Section III a.
Academic Performance Section
Step 1 -- Data Self-Analysis

Data Review Analysis Process

Edge staff accumulated data regarding student achievement, attendance, and assessment from 2005-2009. Staff analyzed individual student data, as well as group data. Much of the data was contained in paper files or was in a previous data management system that Edge used prior to 2006. However, analyzing the data has been and will be highly beneficial to the future of Edge.

Academic Testing

All students at Edge High School are pre-tested either at the beginning of each school year, or upon enrollment with the T.A.B.E. (Test of Adult Basic Skills). The T.A.B.E. results provide Edge with grade equivalency scores for each student in Reading, Mathematics, and Language Usage. These scores are then used to assign academic classes. Students that score below the 9th grade level are assigned remedial courses, and need to raise their T.A.B.E. score(s) to be assigned high school level courses. All students except graduates are post-tested at the end of each school year to chart academic growth.

T.A.B.E. results indicate that 36% of students entering Edge scored below 9th grade in reading. A further breakdown of the results is listed in the table below.

Edge T.A.B.E. Reading Pre-tests
Below High School Equivalency

Level	% Scored
8th Grade	8%
7th Grade	6%
6th Grade	4%
5th Grade	7%
Below 5th Grade	11%

T.A.B.E. results indicate that 63% of students entering Edge scored below 9th grade in Mathematics. A breakdown of the results is listed in the table below.

Edge T.A.B.E. Mathematics Pre-tests
Below High School Equivalency

Level	% Scored
8th Grade	10%
7th Grade	13%
6th Grade	12%
5th Grade	14%
Below 5th Grade	14%

T.A.B.E. results indicate that 57% of students entering Edge scored below 9th grade in Language Usage. A breakdown of the results is listed in the table below.

Edge T.A.B.E. Language Usage Pre-tests
Below High School Equivalency

Level	% Scored
8th Grade	10%
7th Grade	7%
6th Grade	20%
5th Grade	7%
Below 5th Grade	13%

T.A.B.E. results indicate an average yearly improvement of grade equivalency over the last 5 years of 1.5 years in Reading, 1.8 years in Math, and 1.9 years in Language Usage. A breakdown of the results is listed in the table below.

Edge T.A.B.E. Post-tests Results

Curriculum Area	Grade Level Gain
Reading	1.5 years
Math	1.8 years
Language usage	1.9 years

Credits Entering Edge

When students enter Edge their credits are evaluated. The number of credits that students enrolled with over the past 5 years has been evaluated

78% the students who enroll at Edge are behind their cohort in the amount of credits needed for graduation. A breakdown of the results is listed in the table below.

Students Entering Edge
Credit Deficiencies

Behind Cohort	Percentage
3.0 Years	14%
2.5 Years	4%
2.0 Years	28%
1.5 Years	7%
1.0 Year	10%
Less Than 1 Year	15%

Cohort

Graduation Rate Reports

The Cohort Graduation Rate Reports were reviewed for the last 5 years. Below is a chart with data from those years.

Cohort Graduation Rate

Year	Cohort Graduates	Percentage of Total Graduates
2004-05	28	44%
2005-06	34	24%
2006-07	44	33%
2007-08	39	30%
2008-09	31	25%

Total Number of Graduates by Cohort

Over the years given in the data below, on average, 47% of Edge's Graduates finish with their cohort, while 40% graduate after their cohort, and 13% graduate early. Below is a chart of Edge graduates for each of the last five years and their respective cohorts.

Graduates by Cohort

Year	Number of Grads	Cohort Grads	After Cohort Grads	Early Grads
2004-05	39	22	14	3
2005-06	53	27	19	7
2006-07	54	30	19	5
2007-08	56	29	18	9
2008-09	63	17	37	9

Instructional Model Impact on Credits Earned

Edge School, Inc. provides students with self-paced curriculum available in book or web-based format. The school believes that self-paced curriculum is vital in helping struggling students master basic skills and in helping students recover credits without the constraints of having to wait for the class to master a skill or the teacher to finish a lesson. For more than a decade Edge School, Inc. operated under an instructional model in which each teacher taught the same classroom of students for the entire school day and was responsible for teaching all subjects. Edge School, Inc. currently operates two small satellite sites under this model with teachers that are highly qualified in multiple subject areas. While there were merits to such a model, federal regulation necessitated change at Edge School, Inc's largest campus, Himmel Park. No Child Left Behind (NCLB) mandated teachers be Highly Qualified in the subject they teach. Looking towards the future and hiring new staff, it became evident that finding teachers who are highly qualified in all content areas would be near impossible.

In Fall of 2008, Edge School, Inc.'s instructional model at its main site, Himmel Park, phased to that of a traditional school district where each teacher teaches one subject. While such a change was made with future hiring practices in mind, it was not made without reservation of how students would respond both emotionally and academically. In the 2008-2009 school year many returning students struggled adjusting to the new model. In the spring semester of 2009, Edge School, Inc. implemented a new strategy that would reshape student's perception regarding the change in instructional model while simultaneously improving student learning and thus, credit recovery. Students who were behind in credits met with their teachers and developed ambitious but attainable two-week goal plans. These plans helped students learn to set daily goals for themselves and manage their time in class. After the success of two-week goal plan initiated that spring, the staff unanimously agreed that all students would develop two-week goal plans to hold themselves accountable for their learning. Below are the mean results of credits earned in the 1st and 3rd quarters of the 2008-2009 school year compared to the 2009-2010 results.

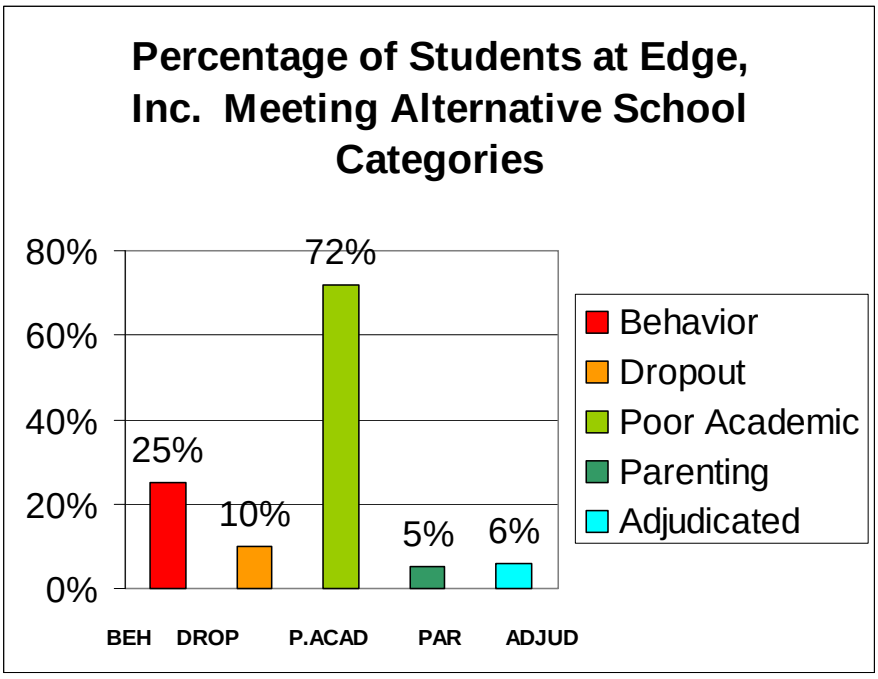
Average Credits Earned Per Student

Year	1st Quarter	3rd Quarter
2008-09	0.89	1.13
2009-10	1.05	1.56

Percentage of Edge Students Meeting Alternative School Criteria

Edge High School staff evaluated data from the last five years to determine if Edge would qualify for Alternative School Status.

81% of Edge's students met Alternative School Categories. The graph below shows in what areas our students would meet those categories. Some students would qualify under more than one category.



Student Achievement Levels on State Assessments

Edge School, Inc. District AZLearns Performance Chart 2005-2009

	2005	2006	2007	2008	2009
Himmel Park	P	PP	PP	PP	PP
Northwest	P	P	P	P	UP
Sahuarita	P	HP	HP	P	PP
Child & Family *	P	P	P	P	P

Labels:

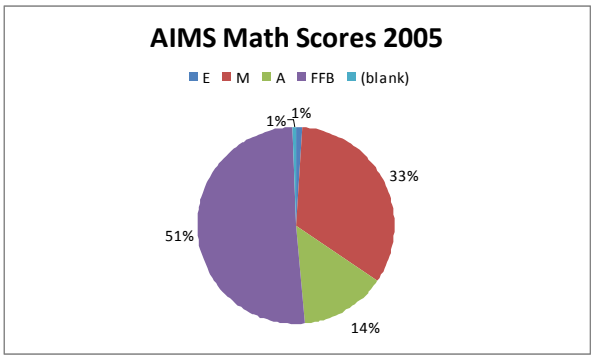
P	Performing
PP	Performing Plus
HP	Highly Performing
UP	Underperforming

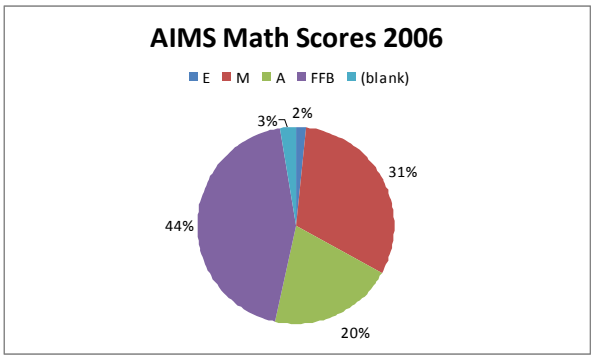
* Discontinued, Fall 2009

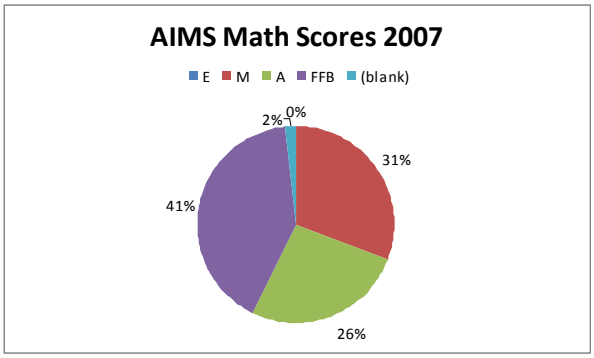
Edge School, Inc. District Annual Yearly Progress (AYP) Designations 2005-2009

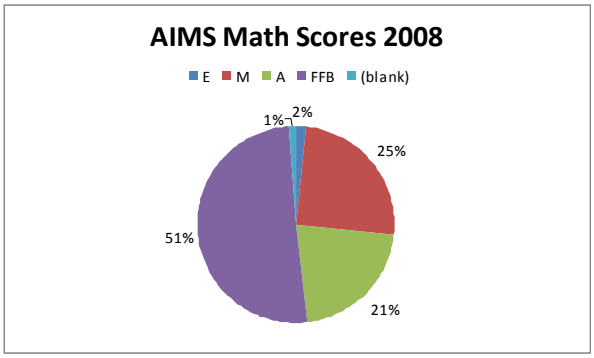
	2005	2006	2007	2008	2009
Himmel Park	Met	Met	Met	Not Met	Not Met
Northwest	Met	Met	Met	Met	Not Met
Sahuarita	Met	Met	Met	Met	Not Met
Child & Family	Met	Met	Met	Met	Not Met

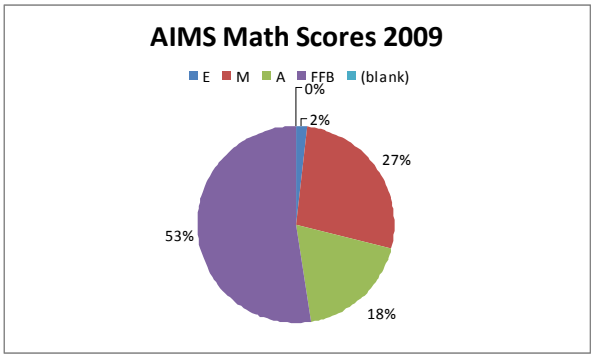
AIMS Math Scores, 2005 - 2009



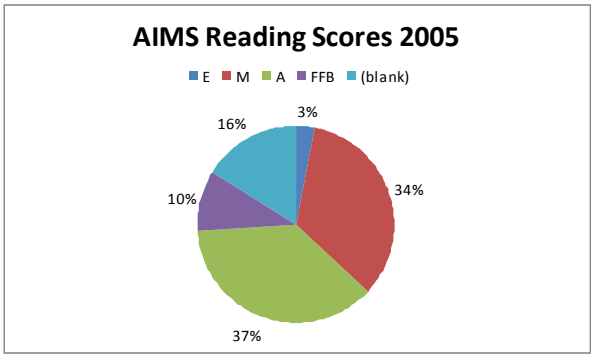


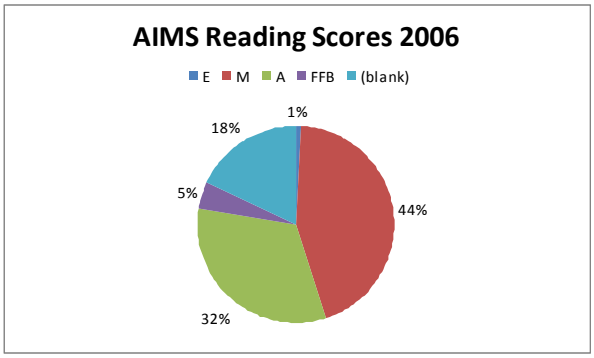


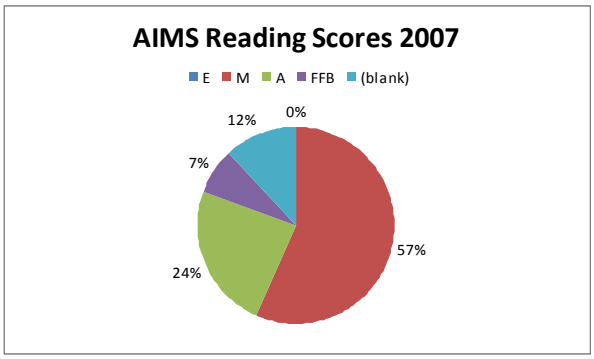


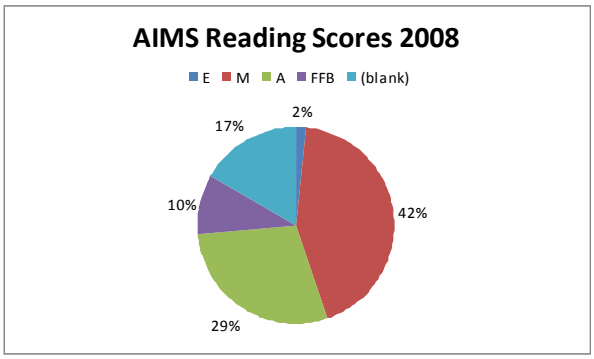


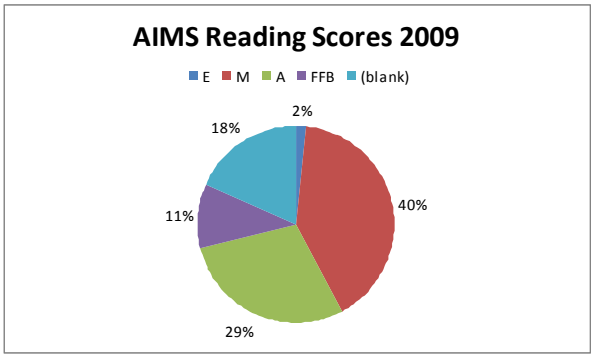
AIMS Reading Scores, 2005 - 2009



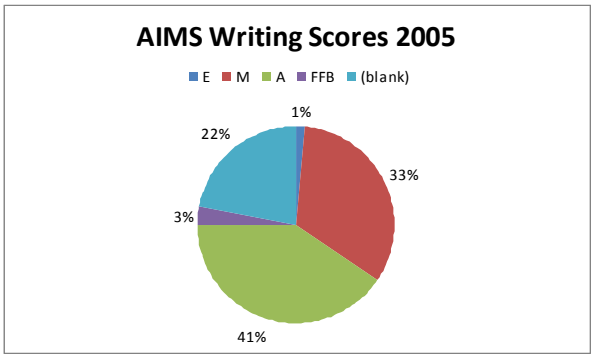


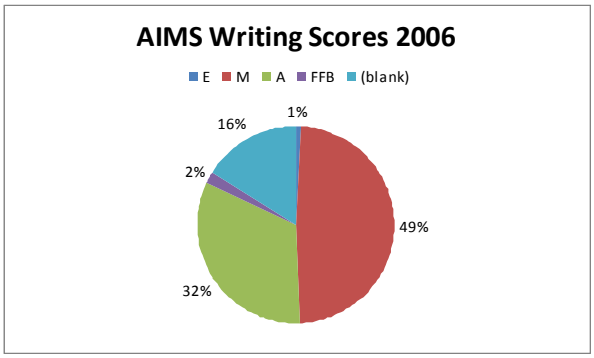


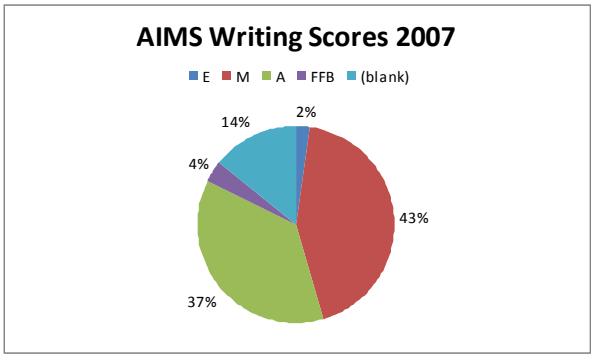


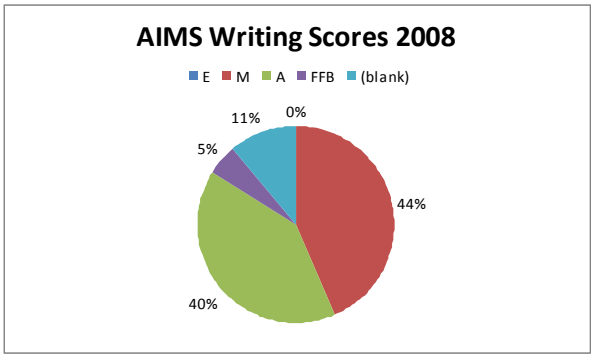


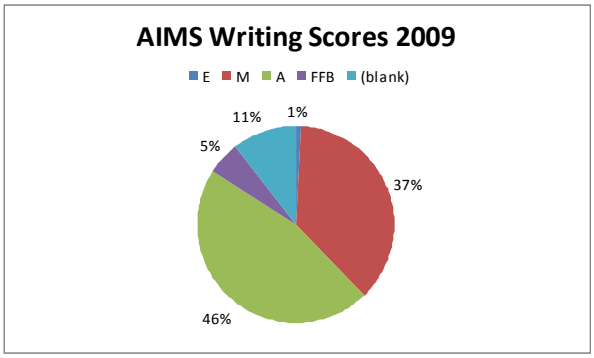
AIMS Writing Scores, 2005 - 2009











Complete AIMS Report for 2005 -2009 is included in attachments

Edge School, Inc. Northwest Underperforming Status and Background 2008-2009

Edge High School Northwest was listed as Underperforming by the Arizona Department of Education because of test results from the 2008-09 School Year. Please note that some students who *had met the standard* in the past were not tested during the 2008-09 School Year. Therefore, Edge School Inc., failed to meet the ten-student threshold required by ADE to test within each subject area (Reading 7 – Writing 7) and subsequently registered no scores whatsoever in AIMS Reading and AIMS Writing at Edge Northwest.

ADE provided Edge School, Inc., with the list of 13 students whose AIMS Math test results were used to make that determination. Below is the cohort used by ADE to make that determination, and AIMS test Scores. Results in ***Bold Italic*** were tested during the 08-09 school year. Results in regular font were tested in previous years.

Northwest AIMS Results 2008-2009

Northwest AIMS Results 2008-2009

Student	Grade	Reading	Writing	Math	Cohort
1	10	***Meets***	***Meets***	***FFB***	2010-11
2	10	***Meets***	***Meets***	***APP***	2010-11
3	10	***Meets***	***Meets***	***Meets***	2010-11
4	11	Meets	Meets	***Meets***	2008-09
5	11	Meets	Meets	***Meets***	2009-10
6	11	Meets	Meets	***APP***	2009-10
7	11	***Meets***	***Meets***	***FFB***	2009-10
8	11	***Meets***	***Meets***	***Meets***	2009-10
9	11	Meets	Meets	***Meets***	2008-09
10	11	Meets	***APP***	***FFB***	2009-10
11	11	***APP***	***APP***	***FFB***	2009-10
12	12	***APP***	Meets	***FFB***	2008-09
13	12	Meets	Meets	***APP***	2008-09

Exceeds	0%	0%	0%
Meets	85%	85%	38%
APP	15%	15%	24%
FFB	0%	0%	38%
Not Taken			

Even though 85% of students at Edge Northwest met the standard in Reading and Writing these scores did not register because the number tested was less than 10. This Underperforming label at Northwest led to a highly valuable assessment of our practices not only at Northwest but district-wide. Please see Section 1 B and Section 2 of the Performance Management Plan for further detail.

2009-2010 Edge Northwest AIMS Testing Results with 10 or more tested in each subject area

All NW students who were enrolled the first 10 days of the 2009-10 School Year
NW AIMS Status – Fall 2009 Testing Period
Students in ***Bold Italic*** were tested during the Fall 09 Testing Period

NO	Grade	Reading	Writing	Math
1	10	*Soph*	*Soph*	**Math**
2	10	*Soph*	*Soph*	*Soph*
3	10	*Soph*	*Soph*	*Soph*
4	11	***Meets***	***APP***	*Soph*
5	11	Meets	***Meets***	***Meets***
6	11	***APP***	***Meets***	Meets
7	11	***Meets***	***Meets***	***APP***
8	11	***Meets***	***Meets***	Meets
9	11	***Meets***	***Meets***	***Meets***
10	11	Meets	Meets	***Exceed***
11	11	***Meets***	***APP***	Meets
12	11	***APP***	***Meets***	***Meets***
13	11	***Meets***	***Meets***	***FFB***
14	11	***Meets***	***Meets***	***Meets***
15	11	***Exceed***	Exceed	***Meets***
16	12	Meets	Meets	Exceed
17	12	Meets	Meets	Meets
18	12	Meets	Meets	*FFB*
19	12	***Exceed***	***Meets***	***APP***
20	12	Meets	Meets	***Exceed***
21	12	Exceed	Meets	Meets
22	12	Meets	Meets	Meets
23	12	Meets	Meets	Meets
24	12	Meets	Exceed	Meets
25	12	Meets	Meets	Exceed
26	12	Meets	Meets	Meets
27	12	***APP***	***Meets***	Meets
28	12	Meets	Meets	***FFB***
29	12	Meets	Meets	Meets
30	12	Meets	Meets	Meets
31	12	Meets	Meets	Meets
32	12	Meets	Meets	Meets
33	12	Meets	Meets	Meets

	Reading	Writing	Math
Exceeds	13%	0%	13%
Meets	47%	67%	33%
Approaches	20%	13%	13%
FFB	0%	0%	13%
Not Taken	20%	20%	27%

Percentages were computed on students who either completed the assessment, needed to complete the assessment, or need to take the assessment (10th Grade Students) later this year. Results in ***Bold Italic*** were tested during the fall of 2009, and results in *Italic* were either absent or are sophomores and will test during the spring testing window. Results in regular font were

tested in previous years. Please note that some students didn't test during the fall of 2009 because they had tested in previous years and had **MET** the standard.

NCA/CASI Accreditation

Edge School, Inc., has been accredited by the North Central Association Commission on Accreditation and School Improvement (NCA/CASI) since 1997. The Quality Assurance Review Team from NCA CASI conducted an academic review on March 12, and 13, 2009. The team developed a comprehensive report that is included in the addendum. Results of the review were that: Edge High School earned the overall assessment level of "Operational" and has met the standard for accreditation.

Trends and Patterns

The number of graduates from Edge has increased at a steady rate while the cohort graduation rate has declined at a steady rate. The data above (T.A.B.E. pre- and post-scores, credits earned upon entering Edge, students meeting alternative schools criteria, etc.), demonstrate that Edge:

1) continues to remains true to its mission by welcoming students who are in danger of not graduating and/or who are faltering academically;

2) serves a population that continues to pose deep and ongoing challenges; and,

3) has the expertise, experience and resilience to meet those challenges.

Section III a.
Academic Performance Section
Step 2 -- Determine Underlying Reasons for Performance

Graduation Rate

In its original charter application of 1995, The Edge School stated its intention and mission explicitly:

"Edge High School's Mission is to provide an alternative to traditional education for youth who have dropped out of the public school system or are at risk of doing so, and are seeking educational services along with counseling support to complete their education."

Initially established as a "credit recovery" high school that would offer a rich and varied curriculum, Edge has evolved into that and much more, including a strong student services and support component that provides one student services and support coordinator for every 60 students. In 1995, Edge's mission was to be driven by a school culture of high expectations, responsibility, choice, respect and service, and those concepts are still paramount at Edge to this day.

Edge has held fast to its original mission. The following data synopsis demonstrates its continuing commitment to the population Edge was founded to serve.

<u>Academic Testing</u>

- 36% of students entering Edge score below 9th Grade level in Reading.
- 63% of students entering Edge score below 9th Grade level in Mathematics.
- 57% of students entering Edge score below 9th Grade level in Language Usage.

<u>Transfer Credits for New Students Entering EDGE HIGH SCHOOL—78% behind cohort</u>

- 14% of students entering Edge are 3 years behind their cohort in credits needed for graduation.
- 4% of students entering Edge are 2.5 years behind their cohort in credits needed for graduation.
- 28% of students entering Edge are 2 years behind their cohort in credits needed for graduation.
- 7% of students entering Edge are 1.5 years behind their cohort in credits needed for graduation.
- 10% of students entering Edge are 1 year behind their cohort in credits needed for graduation.
- 15% of students entering Edge are less than 1 year behind their cohort in credits needed for graduation.
- In sum, 78% of the students who enroll at Edge were behind their cohort in credits needed for graduation.

Percentage of Students at Edge Meeting Alternative School Categories

Some students qualify under more than one category.

- 25% of students entering Edge have behavioral problems.
- 10 % of students entering Edge are dropouts, and are returning to school.
- 72% of students entering Edge have a history of poor academic performance.
- 5% of students entering Edge are parents.
- 6% of students entering Edge are adjudicated.
- 81% of students entering Edge meet alternative school categories.

Students enrolling at Edge are typically moving away from other institutions where they were faltering academically and/or behaviorally. They are typically behind their cohorts, in many cases significantly, and have little chance of graduating with their cohort peers. Edge's year-round commitment to its students from time of enrollment onward presents a number of challenges, not the least of them being the cohort graduation rate.

Cohort Graduation Rate Report

The Cohort Graduation Rate Reports were reviewed for the last 5 years. Below is a chart with data from those years.

Year	Cohort Graduates	Percentage
2004-05	28	44%
2005-06	34	24%
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Below is a chart of Edge graduates for each of the last five years and their respective cohorts

Year	Number of Grads	After Cohort Grads	Cohort Grads	Early Grads
2004-05	39	22	14	3
2005-06	53	27	19	7
2006-07	54	30	19	5
2007-08	56	29	18	9
2008-09	63	17	37	9

Over the last five years, 47% of Edge's graduates have finished with their cohort, while 40% have graduated after their cohort, and 13% have graduated early. Given this history, and Edge's long involvement with the described population and the very real metric and academic challenges they face, Edge has periodically considered applying for **Alternative School status.** It has ultimately declined to do so for two principle reasons. First, Edge believes that struggling students can excel in a small school setting of high expectations with intensive adult support and clear lines of responsibility, even if they might not "catch up" to their graduation cohorts. In fact, two Edge sites, Himmel Park and Sahuarita have each achieved "Performing Plus" and "Highly Performing" status within the last four years. Edge also believes that a diverse student body

working in small "unlabeled" settings helps to create a culture of possibility and attainment. As an example, the 13% of Edge graduates who graduate before their cohort serve as important models of choice, responsibility and high expectations for their peers.

Edge Northwest ASIP (Arizona School Improvement Plan)

When Edge Northwest was labeled underperforming the Board charged the Executive Director and Director with researching reasons for the school receiving that label. Research found that staff had a number of misconceptions regarding how labels were calculated.

Edge Northwest and Edge School, Inc., Administration was fortunate to be able to work with a Team from ADE, and go through the entire school improvement process. The ADE Team, and staff, student, and parent representatives worked together to devise a plan to improve the program at Northwest Edge. The following goals were developed as part of the ASIP plan. Edge School Incorporated is using the School Improvement Plan developed for Northwest as a foundational model for district wide school improvement.

Goal 1

All Edge High School students will meet the Annual Measurable Objective (AMAO) of attaining proficiency or better in mathematics by meeting or exceeding our goal of a 10% increase by our total population demonstrating passing status (meets or exceeds) and 95% assessment attendance rate as measured on the Arizona's Instrument to Measure Standards (AIMS). For this goal, Edge will target all grade levels.

- **Strategy 1:** Mathematics Proficiency: Additional instructional time. ***Action to support strategy:*** Edge will do the following: Hire an additional .50 Highly Qualified Mathematics teacher to provide additional instruction. Arrange for students to get extra help either before or after school as needed. **(Implemented)** ***Action to support strategy:*** Additional tutoring support through the use of paraprofessionals. Arrange for students to get extra help either before or after school as needed. **(Implemented)**
- **Strategy 2:** On-line course delivery. ***Action to support strategy:*** All students will complete at least one online course through APEX. **(Implemented)**
- **Strategy 3:** Mathematics Proficiency: Summer/School Intercession. ***Action to support strategy:*** Provide summer school opportunities for math students, for 4 hours per day one month during the summer. **(Planning Stage)**
- **Strategy 4:** Mathematics Proficiency: Instruments to track student progress and drive intervention decisions. ***Action to support strategy:*** Curriculum modules will be updated to align more closely with specific state academic standards. Goals and benchmarks will be linked to these standards. **(Process has begun. Staff will be paid to finish modules in June.)**

Goal 2

Edge High School students participating in CDS (Character Development Scale) character strategies project and will have shown a 15% increase in the student in the "Average" and "High" levels of the Development scale, as shown by a student pre and post self assessment.

- **Strategy 1:** Safe, Drug-free Schools conducive to Learning: The school and district culture of Edge will be positively impacted through participation in a character education

program for students. ***Action to support strategy:*** Assess students, pre-and post-, on CDS (Character Development Scale) to determine character strengths and areas of focus. **(Implemented)** ***Action to support strategy:*** Student groups at site will use character DVD's to enhance character traits. **(Implemented).**

Goal 3

The number of Edge High School students graduating in 2009-2010 will increase 10% from 2008-2009. This will be attained by an increase in summer school options for the students and meetings with students who have not maintained a progressive credit attainment ratio, and their parents/guardians as necessary.

- **Strategy 1:** High School Graduation: Credit recovery: ***Action to support strategy:*** TABE (Test of adult Basic Education) testing (pre and post) each year will determine annual growth in basic skills. **(Implemented)** ***Action to support strategy:*** Summer School will be offered to students allowing options in completing required coursework and acquiring credits toward graduation. **(Planning Process)** ***Action to support strategy:*** Each student's credit attainment ratio will be calculated at the end of each quarter. Each student's Credit Earned Ratio will be calculated to determine interventions and goals strategies. Meetings with parents and students will be scheduled as needed if this ratio does not show adequate progress towards graduation. **(Implemented)**

Goal 4

Edge High School students will meet the Annual Measurable Objective (AMAO) of attaining proficiency or better in reading/language arts by meeting or exceeding our goal of 10% increase in our total population demonstrating passing status (meets or exceeds) and 95% assessment attendance rate as measured on the Arizona's Instrument to Measure Standards (AIMS). For this objective, Edge will target all grade levels.

- **Strategy 1:** Reading Proficiency: Additional instructional time and concentrated attention to Reading will be provided. ***Action to support strategy:*** Continue use of DOL (Daily Oral Language) with all students. **(Implemented)** ***Action to support strategy:*** Provide summer school opportunities for students, for 4 daily hours, one month during the summer. **(Planning Process)** ***Action to support strategy:*** Additional tutoring support through the use of paraprofessionals. Arrange for students to get extra help either before or after school as needed. **(Implemented)**
- **Strategy 2:** Reading Proficiency: Instruments to track student progress and drive intervention decisions will be implemented. ***Action to support strategy:*** Each student's Credit Earned ratio will be calculated at the end of each quarter to determine interventions and goal strategies. **(Implemented)** ***Action to support strategy:*** Curriculum modules will be updated to align more closely with specific state academic standards. Goals and benchmarks will be linked to these standards. **(Planning Process)**
- **Strategy 3:** Additional emphasis in writing, during summer school and with paraprofessional, will provide support to reading proficiency. ***Action to support strategy:*** Students will have additional time to practice 6 Traits of writing during summer sessions and time with teaching assistant. **(Planning Process, Implemented)** ***Action to support strategy:*** Writing exercises will be reviewed by staff to check alignment with state standards, continued emphasis on the 6 Traits, and support of reading curriculum. **(Implemented)**

Goal 5

All teachers at Edge High School will be highly qualified in the subjects they teach during the 2009-2010 school year according to the HQT Input position report.

- **Strategy 1:** HQ Teachers and Para-Professionals: Edge will hire Highly Qualified mathematics teachers. All recruitment and hiring procedures will support and verify the Highly Qualified status of this individual. ***Action to support strategy:*** Hire a highly qualified math teacher .50 FTE. **(Implemented)** ***Action to support strategy:*** Provide mentoring for new teacher. **(Implemented)**
- **Strategy 2:** HQ Teachers and Para-Professionals: Professional Development of teachers will be offered to all staff and align with their daily instructional strategies and Edge's curriculum. ***Action to support strategy:*** Professional development time will be allocated for teachers to align curriculum with current academic standards and set benchmarks. **(Implemented)** ***Action to support strategy:*** Attendance at conferences/workshops by school personnel to develop instructional expertise and enhance curriculum opportunities. **(Implemented)**
- **Strategy 3:** All teachers will have SEI / ELD endorsement: ***Action to support strategy:*** Teachers will have the opportunity to work on their SEI endorsement through the Pima County Title III consortium. **(Implemented)**

Goal 6

During the 2009-2010 school year, the number of parents attending Edge High School events will increase by 10% over the previous year's participation. There will be increased communication between Edge High School staff and parents to invite their participation in these events (open houses, parent education classes, members of school committees, etc.)
Strategy 1: Parent Involvement: Communicating with parents. ***Action to support strategy:*** Edge will send parents newsletter highlighting school events and policies / procedures each semester. **(In Process of being completed)** ***Action to support strategy:*** Provide additional opportunities for parents to visit school. **(Implemented)** ***Action to support strategy:*** Meet with students and parents as needed to discuss credit status and any attendance issues. **(Implemented)**

Section III a.
Academic Performance Section
Step 3 -- Introductory Narrative

The data, charts and graphs presented in Steps 1 and 2 form the basis of this narrative. Edge finds that its target population is entering the school environment with significant pre-existing academic deficiencies and, in addition, individuals, upon enrollment at Edge, are significantly behind their cohorts (Please see charts in Step 2, *Academic Testing*, *Transfer Credits for New Students*, *Percentages of Students at Edge Meeting Alternative School Categories*, and *Cohort Graduation Rate Report*.)

Historically, Edge met AYP and achieved Performing Status or better at all of its sites until 2008 when Himmel Park failed to meet AYP based on its graduation rate (please see Step 1, *Edge School, Inc. District Annual Yearly Progress (AYP) designations 2005-2009).* In 2008-2009, as the above chart indicates, no Edge site met AYP. Edge believes several issues are at play:

1) In 2008-2009, Edge had its largest graduating class ever (63), but at the same time had the fewest number of graduates within their cohort over the last five years (17) (please see, Step 1, *Total Number of Graduates by Cohort)*;

2) The trend of students moving from other systems and enrolling at Edge seeking to recover credit is accelerating, and putting metric and other pressures on the school; and,

3) Edge must make adjustments to continue to fulfill its mission to the target population, including establishing more rigorous timelines for credit accumulation (please see Step 1, *Average Credits Earned per Student),* and must pay stricter attention to state-testing guidelines and requirements, please see Step 1, *Northwest Aims Results 2008-2009* and *Northwest Aims Status, Fall 2009 Testing Period*, and,

4) Edge must establish more rigorous alignment with state standards, especially in the math subject area, by introducing expanded and superior math learning opportunities and expanded formative assessments tied to benchmarks. (Please see Step 4: Performance Management Plan).

<u>Aims and TABE Results</u>

Edge notes that individual pre- and post-test TABE results often show significant grade level advancement, and that AIMS testing results appear to be generally consistent from year-to-year, with significant room for improvement in all subjects, especially math. Edge believes that several factors impinge on this discrepancy in results:

1) TABE results track individual progress, and in many cases these individuals are students who make significant progress, but are still working below high school levels of competency (Please see Steps 1 and 2 above);
2) Reported AIMS results are collective, and progress, as measured and compared from one year to the next, often compares groups/cohorts whose composition can change significantly in schools that work with populations that are vulnerable to transience.