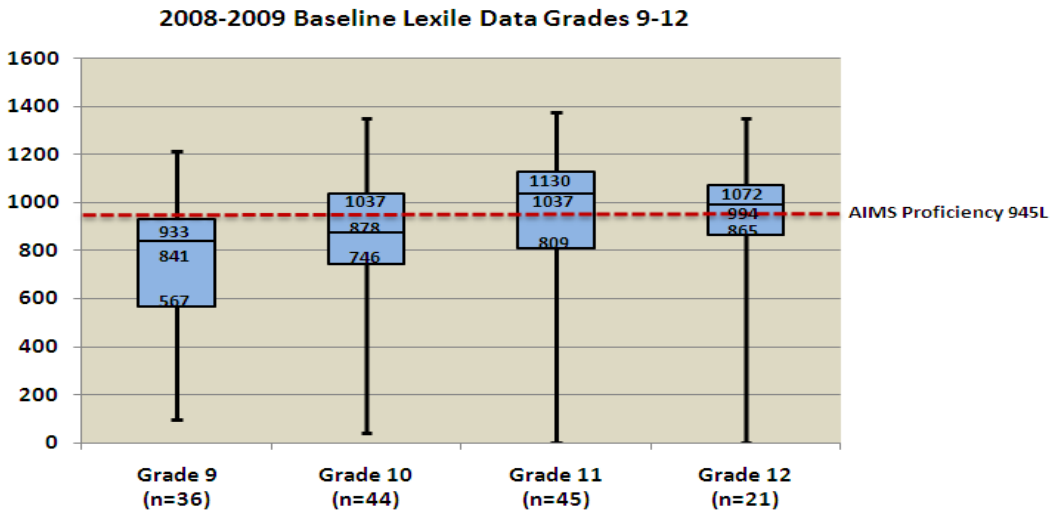


Eighth grade students were assessed at the beginning and middle of the baseline year in 2008-2009. Again student growth in fluency is demonstrated although the largest group is still below the mean score and that required to pass AIMS.

PROGRESS MONITORING BENCHMARK ASSESSMENT LEXILE SCORES, Continued

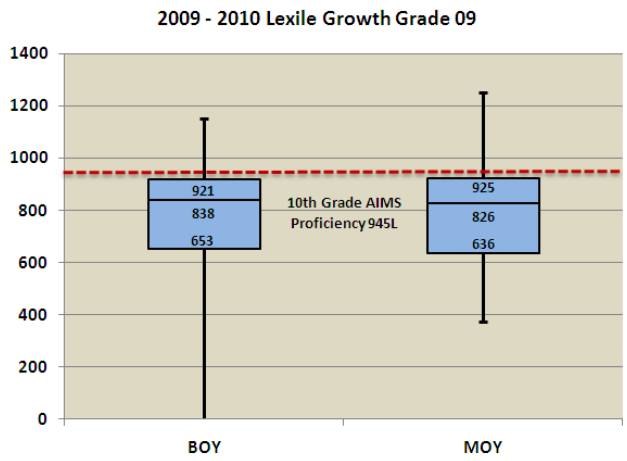


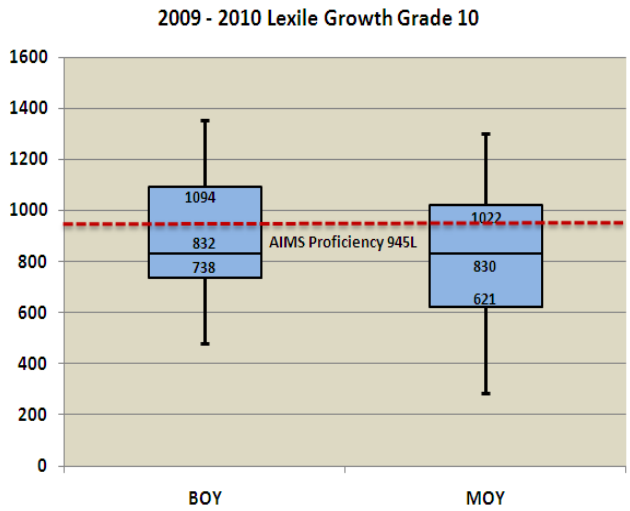
2009-10 scores show an increasing size of the quartile of students who read fluently enough to pass AIMS but the majority of students is below the median score, including an exceptional needs student who was not able to demonstrate fluency.



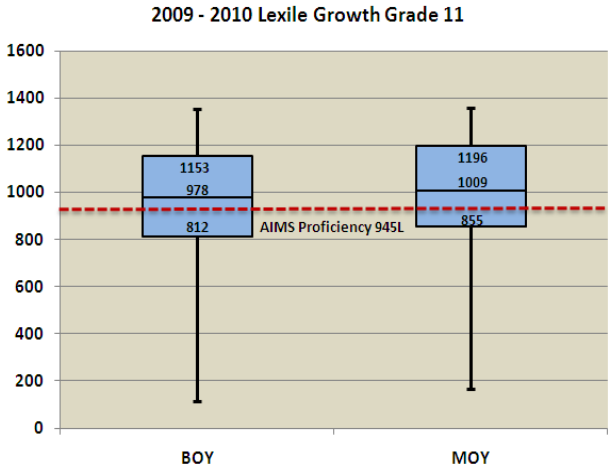
Baseline data was established in 2008-09 for the high school grades. The highest reading proficiency was demonstrated in the eleventh grade where more than half of the group could read fluently enough by this measure to pass AIMS Reading. Each group includes low scoring students who are not proficient in reading fluency.

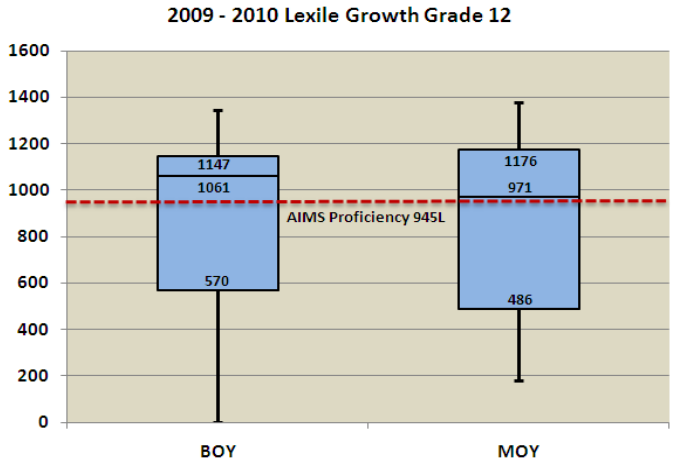
PROGRESS MONITORING BENCHMARK ASSESSMENT LEXILE SCORES, Continued





Data for 9th and 10th grade for 2009-10 is sobering. The 9th grade mean is significantly below the required proficiency for 10th grade AIMS and the 10th grade group dropped in proficiency by this measure between the beginning and middle assessments.



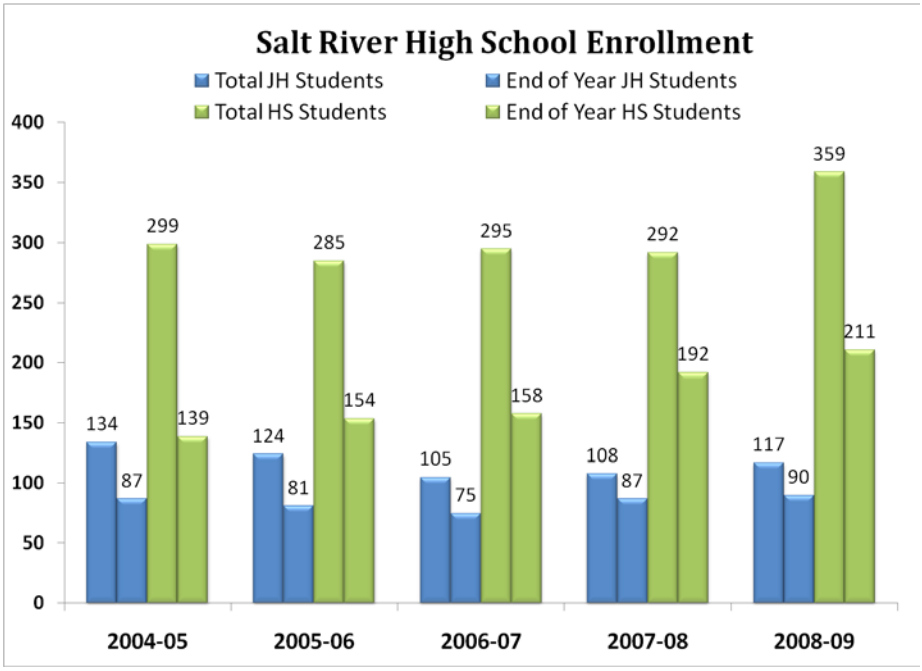


The 11th and 12th grade show improved reading fluency with the highest group in 11th grade as in the baseline year.

Student reading fluency will be targeted for individual improvement as part of the Performance Management Plan.

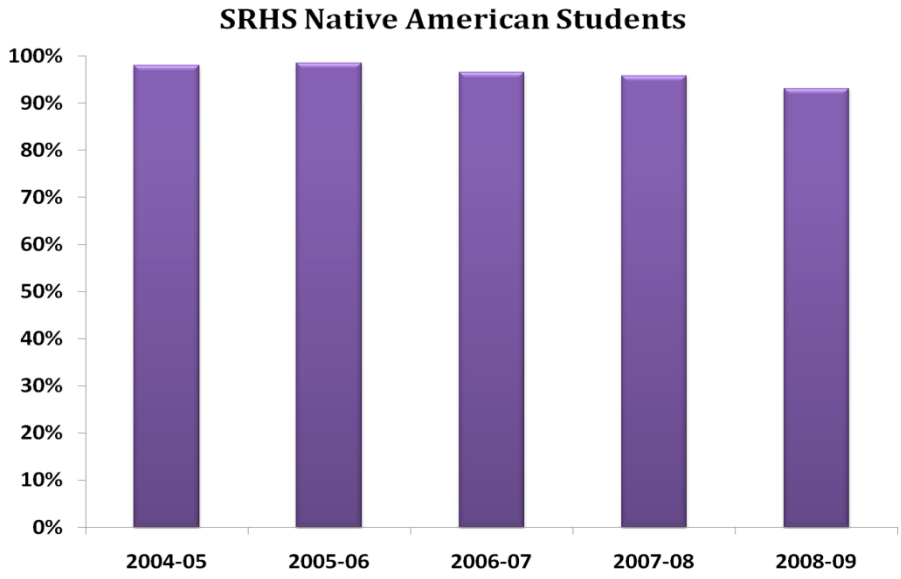
APPENDIX D: SALT RIVER HIGH SCHOOL TREND DATA

SRHS Enrollment Trends



Salt River High School has increased in total enrollment and end of year enrollment. Although the junior high grades have decreased slightly in total enrollment, end of year enrollment has increased.

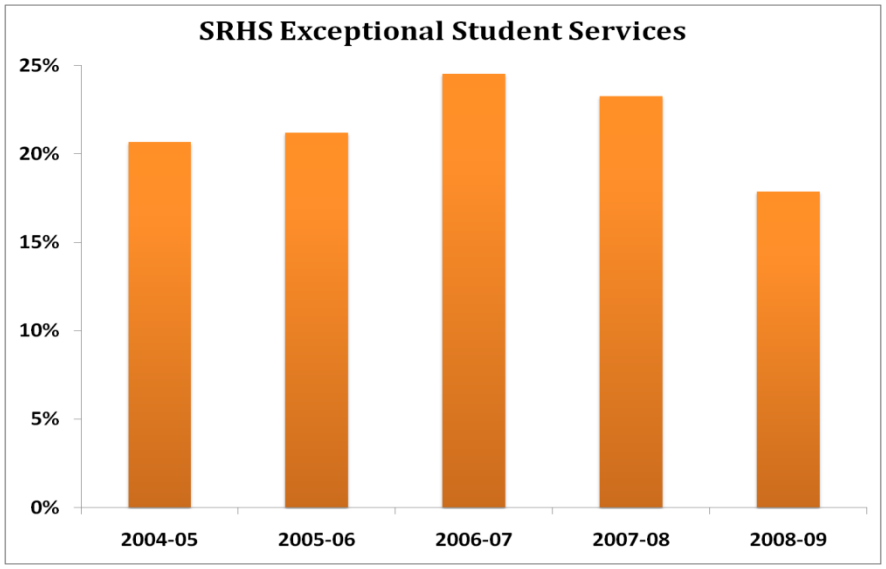
Native American Population



SALT RIVER HIGH SCHOOL TREND DATA, Continued

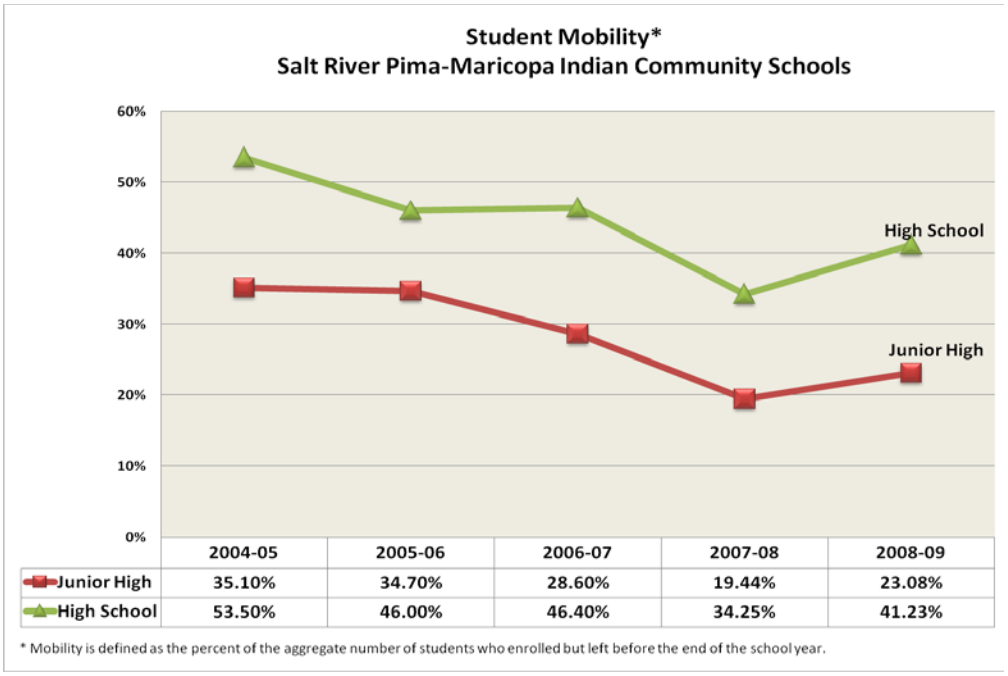
Salt River High School serves primarily Native American students from the Salt River Pima-Maricopa Community and surrounding towns.

Exceptional Student Services Population



The percentage of students who qualify for Exceptional Student Services is approximately 20-25% of the aggregate student population.

Student Mobility Rates



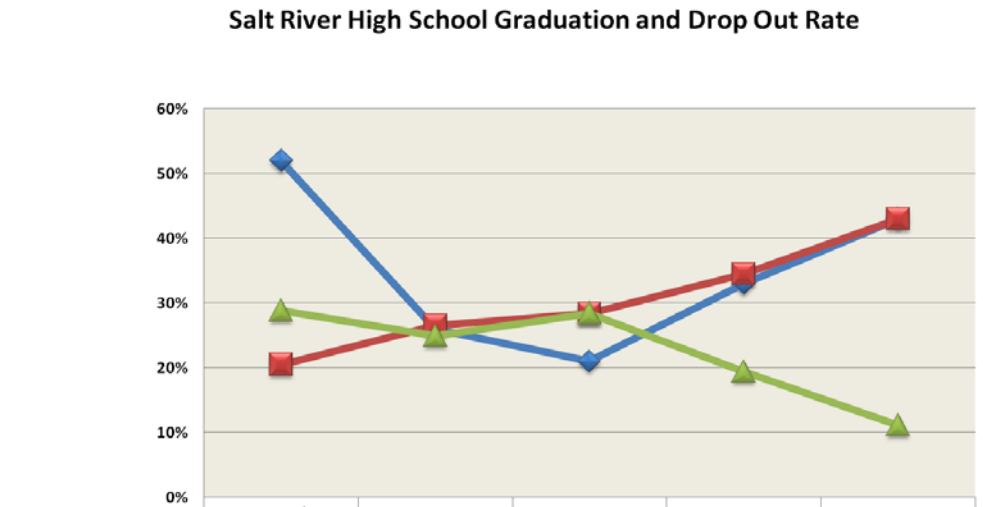
	2004-05	2005-06	2006-07	2007-08	2008-09
Junior High	35.10%	34.70%	28.60%	19.44%	23.08%
High School	53.50%	46.00%	46.40%	34.25%	41.23%

* Mobility is defined as the percent of the aggregate number of students who enrolled but left before the end of the school year.

SALT RIVER HIGH SCHOOL TREND DATA, Continued

Mobility rates have dropped over time, however, over 1/3 of the high school students and about 1/4 of junior high students who enroll leave the school before the end of the year.

Graduation and Drop Out Rates



	2004*	2005	2006	2007	2008
4-year grads	52%	26%	21%	33%	43%
5-year grads	21%	27%	28%	34%	43%
HS Dropout Rate	29%	25%	28%	19%	11%

* SRPMIC ED - Research department cannot validate graduation calculations prior to 2005.
The 52% grad rate in 2004 is based on historically reported data. The actual figure would have been less than the 21% 5-year grad rate for 2004.

While graduation rates for both 4 and 5 year grads continue to increase, they are well below the average state graduation rate of 72%. Dropout rates have also fallen each year due to better record keeping and follow up as well as increased retention of students.

APPENDIX E: CORRELATION BETWEEN QUARTERLY ASSESSMENTS AND AIMS RESULTS

Multivariate Analysis of Student Assessment Results

Assessment data was reviewed to determine the degree to which performance on SRHS quarterly assessments correlated with, and predicted performance on, Arizona's Instrument to Measure Standards (AIMS). Since both assessments are standards based and designed to measure student proficiency in the Arizona Academic Content Standards, it is reasonable to expect a relationship between them.

2008 Grade 7 and 8 Reading and Math Q1-4 and AIMS

Analysis of assessment data revealed:

- Significant positive correlation between each quarter assessment in 7th and 8th grade except Q4 Math which showed positive correlation without the .05 level of significance.
- Students who scored higher on the quarterly assessment were significantly likely to score higher on the AIMS assessments in both Reading and Math

Variable	by Variable	Correlation	Count	Signif Prob	-.8 -.6 -.4 -.2 0 .2 .4 .6 .8
7thREQ1ZScore	7thREAIMSZScore	0.8143	33	<.0001	
7thREQ2ZScores	7thREAIMSZScore	0.6983	31	<.0001	
7thREQ3Zscore	7thREAIMSZScore	0.8034	34	<.0001	
7thREQ4Zscore	7thREAIMSZScore	0.7363	36	<.0001	

Variable	by Variable	Correlation	Count	Signif Prob	-.8 -.6 -.4 -.2 0 .2 .4 .6 .8
7thMAQ1ZScore	7thMAAIMSZScores	0.7788	34	<.0001	
7thMAQ2ZScores	7thMAAIMSZScores	0.7899	33	<.0001	
7thMAQ3ZScores	7thMAAIMSZScores	0.8249	41	<.0001	
7thMAQ4ZScores	7thMAAIMSZScores	0.8743	37	<.0001	

Variable	by Variable	Correlation	Count	Signif Prob	-.8 -.6 -.4 -.2 0 .2 .4 .6 .8
8thREQ1ZScore	8thREAIMSZScore	0.5798	29	0.0010	
8thREQ2ZScore	8thREAIMSZScore	0.5980	23	0.0026	
8thREQ3ZScore	8thREAIMSZScore	0.7556	34	<.0001	

CORRELATION BETWEEN QUARTERLY ASSESSMENTS AND AIMS RESULTS, Continued

8thREQ4ZScore	8thREAIMSZScore	0.6088	29	0.0005

Variable	by Variable	Correlation	Count	Signif Prob	-.8 -.6 -.4 -.2 0 .2 .4 .6 .8
8thMQ1Zscores	8thMAIMSZScores	0.6294	26	0.0006	
8thMQ2ZScores	8thMAIMSZScores	0.6992	19	0.0009	
8thMQ3ZScores	8thMAIMSZScores	0.7276	24	<.0001	
8thMQ4ZScore	8thMAIMSZScores	0.2666	25	0.1977*	

*Not significant > .05

2009 Grade 10 and 11 Reading and Writing Q1-4 and AIMS

For the purposes of this study, data from tenth and eleventh grades were analyzed. The sample size of the twelfth grade data set was not included in analysis due to concerns over small group size (n<5). Analysis of assessment data revealed:

- A significant positive correlation between student performance on quarterly reading assessments and AIMS Reading.
- No significant relationship between student performance on quarterly writing assessments and AIMS Writing
- Students who achieved a score of 70% or higher on tenth grade quarterly reading assessments significantly outperformed their peers on AIMS Reading.

Assessment	Correlation	AIMS Reading	AIMS Writing
Tenth Grade Q1 Reading Assessment	Pearson Correlation	0.4957	.5562
	Sig.	0.0039*	.0009*
Tenth Grade Q2 Reading Assessment	Pearson Correlation	.7898	.3615
	Sig.	<.0001*	.0457*
Tenth Grade Q3 Reading Assessment	Pearson Correlation	.6147	.2191
	Sig.	<.0001*	.1863
Tenth Grade Q4 Reading Assessment	Pearson Correlation	.6242	.3993
	Sig.	0.0011*	.0532
Tenth Grade Q1 Writing Assessment	Pearson Correlation	.4757	.3108
	Sig.	0.0293*	.1703
Tenth Grade Q2 Writing Assessment	Pearson Correlation	.5758	.0569
	Sig.	.0032*	.7916
Tenth Grade Q3 Writing Assessment	Pearson Correlation	.2348	.2699
	Sig.	.1502	.0966
Tenth Grade Q4 Writing Assessment	Pearson Correlation	.2508	.1904
	Sig.	.2728	.4083
11th Grade Q1 Reading Assessment	Pearson Correlation	.7761	.6513
	Sig.	.0083*	.0159*
11th Grade Q2 Reading Assessment	Pearson Correlation	.6323	.6137
	Sig.	.0368*	.0196*
11th Grade Q1 Writing Assessment	Pearson Correlation	-.6081	.4480
	Sig.	.1474	.1941

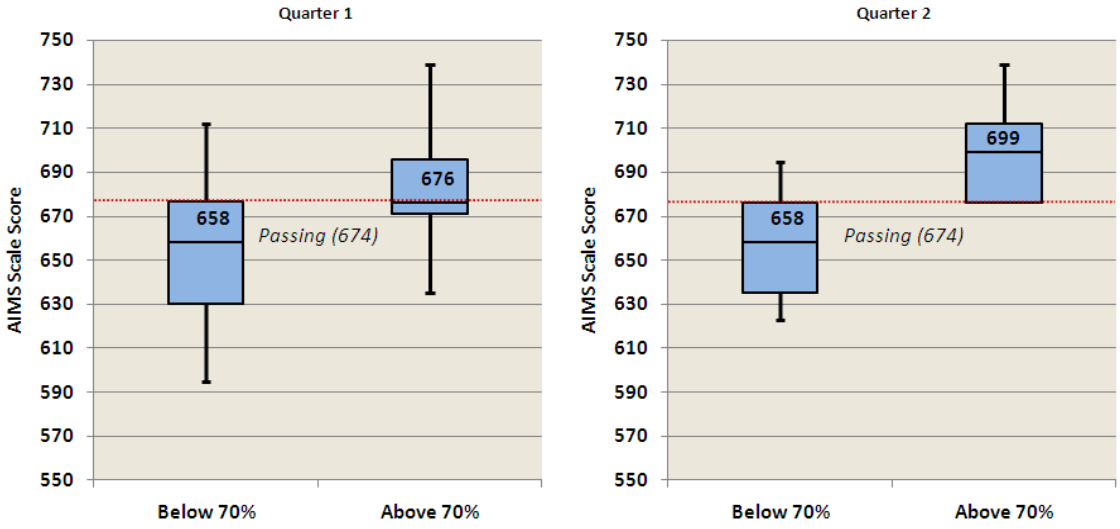
CORRELATION BETWEEN QUARTERLY ASSESSMENTS AND AIMS RESULTS, Continued

Assessment	Correlation	AIMS Reading	AIMS Writing
11th Grade Q2 Writing Assessment	Pearson Correlation	.1498	.2919
	Sig.	.7486	.4132
11th Grade Q3 Writing Assessment	Pearson Correlation	.3739	.3918
	Sig.	.4087	.2971
11th Grade Q4 Writing Assessment	Pearson Correlation	.5534	.1766
	Sig.	.1548	.6034

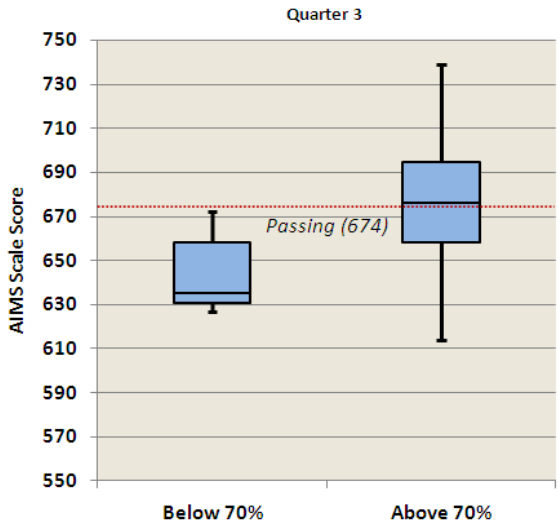
*Significant <.05

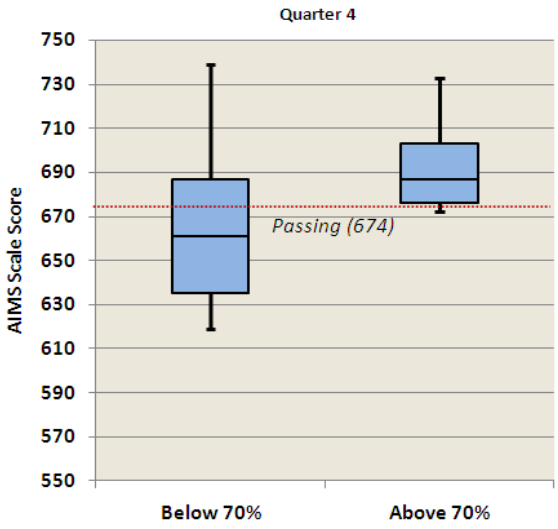
Comparison of AIMS Reading Performance Across Grade 10 Quarterly Assessments

The "Box and Whiskers" plots below show performance on AIMS for those students who scored above and below 70% on each quarterly reading assessment. All students who scored above 70% on the 2nd and 4th quarter assessment and most on the 1st and 3rd passed AIMS and those who scored below 70% on the 1st -3rd quarters and most on the 4th quarter did not.



CORRELATION BETWEEN QUARTERLY ASSESSMENTS AND AIMS RESULTS, Continued





APPENDIX F: CORRELATION BETWEEN ATTENDANCE AND AIMS PERFORMANCE

Relationship Between Student Attendance and Academic Performance
2008-2009

Student attendance was calculated using two distinct methods. Using the ***school wide attendance method***, student attendance rates were calculated as the percentage of school days attended throughout the course of the student's enrollment during the 08-09 school year. Using the ***course attendance method***, student attendance rates were calculated as the percentage of course periods attended throughout the duration of the student's enrollment during the 08-09 school year. Students who were enrolled for less than 10 school days were not included in the analysis.

Results of the multivariate analysis indicate the strongest and most significant correlations between specific ***course attendance*** and student performance. Additional analysis of variance (ANOVA) tests were performed on variables with the strongest relationship. ANOVA results indicated that students who maintained high course attendance rates (90% or greater) in math and social studies, significantly outperformed their peers on the AIMS.

Multivariate Analysis of Attendance Variables

Attendance Variables	Correlation	AIMS Math	AIMS Reading	AIMS Writing
School wide attendance	Pearson Correlation Sig.	0.0830 0.3822	0.0921 0.3851	**0.233*** **0.0166**
Math Course Absences	Pearson Correlation Sig.	**-0.2093*** **0.0134**	-0.0795 0.4798	-0.1542 0.0926
Math Course Tardies	Pearson Correlation Sig.	-0.0282 0.7416	0.0168 0.8611	-0.0571 0.5360
Math Course %Attendance	Pearson Correlation Sig.	0.1598 0.0602	0.0295 0.7586	0.0634 0.4912
English Course Absences	Pearson Correlation Sig.	-0.1177 0.1276	0.0303 0.7251	0.0110 0.8966
English Course Tardies	Pearson Correlation Sig.	0.0507 0.5125	**0.2060*** **0.0157**	0.0711 0.3987
English Course %Attendance	Pearson Correlation Sig.	0.0667 0.3886	-0.0129 0.6186	-0.0731 0.3857
Science Course Absences	Pearson Correlation Sig.	0.1764 0.4701	0.0319 0.8850	0.2523 0.2572
Science Course Tardies	Pearson Correlation Sig.	-0.1294 0.5976	0.0992 0.6523	0.2227 0.3191
Science Course % Attendance	Pearson Correlation Sig.	**-.5643*** **0.0118**	-0.2645 0.2226	-0.3152 0.1530
Social Studies Course Absences	Pearson Correlation Sig	**-0.2882**** **0.0012**	**-0.2606*** **0.0117**	**-0.3291**** **0.0008**
Social Studies Course Tardies	Pearson Correlation Sig	**-0.2403**** **0.0072**	**-0.2191*** **0.0349**	**-0.2200*** **0.0271**
Social Studies Course % Attendance	Pearson Correlation Sig	**0.1830*** **0.0419**	0.1258 0.2296	0.1333 0.1839

CORRELATION BETWEEN ATTENDANCE AND AIMS PERFORMANCE, Continued

Attendance Variables	Correlation	AIMS Math	AIMS Reading	AIMS Writing
Art Course Absences	Pearson Correlation Sig	**NA**	**NA**	**NA**
Art Course Tardies	Pearson Correlation Sig	**NA**	**NA**	**NA**
Art Course % Attendance	Pearson Correlation Sig	**NA**	**NA**	**NA**
PE Absences	Pearson Correlation Sig	**NA**	-0.1588 0.5427	-0.1558 0.5371
PE Tardies	Pearson Correlation Sig	**NA**	0.0193 0.9414	0.0129 0.9594
PE % Attendance	Pearson Correlation Sig	**NA**	-0.0215 0.9348	0.0589 0.8166

* Correlation was significant at the p<.05 level.
** Correlation was significant at the p<.01 level.

NA indicates that fewer than 15 cases were available for analysis.

One-way ANOVA Math Course Attendance

Average Scale Scores	AIMS Math* F(1, 137) = 9.11, p = .003	AIMS Reading F(1, 109) = 2.75, p = .10	AIMS Writing* F(1, 118) = 5.23, p = .02
High Attendance (90% or better)	668	664	653
Low Attendance (< 90%)	656	655	638

* Difference statistically significant at the p<.05 level.

One-way ANOVA Social Studies Course Attendance

Average Scale Scores	AIMS Math* F(1, 122) = 13.03, p< .01	AIMS Reading* F(1, 91) = 9.89, p< .01	AIMS Writing* F(1, 99) = 15.15, p< .01
High Attendance (90% or better)	668	666	657
Low Attendance (< 90%)	652	645	631

* Difference statistically significant at the p<.01 level.

APPENDIX G: CORRELATION BETWEEN MATH COURSEWORK AND AIMS PERFORMANCE

2007-2008 SRHS Math Preparation

A study of the relationship between math grades, course enrollment and student performance on the 07-08 Math AIMS was conducted in December 2008.

Findings:

(1) The more math classes a student has completed, the greater the likelihood that he or she will score higher on the AIMS test.

(2) Performance in specific math classes was significantly related to AIMS performance. Students who pass Algebra are significantly more likely to pass the Math AIMS than those who have not passed Algebra.

(3) Students who pass Geometry are significantly more likely to pass the AIMS test than those students who do not pass Geometry.

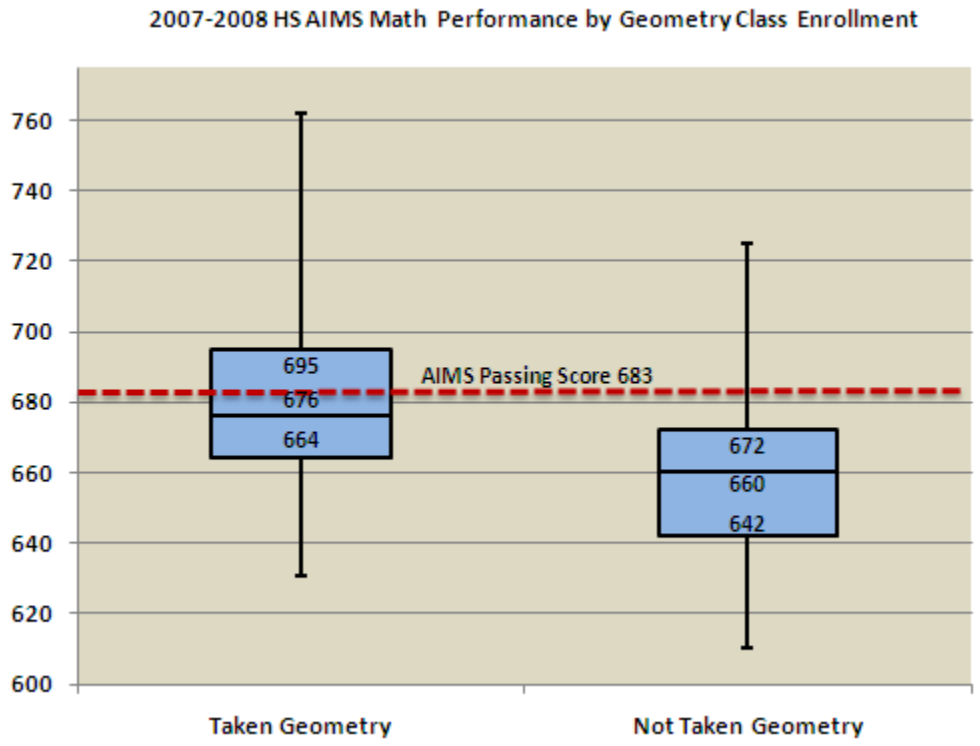
(4) Less than one-third of students who take the Math AIMS have taken a geometry course.

(5) Students who completed a geometry course (regardless of grade) perform significantly better on the Math AIMS than students with no record of a geometry class enrollment.

(6) Student performance in Basic Math was not significantly related to AIMS performance.

A grade of a C or better was considered passing in a math course. Course enrollments from 06/07 and 07/08 were included in the analysis.

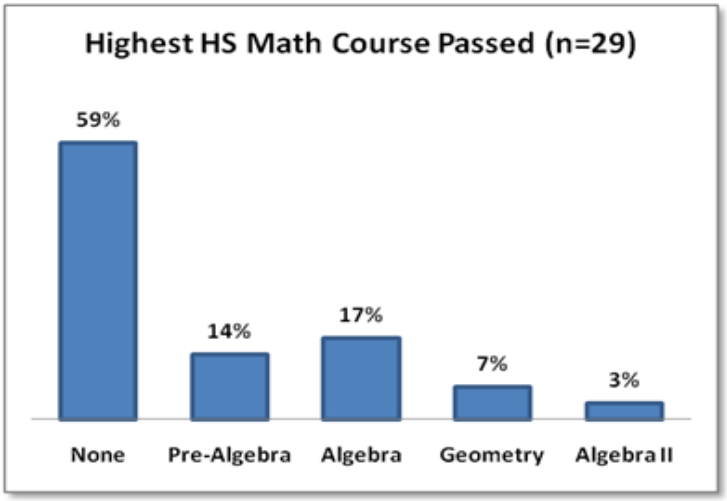
CORRELATION BETWEEN MATH COURSEWORK AND AIMS PERFORMANCE, Continued



2009-2010 ALA Math Preparation

In October 2009, the first group of students from the Accelerated Learning Academy (ALA) took the AIMS math as a separate school site. Of the students in 11th and 12th grades who retook AIMS Math, only 3 passed. A study of the student preparation for AIMS was conducted with data from the student information system and transcript information.

Findings:

- Forty-five percent (45%) of ALA students have never received credit for a standard (non-remedial) high school math course.
- Only one in six (1:6) ALA students attempted to complete both Algebra and Geometry.
- No ALA student has passed both Algebra and Geometry.
- Of those students who attempt Algebra, the typical ALA students has attempted to pass Algebra three (3) times. No ALA student has passed an Algebra course on the first attempt.

CORRELATION BETWEEN MATH COURSEWORK AND AIMS PERFORMANCE, Continued