South Pointe Junior High School

Performance Management Plan

Section I. Narrative

A. Data Self-Analysis

1. Historical Summary:

2004-2005: This charter operated as Sun Valley Middle School in Mesa. The school met AYP but labeled an underperforming school. The school was located in leased rooms from a local church about a block south of Sun Valley High School. The administration and teaching staff were shared with Sun Valley High School.

2005-2006: The charter continued operating as Sun Valley Middle School. The school was assigned a school solutions team. The school operated with their own administrator to allow the teachers to focus on academics. As a result of these changes the school made AYP and earned a performing label. The school ended the year with fewer than 25 students with all but seven moving on to the Sun Valley High School as freshmen. The decision was made to close the school and put the charter on hold while market research was conducted.

2006-2007: Charter was on hold.

2007-2008: A new site was located in the South Mountain Community. The school name was changed to South Pointe Junior High School serving students in grades 7 and 8. While the new building was under construction, the school leased rooms from the South Mountain YMCA. Under the direction of a school leader and two full time staff members the school grew to 70 students in its first year. The school met AYP and maintained its performing status.

2008-2009: South Pointe Junior High School moved to its permanent location at 217 E. Olympic Drive. The school is located three blocks north of South Pointe High School and 2 miles west of South Pointe Elementary School. By the end of the second year, the school tripled its population with an enrollment of 217 students. The school did not meet AYP as it failed in the overall and SES categories for 7th grade math and reading as well as 8th grade reading. A school improvement team was created and a school improvement plan was developed. The decision was made to continue supporting the school leader under the guidance and direction of the school improvement plan. At the school leader's request a sixth grade was added for the 2009-2010 school year in order to stabilize the population. The continual turnover of 50% of the school on a yearly basis was thought to hinder the school culture and climate.

2009-2010: South Pointe Junior High School opened its doors to grades 6, 7 and 8. The current enrollment stands at 267 students as of March, 2010. The school leader chose to make decisions that did not support the school improvement plan. Consequently, the administrative team was

removed in November. The school leader at South Pointe High School was named as the interim leader, running both schools as a learning community. The search for a new administrative team began. During this time all baselines and benchmark testing was completed, two teachers were replaced, and a climate of academic respect was developed. All staff are currently HQ and engaging in professional learning communities. The school improvement plan, with reading as the school wide goal, became the focus of the school. An individual with a strong instructional and educational background was hired as an instructional coach. A new school leader with both academic and leadership experience was also hired and is working collaboratively with the interim school leader during her transition period. The new administrative team has taken over with student achievement as the primary focus of the school. The school improvement team continues to meet regularly now. The plan remains the driving document behind all efforts and decisions made at South Pointe Junior High School. Meetings are currently scheduled and underway as the team looks forward into summer planning; preparation for 2010-11 and making necessary adjustments to the current plan based on incoming achievement data.

2. Data Self Analysis

In preparation for the renewal application, we began the process with a brainstorming session centered around data. From this session, a list of the key data that we felt would be most beneficial to formulating a performance management plan was identified. We chose to concentrate our efforts on the data for the past three years that the school was operating as South Pointe Junior High School although our data charts will show data from the past five years.

The data that we chose to focus on is extracted from Schoolmaster and the Arizona Department of Education. It includes information and statistics pertaining to: enrollment , demographics, AIMS scores for our full academic year students, AZ Learns profiles and recently released Growth Profiles. In addition, we chose to include internal data from our benchmark tests (ATI-Galileo) as well as the newly implemented Lexile testing on all students in reading. In exploring data sources, we discovered that having stakeholder perception data would benefit both administrative and school improvement team decisions. We will begin collecting data on school culture and climate from staff, students, and parents.

We began the self analysis of data with looking at who we are as a school community. We looked for trends and consistencies throughout the years, as well as areas of growth and decline.

The following longitudinal demographic data was examined:

SPJH	100th day	% SES	% SPED	%ELL	%W	%B	%H	%I	%A
2008	64	44	22	8	9	53	36	1	
2009	204	84	15	14	7	45	48		
2010	233	88	16	7	7	48	42	2.5	

We discovered a fairly rapid growth in enrollment has taken place since 2008. We noted a jump in the percentage of students qualifying for free and reduced lunch as well. This we expected as both our elementary and high school populations are at the 80th to 90th percentiles serving the same community. Our special education population is primarily composed of students who are SLD in math or reading. With an ELL population of 16 students, we have chosen to run the four hour model with all of our ELL students in an ELD classroom for language development. Our racial demographics have remained quite stable over the past three years. Additionally, our population is almost exactly 50% male and 50 % female.

The first piece of data that we researched and reviewed was our longitudinal AYP data and our AZ Learns labels. Initially, the labels looked positive. The only exception seemed to be AYP data from 2009. The school received a "Warning" label from the state. The reason for this label was due to the failure to make annual measurable objectives.

This prompted the team to further examine the longitudinal AIMS data in reading, writing and math for 7th and 8th grade over the past five years. A specific focus was placed on South Pointe Junior High School beginning in FY08. The charts show our percentage of proficient students for each content area in the spring of each year over the course of the past five years. Two strong indicators became apparent as we analyzed this data.

First and foremost, when reviewing our scores from the first year as SPJHS (FY 08), the number of students deemed proficient in reading and math is less than half. That is, only 42% of our 7th grade full academic year students are proficient in reading. The state expectation for that year was 59.2%. In Math, only 32% of our full academic year 7th grade students were proficient. The state expectation was 58.4%. With our 8th grade, the same trends emerged. Only 29% of our full academic year students were proficient in reading. The state level for this grade is set at 54%. In math, an alarming 12% of our full academic year students were proficient in math. The state level was set at 38%. In every case we were below the annual measurable objectives set by the state. With the cohort group of full academic year students less than forty, the data from previous years was too small of a set to be valid for the state. Consequently, while we continued

to pass AYP, our data was telling us otherwise.

The second most noticeable trend was discovered when we compared this data to the following year, FY 09. Although some growth occurred, it was simply not substantial enough in any grade level for reading and math for our expectations. Additionally, the proficiency levels remained below state annual measurable objectives. We noted the highest growth occurred in 8th grade math, with a 17% jump in proficiency rates. The team noted, however, that 8th grade math was also at the lowest pass rates in FY08 with only 12% proficient. Still, 8th grade reading also increased proficiency levels by 12%. Again, although there was growth, the team felt the school could and would have to do a better job if we were going to reach our annual measurable objectives for 2010 and beyond. It was clear at this point in the analysis that more intensive intervention for reading and math would need to happen.

The next set of data the team analyzed was the beginning of the 2009 year's Galileo-ATI benchmark data in reading and math for 6th, 7th and 8th grade. There were notable trends and patterns here as well. It quickly became apparent that with all grade levels tested in both content areas, the highest concentration of students was in scoring in the "Falls Far Below" category. In 6th grade, 66% are below in reading and 77% below in math. In 7th grade, approximately one third, or 31%, are significantly below in reading with 66% below in math. In 8th grade, 34% are below in reading and 85% in math. As we move up in grade level, we notice the number of students beginning the year in the "Falls Far Below" category is far less for reading. The team inferred that the focus during the 08-09 school year for school-wide reading strategies and improvement was starting to show. Again, however, the team was not satisfied with current proficiency rates despite the promising movement out of the "Falls Far Below"category.

With reading at the forefront of our school improvement plan and efforts, the 09-10 school year marked the first school-wide administration of a Lexile test. SPJHS had previously been using Lexile testing in the Response to Intervention Program. Now, with the school-wide goal in place, it only made sense to baseline test all students and measure again at the close of the school year. This data only reinforced the conclusions the team was beginning to draw as we put data side by side by side. Again, in almost all instances, the highest percentage of students were sitting with a 3rd grade or below Lexile score. 72% of the 6th grade, 60% of the 7th grade and 41% of the 8th grade were at 3rd grade or below reading levels. The team noted that again, much like with our benchmark testing, as the grade levels increase, the amount of students in lowest category does decrease. Although we are not satisfied with 41% of 8th graders at 3rd grade, the team noted that the school-wide efforts were beginning to show as the 8th graders had the most hopeful data and had also been with us the longest. Despite this positive assumption, the overall analysis still indicated an intense need for intervention. The team determined that the current school wide reading efforts should be examined, strengthened and rolled over into the new year. Simultaneously, the team felt a need for an intensive math plan. Math levels are low across the grade levels and in danger of falling significantly behind set annual measurable

objectives.

The last set of data the team reflected on during our self-analysis was the growth profiles. The team analyzed full academic year students against non-full academic year students for growth rates. Students were placed in three growth groups: low growth, typical growth and high growth. It became apparent that it was more favorable to have been a full academic year student. More of these students were sitting in typical and high growth patterns than their non-full academic year peers. For example, 59% of full academic year 7th graders measured in the typical and high growth categories for math as compared with only 37% of the non-full academic year students. Similarly, 60% of 8th grade full academic year students fell in the typical and high categories compared to only 47% of their non-full academic year peers. Similar patterns emerged with reading as well. From this, the team concluded that SPJHS had systems, interventions and best practices in place and growth was happening. The pace at which it was happening was the issue at hand. Although we felt that the numbers were moving in the right direction, it was simply not fast enough for our expectations. It was not immediate enough to prepare these students for a successful high school experience.

B. Report of Underlying Reasons for Performance

After the self-analysis of data, the team met to hypothesize reasons for past academic performance by identifying barriers, policies and practices that contributed to inadequate academic performance.

The first reason that was identified as inhibiting academic performance was the ineffectiveness of the previous leadership team. Although given continued guidance and support, the school leader continued to deviate from the improvement plan developed by the school. This major barrier has since been removed and the school is now under the direction of a more effective leadership team. Another reason that inhibited performance was having teachers that were not highly qualified on staff. This, too, has been addressed. Currently, all teachers are highly qualified. The team identified possible operational and systemic issues during that year that took time and attention away from instructional time. The school experienced rapid growth and consequently, was not prepared for supporting systemic changes in schedules and space.

As a result, the team brainstormed and then narrowed in on potential solutions and strategies that would increase student performance and achievement. The team noted that more tutoring and intervention time would be made available to indentified students. A Response to Intervention program will be implemented and followed with fidelity, using research-based practices and curriculum. The team recommends using the previously purchased RTI Language! curriculum and investigating current research-based programs for mathematics. All identified students will participate in additional instruction time for reading and math. Furthermore, all teachers will be highly qualified, participate in professional learning communities, and engage in instructional coaching efforts. School-wide efforts in reading

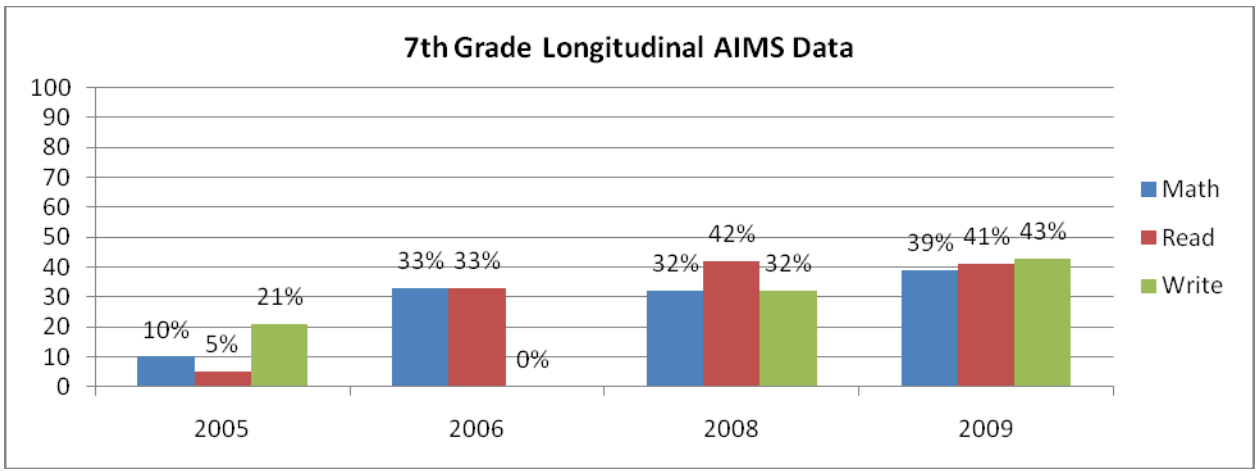
strategies will continue to implemented and monitored. The school will use data to drive intervention efforts, classroom instruction and scheduling decisions. Data will drive both classroom and individual student plans. All students will participate in benchmark assessments and progress monitoring (if applicable). Multiple data sources will be monitored monthly throughout the year. Teachers will be directly involved in data collection, analysis and next step decisions.

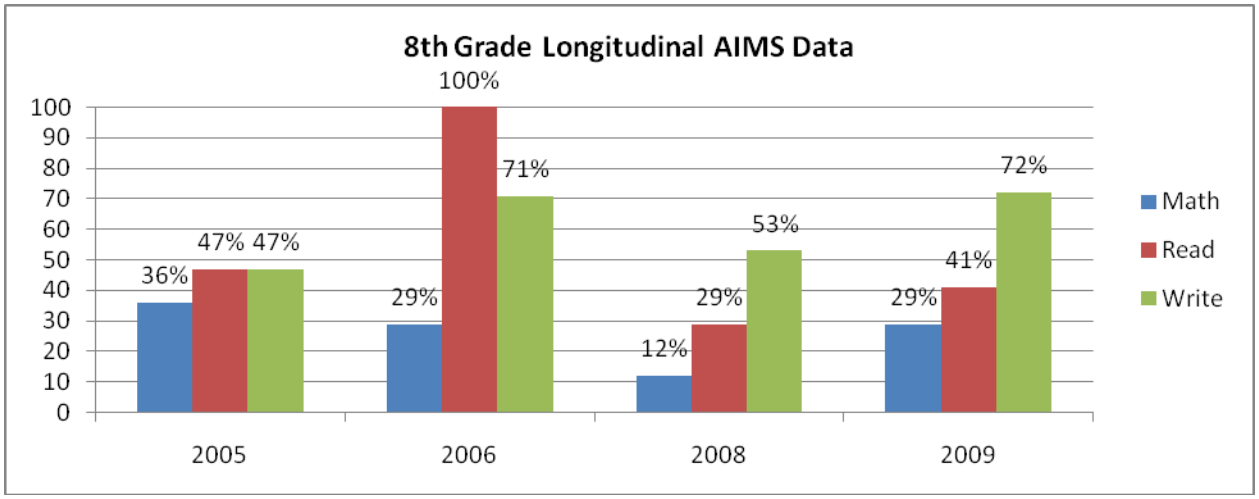
After completing the self-analysis and report on underlying reasons sections of the renewal application, the team recommends that the school strengthen the continued efforts on school-wide reading while building a solid intervention plan for improvement in math at all grade levels. As a direct result, our performance management plan will be developed with a solid focus on improving reading and math performance. The solutions identified in this narrative will be integrated directly into our plan.

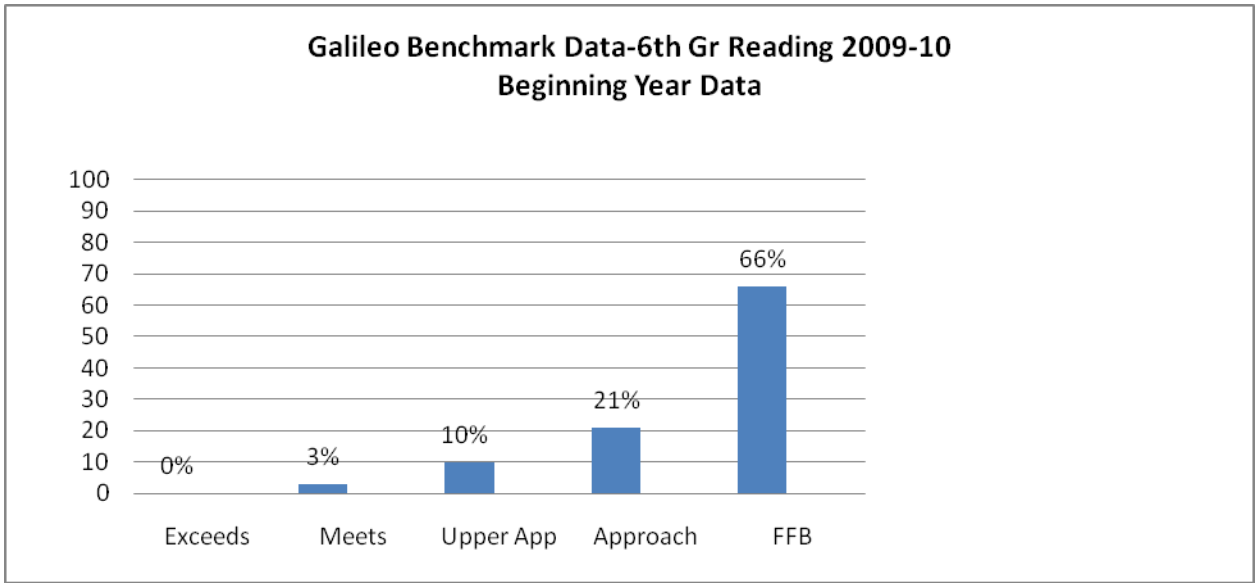
Adequate Yearly Progress and AZ Learns Profiles- Longitudinally

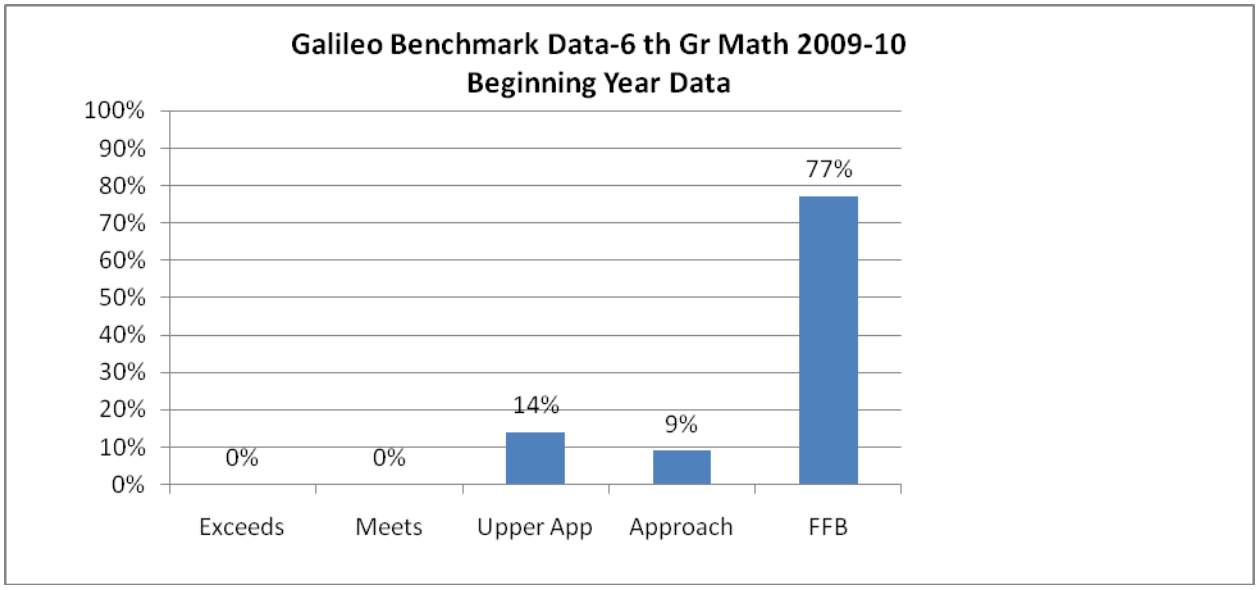
	2005	2006	2007	2008	2009
AYP	Met ✔	Met ✔	Closed	Met ✔	Warning* ⊗
AZ Learns	Under Performing ⊗	Performing ✔	Closed	Performing ✔	Performing ✔

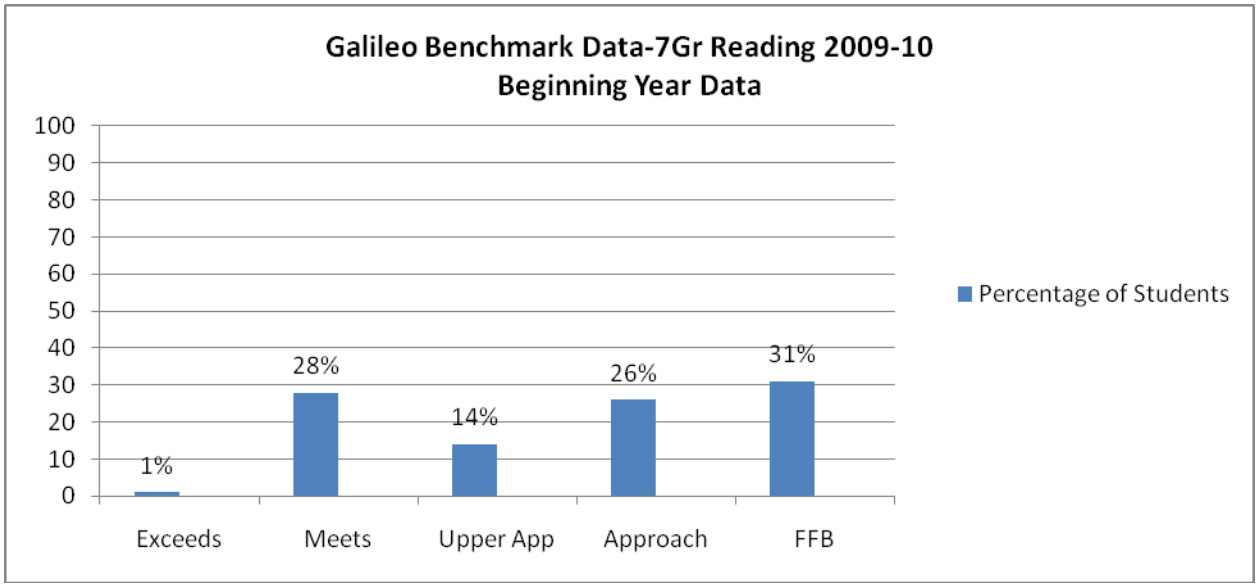
*Missed 7th grade annual measurable objectives in overall math, reading and SES subgroup
*Missed 8th grade annual measurable objectives in overall reading and SES subgroup

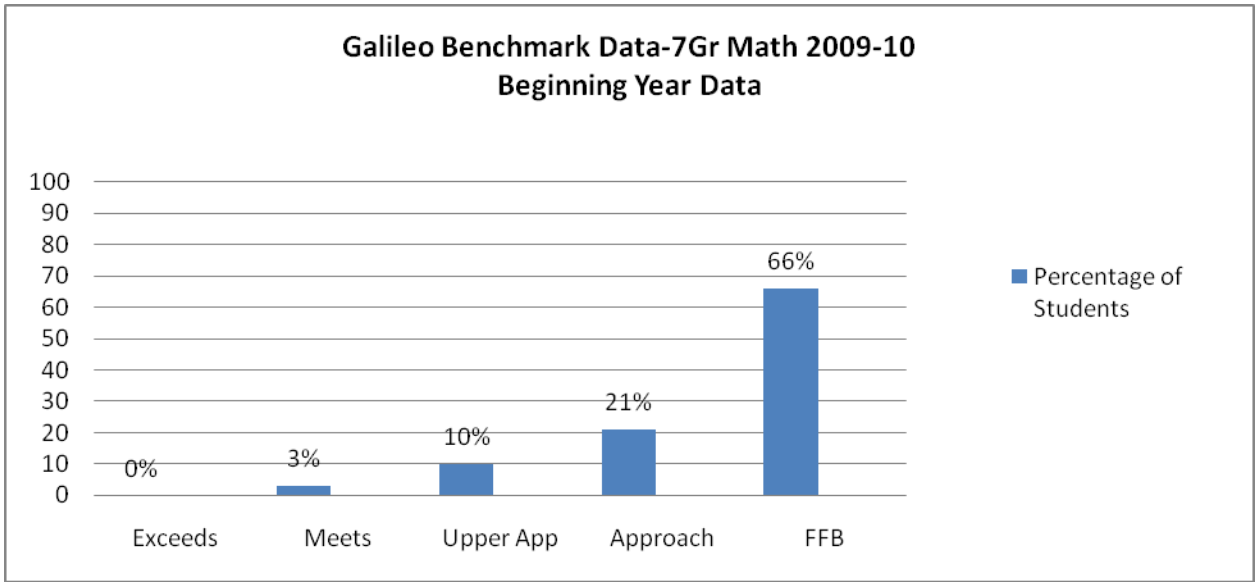

7th Grade Longitudinal AIMS Data
100
90
80
70
60
50
40
30
20
10
0
10%
5%
21%
33%
33%
0%
32%
42%
32%
39%
41%
43%
2005
2006
2008
2009
Math
Read
Write

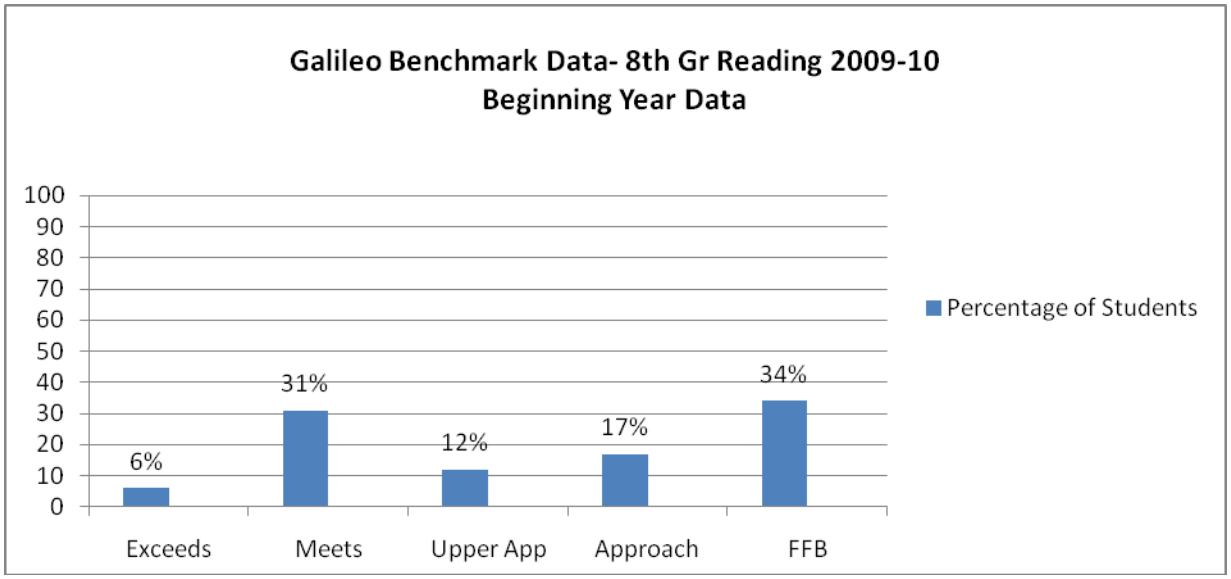

8th Grade Longitudinal AIMS Data
100
90
80
70
60
50
40
30
20
10
0
36%
47%
47%
29%
100%
71%
12%
29%
53%
29%
41%
72%
2005
2006
2008
2009
Math
Read
Write

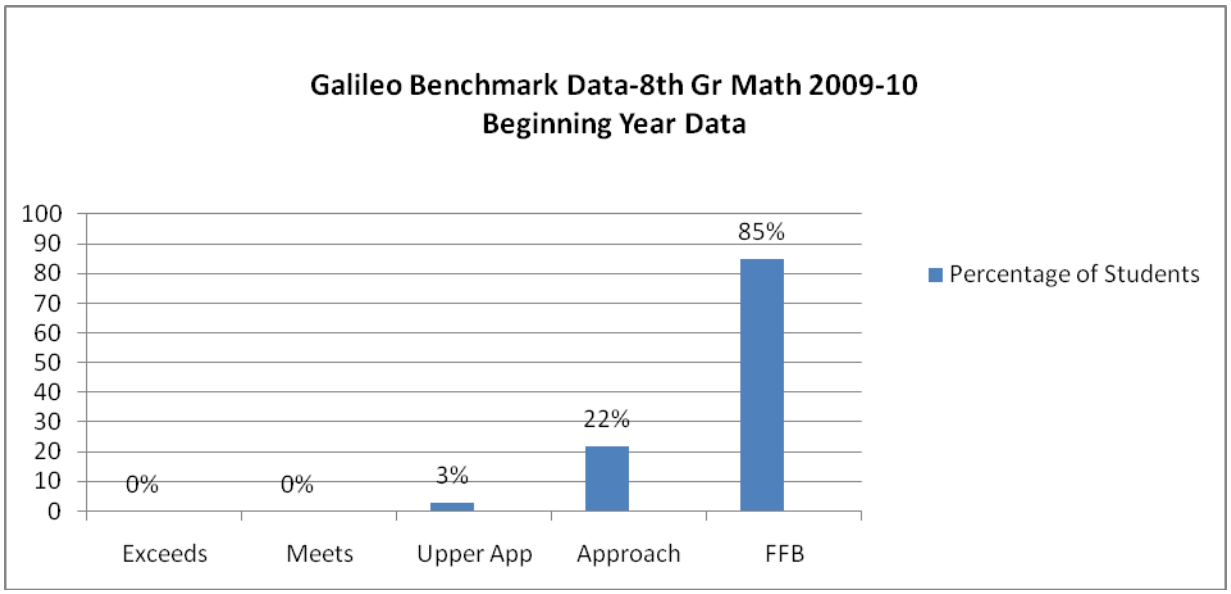

Galileo Benchmark Data-6th Gr Reading 2009-10
Beginning Year Data
100
90
80
70
60
50
40
30
20
10
0
0%
3%
10%
21%
66%
Exceeds
Meets
Upper App
Approach
FFB

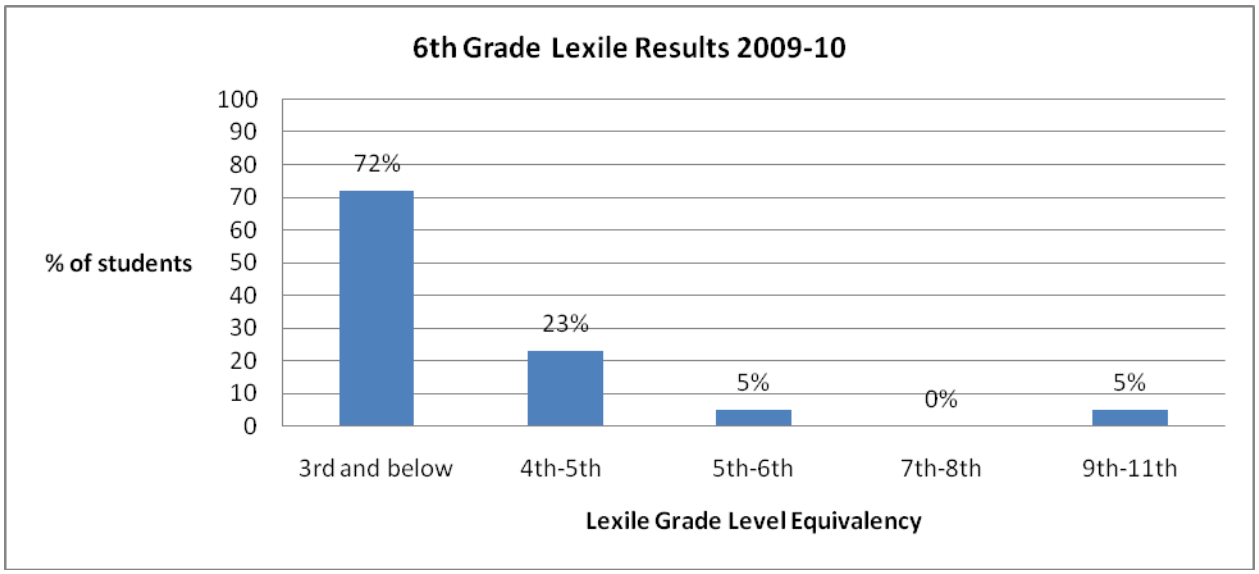

Galileo Benchmark Data-6 th Gr Math 2009-10
Beginning Year Data
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
0%
0%
14%
9%
77%
Exceeds
Meets
Upper App
Approach
FFB

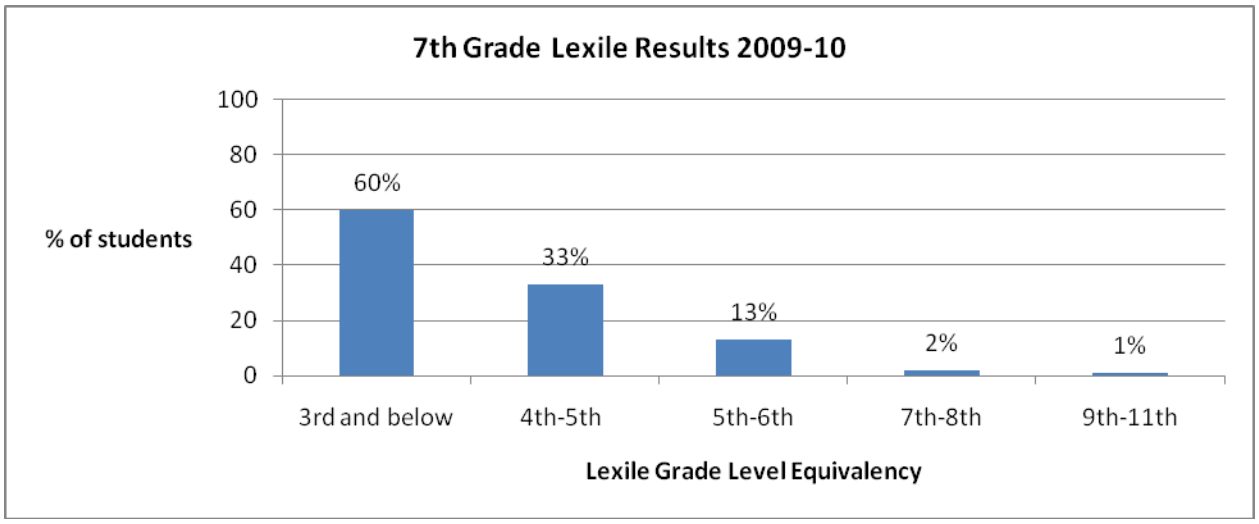

Galileo Benchmark Data-7Gr Reading 2009-10
Beginning Year Data
100
90
80
70
60
50
40
30
20
10
0
1%
28%
14%
26%
31%
Exceeds
Meets
Upper App
Approach
FFB
Percentage of Students

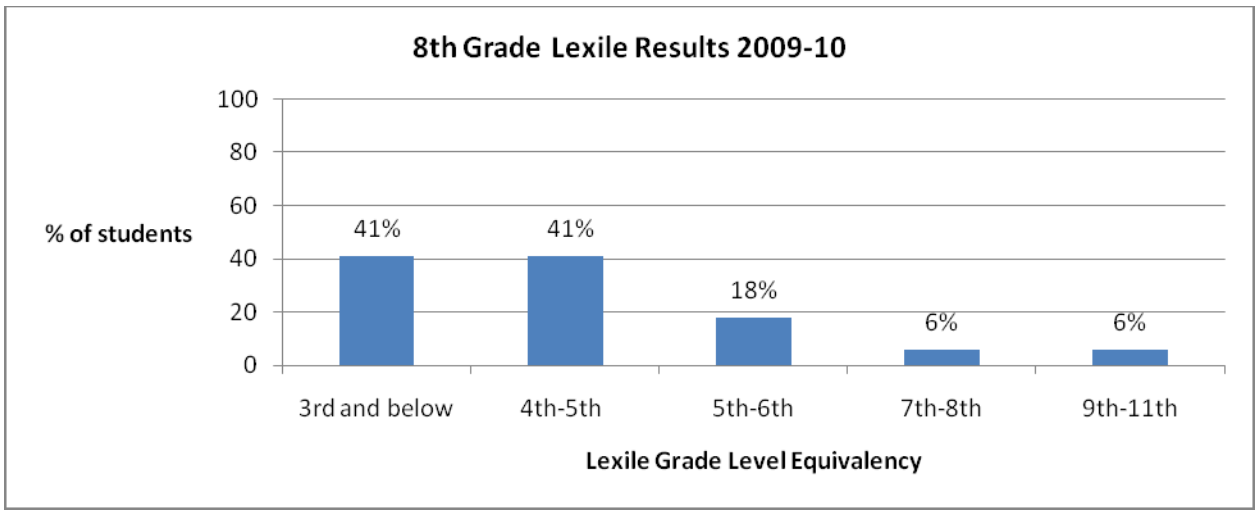

Galileo Benchmark Data-7Gr Math 2009-10
Beginning Year Data
100
90
80
70
60
50
40
30
20
10
0
0%
3%
10%
21%
66%
Exceeds
Meets
Upper App
Approach
FFB
Percentage of Students

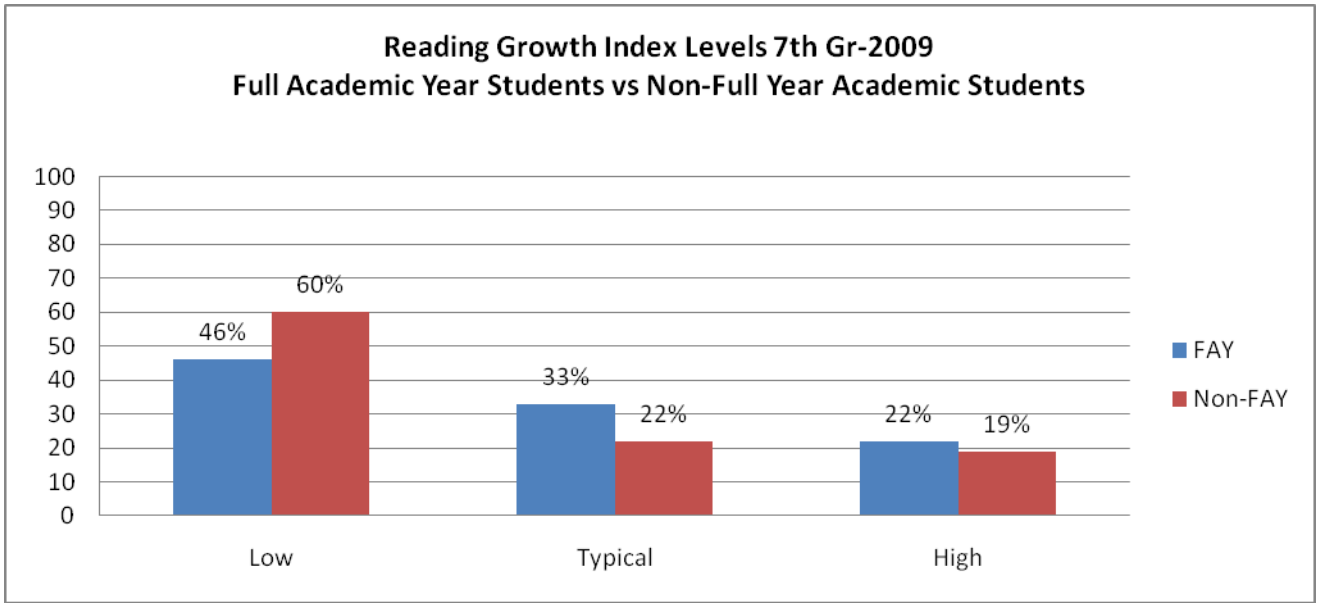

Galileo Benchmark Data- 8th Gr Reading 2009-10
Beginning Year Data
100
90
80
70
60
50
40
30
20
10
0
6%
31%
12%
17%
34%
Exceeds
Meets
Upper App
Approach
FFB
Percentage of Students

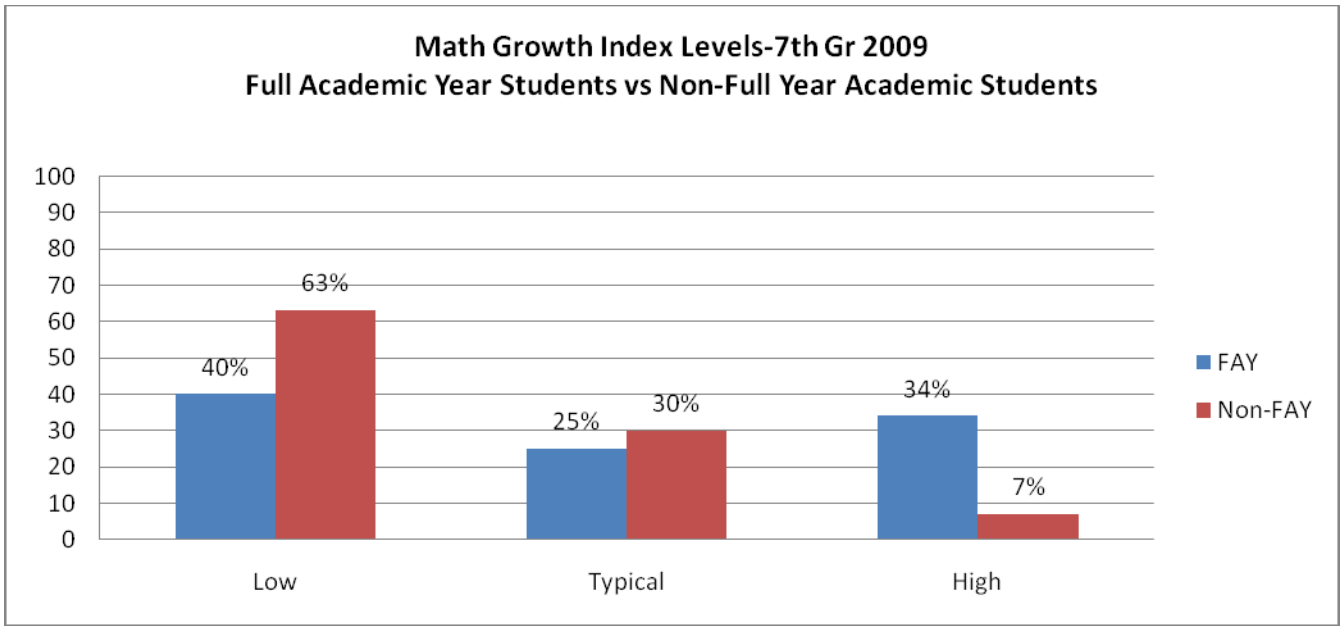

Galileo Benchmark Data-8th Gr Math 2009-10
Beginning Year Data
100
90
80
70
60
50
40
30
20
10
0
0%
0%
3%
22%
85%
Exceeds
Meets
Upper App
Approach
FFB
Percentage of Students

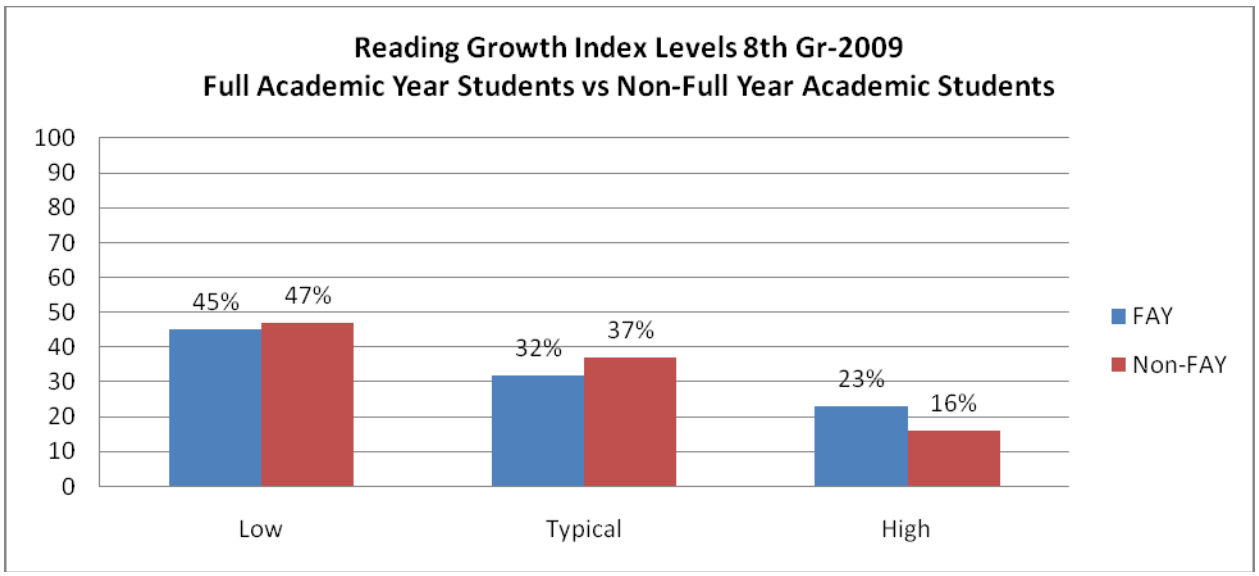

6th Grade Lexile Results 2009-10
% of students
100
90
80
70
60
50
40
30
20
10
0
72%
23%
5%
0%
5%
3rd and below
4th-5th
5th-6th
7th-8th
9th-11th
Lexile Grade Level Equivalency

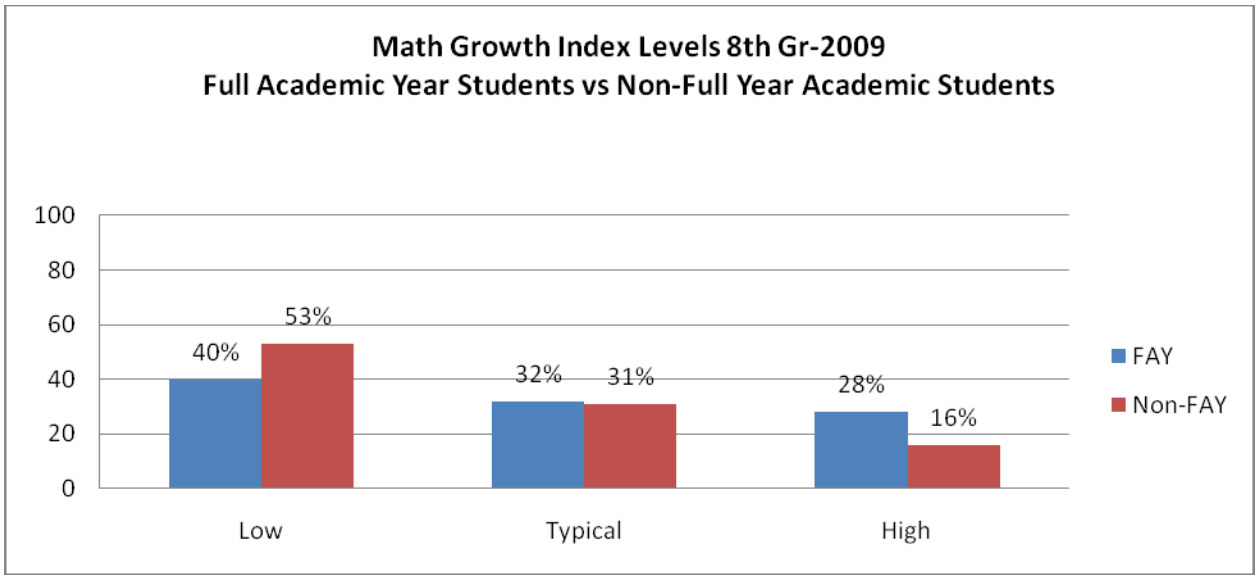

7th Grade Lexile Results 2009-10
% of students
100
80
60
40
20
0
60%
33%
13%
2%
1%
3rd and below
4th-5th
5th-6th
7th-8th
9th-11th
Lexile Grade Level Equivalency


8th Grade Lexile Results 2009-10
% of students
100
80
60
40
20
0
41%
41%
18%
6%
6%
3rd and below
4th-5th
5th-6th
7th-8th
9th-11th
Lexile Grade Level Equivalency


Reading Growth Index Levels 7th Gr-2009
Full Academic Year Students vs Non-Full Year Academic Students
100
90
80
70
60
50
40
30
20
10
0
46%
60%
33%
22%
22%
19%
Low
Typical
High
FAY
Non-FAY


Math Growth Index Levels-7th Gr 2009
Full Academic Year Students vs Non-Full Year Academic Students
100
90
80
70
60
50
40
30
20
10
0
40%
63%
25%
30%
34%
7%
Low
Typical
High
FAY
Non-FAY


Reading Growth Index Levels 8th Gr-2009
Full Academic Year Students vs Non-Full Year Academic Students
100
90
80
70
60
50
40
30
20
10
0
45%
47%
32%
37%
23%
16%
Low
Typical
High
FAY
Non-FAY


Math Growth Index Levels 8th Gr-2009
Full Academic Year Students vs Non-Full Year Academic Students
100
80
60
40
20
0
40%
53%
32%
31%
28%
16%
Low
Typical
High
FAY
Non-FAY