Victory High School

Renewal Application

A. Education Plan

Academic Performance **Pages 2-36**

Victory High School
Charter School Renewal Application

Introduction

Victory High School opened its doors to the South Mountain Village community September 9, 2006, as a 501©3 organization to serve students in grades 9 through 12. At the time, South Mountain High School was the only other high school in the immediate area. Since then several charter schools have opened and closed, and two new district high schools have opened, leaving the community well endowed with educational facilities. However, Victory has remained functional due to its emphasis on low enrollment. Parents and students are attracted to Victory because of its safe learning environment, personalized instruction, and reputation of success with this population of students.

At the inception of the school, Victory treaded new waters, as the first charter school in the South Mountain area, and as only the 57th charter school in Arizona. Not having experience in the navigation of this new venture, Victory's faculty and staff strived to become a successful example for the community. With great enthusiasm and patience, parents and students enjoyed the success of their labor.

However, during the 2002-2003 and 2003-2004 school years, there were a rash of charter and district school that were discovered to be underperforming and failing. Victory High School did not meet AYP, and also subsequently was labeled underperforming by Arizona LEARNS. This began a revolutionary "School Improvement Movement." Victory was the recipient of Arizona Department of Education assistance. A comprehensive needs assessment was undertaken, with the assistance of an ASSIST coach, an Arizona Department of Education (ADE) solutions team, and an ADE-approved external facilitator when the school was first placed in school improvement. A needs assessment was developed.
The following methods were used to identify needs:

AIMS and Terra Nova Analysis	Staff received training in how to analyze school and disaggregated testing data Methodology: Process a. Every teacher looked at the data from their individual students and made a plan of action based on identified needs and strengths. In turn they taught parents how to read and understand the testing results for their individual students.
Classroom Observations	**The external facilitator made numerous classroom visits to determine the implementation of best instructional practices.**
Administrator, Teacher, Support Staff and Student Interviews	A series of questions was asked by the external facilitator to determine perceptions about curriculum, instruction, leadership, school culture, and parent and community involvement.
Parent Input	**Satisfaction surveys were given to parents and informal feedback was solicited at parent/teacher conferences.**
Self-Assessment using ADE's Standards and Rubrics for School Improvement	School staff were assembled and painstakingly examined the questions and indicators to come to agreement on the level of performance obtained by the school Solution Team Visit: An ADE School Solution Team visited the campus and through interviews and examination of documents made thoughtful recommendations.

Even though Victory met the federal AYP based on the 2004-2005 student achievement data, under the state accountability system Arizona LEARNS, Victory High School was classified as underperforming for a second year in a row. Thus, Victory High School had to meet the criteria of performing during the 2005-2006 school year or risk being classified as failing, which could result in revocation of the school's charter. The school did meet the criteria and has since maintained the performing label from the state. Now designated as a performing

school in addition to meeting AYP, the school also met the requirements and successfully renewed its 10-year school charter.

Currently, Victory High School is designated as a performing school under AZ LEARNS and has met adequate yearly progress (AYP) for the past five years under the No Child Left Behind (NCLB) legislation. These designations represent intensive and focused work resulting in significant changes on the part of school staff and students as the school has adapted to the increased requirements and accountability under state and federal educational legislation.

As a result of the impetus of increased state and federal accountability systems, the school began a comprehensive process of school change. Over the past five years, the school has engaged in intensive staff and professional development and has initiated significant changes in curriculum, instruction, assessment, and school organization in order to meet the unique challenges presented by their student population. The school administration **has chosen to keep student enrollment to a low level to provide the intensive personalization** required by the needs of the student body.

Section 1 - A: Performance Management Plan

Data Self-Analysis

As part of the charter school renewal application process, each applicant is asked to analyze their school's AIMS data to determine how students can increase academic achievement. The principal, mathematics teachers, governing board president, secretary, and other teachers formed a team to disaggregate the test data as part of the Performance Management Plan.

The following is graphs and descriptions of the data analysis for Victory High School AIMS Reading and Mathematics test results spanning from Fall 2006 to Spring 2010. As noted, only AIMS spring reading test scores are available at the time of this application.

Victory High School Reading AIMS Score and Performance

Legend: G = Grade level S = Score for AIMS P = Performance (F="Falls Far Below", A="Approaches", M="Meets", and E="Exceeds".)

	Spring 2006			Fall 2006			Spring 2007			Fall 2007			Spring 2008			Fall 2008			Spring 2009			Fall 2009			Spring 2010		
	G	S	P	G	S	P	G	S	P	G	S	P	G	S	P	G	S	P	G	S	P	G	S	P	G	S	P
Student 4 (S)				12	680	M																					
Student 2 (S, E)				12	627	A		622																			
Student 3				12	*																						
Student 5				12	*																						
Student 41				12	654	A																					
Student 42 (S, E)				12	639	A		599																			
Student 43					*																						
Student 44					*																						
Student 45					*																						
Student 9 (E)				11	639	A																					
Student 46				12	740	M																					
Student 47				12	673	A																					
Student 1 (S)				12	*																						
Student 10										12	633	A	12	628	A												
Student 8				11	688	M																					
Student 6				11	*																						
Student 7										12	625	F	12	599	F												
Student 11 (S, E)				11	*																						
Student 48				11	704	M																					
Student 12 (S, E)							10	613	F	11	625	F	11	619	F	12	606	F	12	605	F						
Student 17							10	661	A																		
Student 19													12	648	A	12	629	A	12	691	M						
Student 18											*																
Student 20																12	683	M									
Student 14							10	672	A																		
Student 13							10	703	M																		
Student 16							10	642	A																		
Student 21 (S, E)																12	611	F	12	631	A						
Student 15 (S)							10	638	A	11	690	M		*			*			*							
Student 26													10	740	M												
Student 29 (E)																11	633	A	11	658	A	12	659	A	12	658	A
Student 30																						12	692	M			
Student 23 (E)													10	667	A	11	687	M									
Student 22													10	667	A	11	691	M									
Student 27																11	657	A	11	684	M	12	671	A			
Student 24													10	706	M												
Student 25													10	715	M		*										
Student 28 (S)																12	653	A	12	665	A						
Student 31																			10	687	M						
Student 32																			10	672	A	11	684	M			
Student 33 (E)																			10	703	M						
Student 49																			10	672	A						
Student 34 (E)																			10	658	A	11	688	M			
Student 35 (S)																			10	647	A	11	620	F	11	643	A
Student 39 (S)																						11	695	M			
Student 36																			10	614	F						
Student 37																			10	703	M						
Student 38 (S)																			10	619	F	11	736	M			
Student 40 (S)																						11	680	M			
Student 50 (E)																									11	654	A
Student 51																									10	669	A
Student 52 (E)																									10	654	A
Student 53 (E)																									10	622	A
Student 54 (S, E)																									10	647	A
Student 55																									10	680	M

Name legend: E=ELL student S = Special Ed.

Victory High School AIMS Reading Performance Analysis
Cohort 2007

Student number

	Fall 2006	Spring 2007	Fall 2007	Spring 2008		DOE	DOW
Student 4 (S)	680					8/7/06	5/18/07
Student 2 (S, E)	627	622				8/11/03	Grad.07
Student 3	*					8/2/05	12/22/06
Student 5	*					8/7/06	12/22/06
Student 41	654						
Student 42 (S, E)	639	599					
Student 43	*						
Student 44	*						
Student 45	*						
Student 9 (E)	639						
Student 46	740						
Student 47	673						
Student 1 (S)	*						
Student 10			633	628			

READING AIMS SCORE: Exceeds = 773-900 Meets = 674-772 Approaches= 627-673 Falls Below = 500-626

Legends: DOE = Date of Enrollment DOW = Date of withdrawal/graduation C.E. = Currently Enrolled S = Special Ed E = ELL student

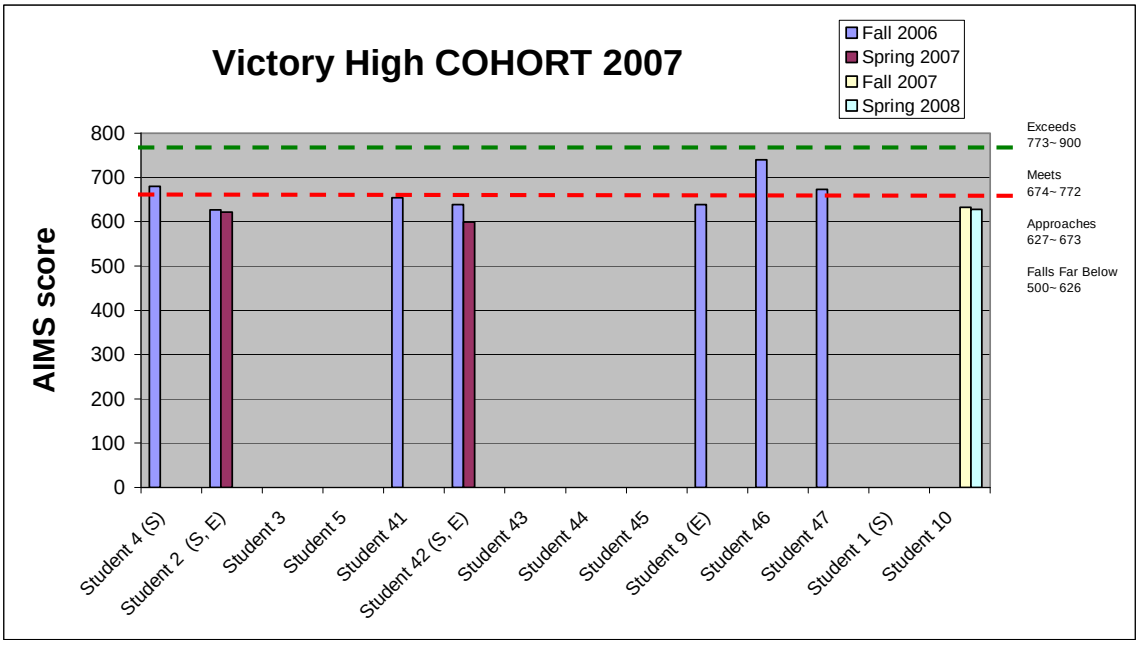


Chart 1

In fall 2006 there were 13 students in Cohort 2007. However only 7 of the students took the AIMS Reading test, 6 students had already met the AIMS reading at a previous school, and student # 1 had met the AIMS reading at Victory in the previous school year. Student # 1 had been enrolled at Victory since the 9th grade. Five students Approached the AIMS reading. No student scored Falls Far Below.

In spring of 2007, 7 students from Cohort 2007 had transferred to other schools, leaving 4 students who had already met AIMS reading and 2 to take the Spring 2007 AIMS reading test. These two students were Special Education students and both scored Falls Far Below.

Victory High School AIMS Reading Performance Analysis
Cohort 2008

Student number	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Spring 2008		DOE	DOW
Student 8		688					08/02/04	5/18/07
Student 6		*					08/07/06	11/2/06
Student 7		625		625	599		08/11/03	Grad. 08
Student 11 (S, E)		*					08/07/06	12/5/06
Student 48		704						

READIND AIMS SCORE: Exceeds = 773 900 Meets = 674-772 Approaches= 627-673 Falls Below = 500-626

Legends: DOE = Date of Enrollment DOW = Date of withdrawal/graduation C.E. = Currently Enrolled S = Special Ed E = ELL student

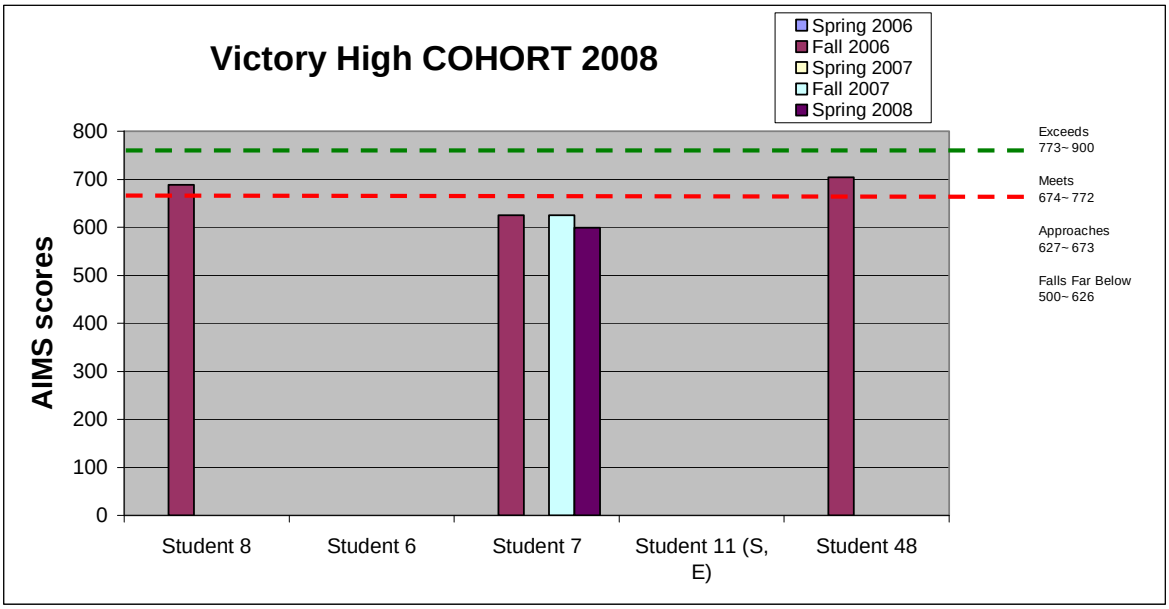


Chart 2

During fall 2006 there were 4 students in Cohort 2008. However only 2 of the students took the AIMS Reading test, 2 students had already met the AIMS reading at a previous school.

Both of the students that took the test had been enrolled at Victory since 9th grade and they both scores Meets. Fall 2007 two students enrolled in Cohort 2008. These two students had not passed the AIMS reading test at their previous schools.

They took the AIMS reading test, 1 Approached and one scored Falls Far Below. These two students took the test again in Spring 2008 and scored Falls Far Below.

Victory High School AIMS Reading Performance Analysis

Cohort 2009

Student number

	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009		DOE	DOW
Student 12 (S, E)	613	625	619	606	605		8/8/05	Grad. 09
Student 17	661						8/14/06	5/7/09
Student 19			648	629	691		1/17/08	Grad. 09
Student 18		*					8/13/07	Grad. 09
Student 20				683			08/20/08	Grad. 09
Student 14	672						8/7/06	9/13/07
Student 13	703							
Student 16	642						8/7/06	10/3/07
Student 21 (S, E)				611	631		09/22/08	Grad. 09
Student 15 (S)	638	690	*	*	*		1/23/06	Grad. 09

READING AIMS SCORE: Exceeds = 773-900 Meets = 674-772 Approaches= 627-673 Falls Below = 500-626

Legends: DOE = Date of Enrollment DOW = Date of withdrawal/graduation C.E. = Currently Enrolled S = Special Ed E = ELL student

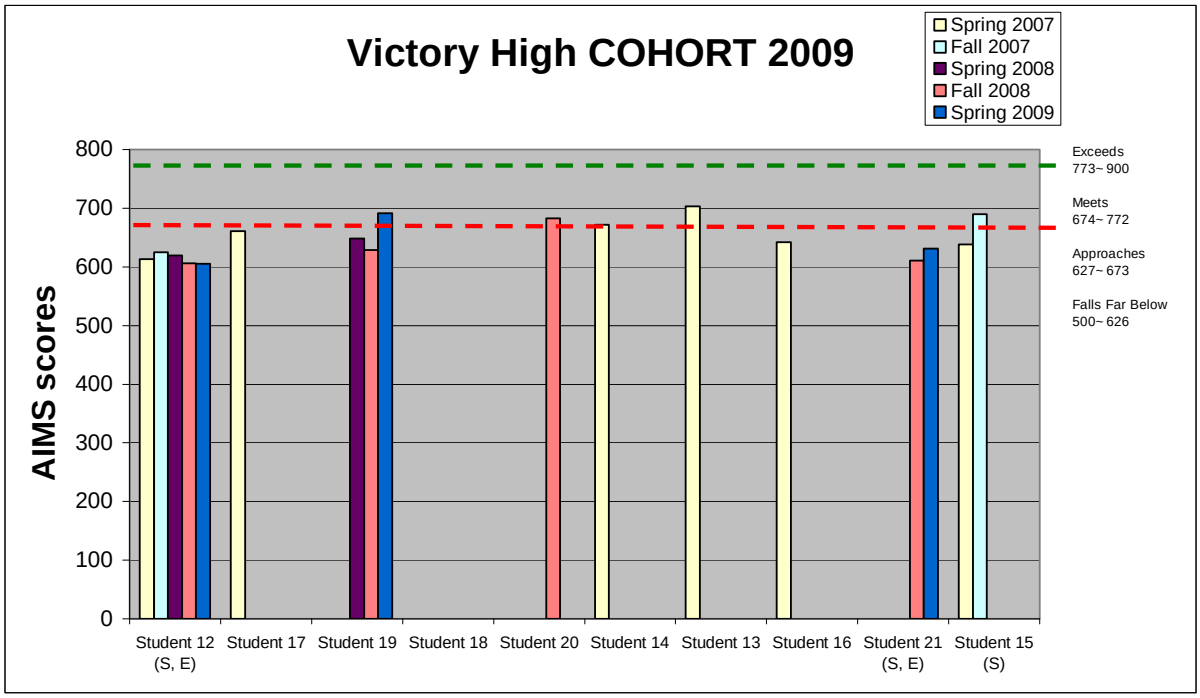


Chart 3

In spring 2007 there were six 10th grade students in Cohort 2009. 1 student Met, 4 Approached and 1 fell Far Below. These two students took the test again in Spring 2008 and scored Falls Far Below.
Fall 2007 four students transferred to other schools, 1 entered who had already passed the AIMS reading at another school, which left 2 who remained in the original Cohort 2009 who had to retake the test. One student Met and the other student scored Falls Far Below. Both were Special Education students.
Spring 2008, 1 student entered Victory as a 12th grader who had not passed the test at the previous school. Only 2 of the 4 remaining Cohort 2009 students had to take the test. One approached and 1 scored Falls Far Below who was the same Special Education student.

Fall 2008, Cohort 2009 had 4 students to test. One student met, 1 approached, and 1 fell far below.
Spring 2009, Cohort 2009 had 3 students to test. One student met, 1 approached, and 1 fell far below.

Victory High School AIMS Reading Performance Analysis
Cohort 2010

Student number

	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010		DOE	DOW
Student 26	740						1/7/08	5/28/09
Student 29 (E)		633	658	659	658		10/21/08	Grad. 10
Student 30				692				
Student 23 (E)	667	687					8/6/07	Grad. 10
Student 22	667	691					1/24/05	12/17/09
Student 27		657	684	671			8/12/08	2/24/10
Student 24	706						8/8/07	5/28/09
Student 25	715	*					8/9/07	Fall/09
Student 28 (S)		653	665				8/11/08	Grad. 09

READING AIMS SCORE: Exceeds = 773-900 Meets = 674-772 Approaches= 627-673 Falls Below = 500-626

Legends: DOE = Date of Enrollment DOW = Date of withdrawal/graduation C.E. = Currently Enrolled S = Special Ed E = ELL student

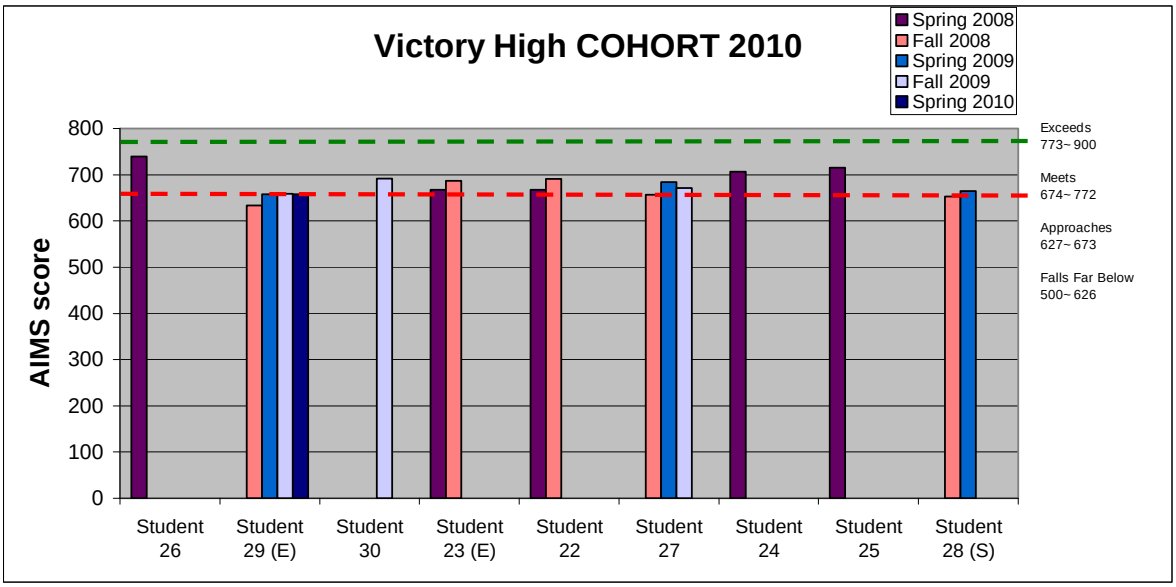


Chart 4

During spring 2008, there were five 10th grade students in Cohort 2010 to take the AIMS reading test. Three Met, 2 Approached. Fall 2008, 2 students who had Met the test transferred to another school, and two 11 and one 12th grade students enrolled, making a total of 6 students in Cohort 2010.

Five of the 6 students in Cohort 2010 retook the AIMS reading test. Two scored Meets, 3 scored Approaches. Spring 2009, no students transferred and no students enrolled into Cohort 2010. However the 3 students who had previously approached had to retake the test. One scored Meets and 2 scored Approaches. Fall 2009, one student enrolled. Three students took the test. One scored Meets and 2 scored Approaches. Spring 2010, one student took the test and scored Approaches.

Victory High School AIMS Reading Performance Analysis
Cohort 2011

Student number	Spring 2009	Fall 2009	Spring 2010	Fall 2010		DOE	DOW
Student 31	687					8/20/07	C.E.
Student 32	672	684				11/12/08	5/4/10
Student 33 (E)	703					8/11/08	3/24/10
Student 49	672						
Student 34 (E)	658	688				9/16/08	C.E.
Student 35 (S)	647	620	643			8/29/07	C.E.
Student 39 (S)		695					
Student 36	614					9/8/08	Spring/09
Student 37	703					9/8/08	C.E.
Student 38 (S)	619	736				8/6/07	C.E.
Student 40 (S)		680				8/10/09	C.E.
Student 50 (E)			654				

READING AIMS SCORE: Exceeds = 773-900 Meets = 674-772 Approaches= 627-673 Falls Below = 500-626

Legends: DOE = Date of Enrollment DOW = Date of withdrawal/graduation C.E. = Currently Enrolled S = Special Ed E = ELL student

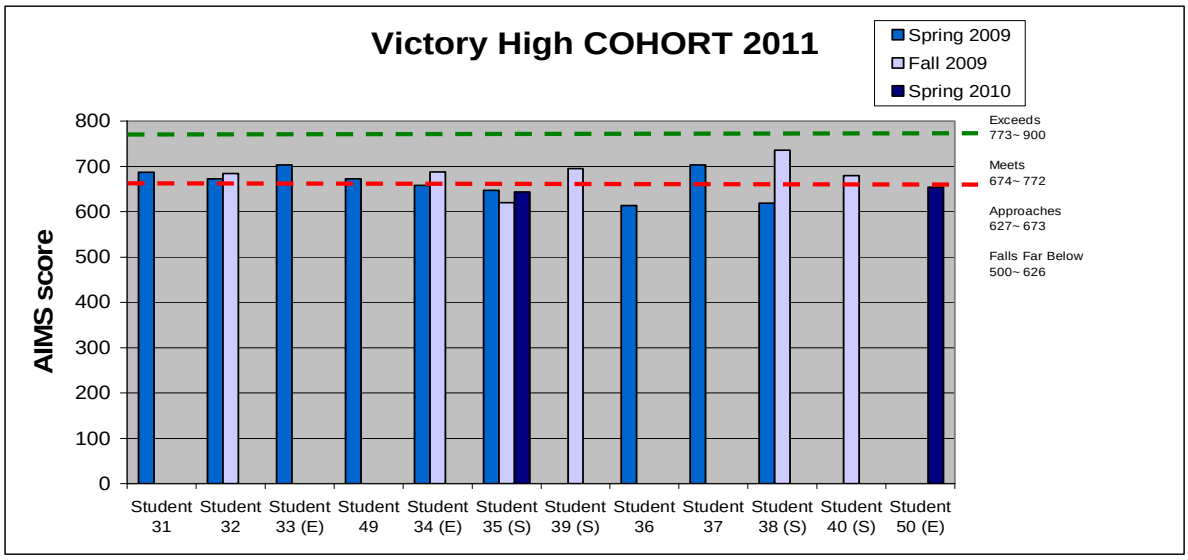


Chart 5

In spring of 2009 there were nine 10th graders who took the AIMS reading test. Three Met, 4 Approached and 2 fell Far Below.

Fall of 2009 2 students enrolled and 2 transferred to another school. Six students retested. Five Met, 1fell Far Below. Spring 2010, one student enrolled, 2 students transferred, and 2 tested. Both students Approached.

Victory High School AIMS Reading Performance Analysis
Cohort 2012

Student number

	Spring 2010	Fall 2010			DOE	DOW
Student 51	669				8/11/2008	C.E.
Student 52 (E)	654				8/11/2008	C.E.
Student 53 (E)	622				8/10/2009	C.E.
Student 54 (S, E)	647				8/10/2009	C.E.
Student 55	680				8/11/2008	C.E.

READING AIMS SCORE: Exceeds = 773-900 Meets = 674-772 Approaches= 627-673 Falls Below = 500-626

Legends: DOE = Date of Enrollment DOW = Date of withdrawal/graduation C.E. = Currently Enrolled S = Special Ed E = ELL student

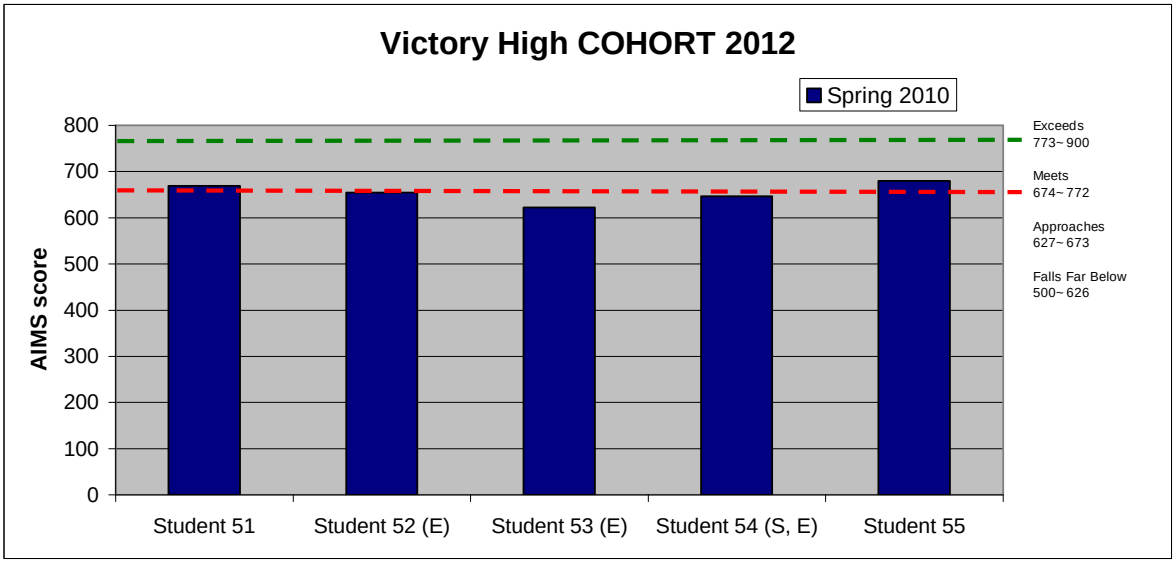


Chart 6

Spring 2010, there were five 10th graders.

All five took the AIMS reading test. One Met and 4 Approached.

Mathematic Student Achievement Data

Cohort 07	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09	Fall 09
Student 1	694(M)						
Student 2	666(F)	635(F)					
Student 3	671(A)						
Student 4	652(F)	660(F)					
Student 5	635(F)						
Cohort 08							
Student 6	687(M)						
Student 7			644(F)	638(F)			
Student 8	656(F)	659(F)					
Student 9	658(F)						
Student 10			646(F)	651(F)			
Student 11	638(F)						
Cohort 09							
Student 12		623(F)	617(F)	626(F)	639(F)	617(F)	
Student 13		683					
Student 14		668(A)					
Student 15		666(F)	662(F)	717(M)			
Student 16		648(F)					
Student 17		628(F)					
Student 18			691(M)				
Student 19				631(F)	649(F)	647(F)	
Cohort 08 and below							
Student 20						663(F)	
Student 21						634(F)	
Cohort 10							
Student 22				693(M)			
Student 23				691(M)			
Student 24				708(M)			
Student 25					693(M)		
Student 26				714(M)			
Student 27					678(A)	681(A)	694(M)
Student 28					632(F)	627(F)	
Student 29					671(A)	683(M)	
Student 30							690(M)
Cohort 11							
Student 31						675(A)	690(M)
Student 32						614(F)	655(F)
Student 33						679(A)	724(M)
Student 34						653(F)	665(F)
Student 35						637(F)	627(F)
Student 36						625(F)	
Student 37						697(M)	
Student 38						617(F)	649(F)
Student 39							661(F)
Student 40							634(F)

Score: Exceeds=750-900, Meets=683-749, Approaches=668-682, Falls Far Below=500-667

Legends: DOE=Date of Enrollment, DOW=Date of Withdrawal, C.E.=currently enrolled

S=Special Ed Student, E=ELL Student

Victory High School AIMS Math Performance Analysis
Cohort 2007

Cohort 2007	Fall 2006	Spring 2007	DOE	DOW
Student 4 (S)	652	660	8/7/06	5/18/07
Student 2 (S, E)	666	635	8/11/03	Grad.07
Student 3	671		8/2/05	12/22/06
Student 5	635		8/7/06	12/22/06
Student 1 (S)	694		8/13/01	Grad.07

Score: Exceeds=750-900, Meets=683-749, Approaches=668-682, Falls Far Below=500-667
Legends: DOE=Date of Enrollment, DOW=Date of Withdrawal, C.E.=currently enrolled
S=Special Ed Student, E=ELL Student

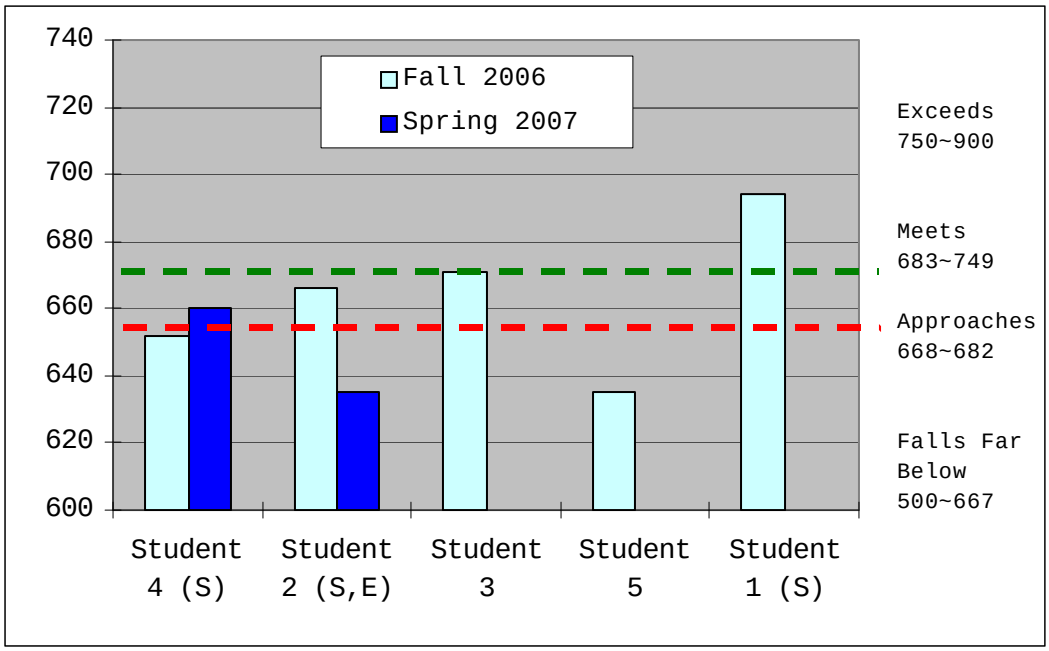


Chart 1

Five Students took AIMS test in Fall 2006. One met, one approached, and three fell far below. Next April, two students, both Special Ed students, took the AIMS again. One showed improvement, the other didn't. When I, the math teacher from fall 06 till present, first came to Victory High School on September 5, 2006, the students were learning math using the math power program, created by one teacher, and some of her collaborators. There was one math teacher, and two coaches, who were college students.

After the start of the second quarter, I took over the class and started to teach the students. It seemed that Math power program had a lot of good activities. The math power program was made by a teacher who taught math and language art for more than 30 years. It might have helped our students because it helps with developing math and language art skills. There were lots of reading and writing. The presentations of the math concepts in the math power program were difficult for me to follow, being a new teacher from Korea. Therefore, I decided to teach using the math power program as an aside.

Victory High School AIMS Math Performance Analysis
Cohort 2008

Cohort 2008	Fall 2006	Spring 2007	Fall 2007	Spring 2008	DOE	DOW
Student 9 (E)	658				8/7/06	12/22/06
Student 11 (S, E)	638				8/7/06	12/5/06
Student 6	687				8/7/06	11/2/06
Student 8	656	659			8/2/04	5/18/07
Student 10			646	651	8/7/06	Grad. In 2008
Student 7 (S, E)			644	638	8/11/03	Grad. In 2008

Score: Exceeds=750-900 Meets=683-749 Approaches=668-682 Falls Far Below=500-667

Legends: DOE=Date of Enrollment, DOW=Date of Withdrawal, C.E.=currently enrolled

S=Special Ed Student, E=ELL Student

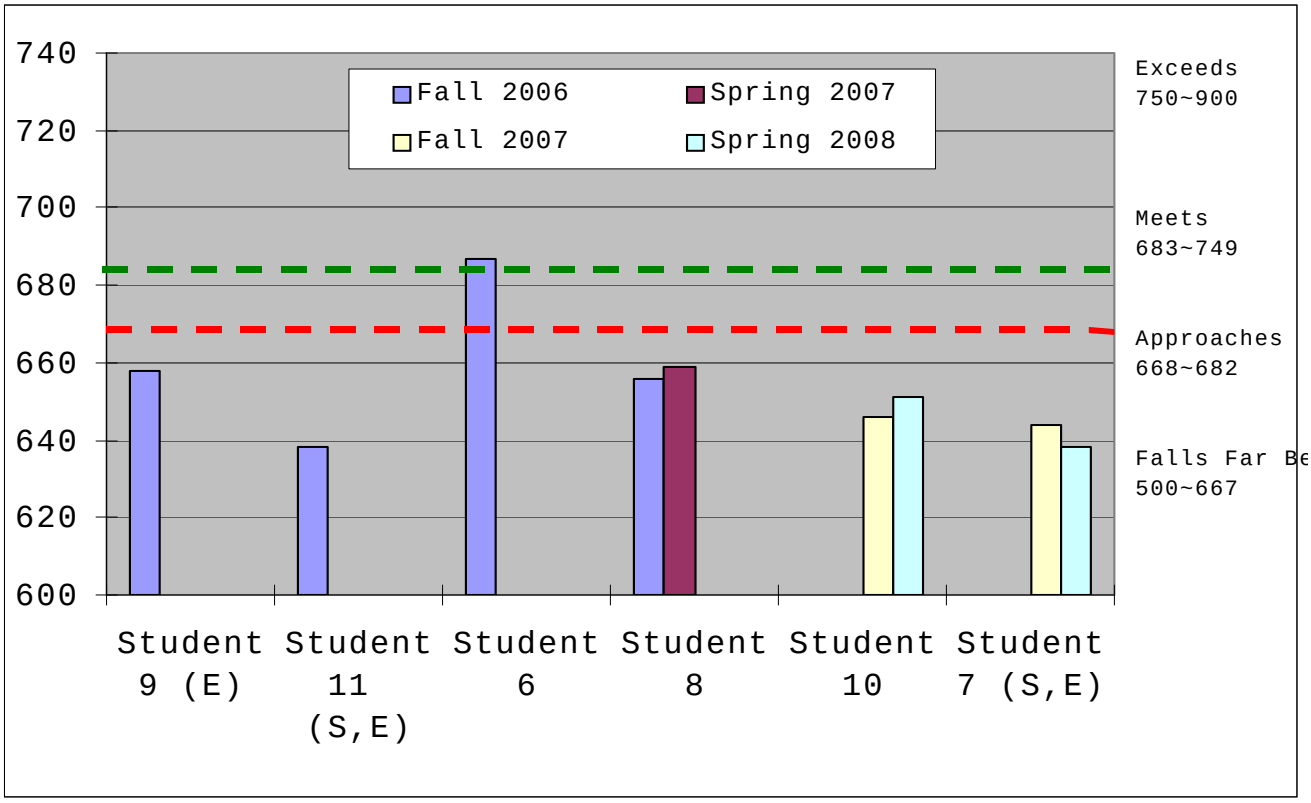


Chart 2

Among cohort 08 students, many left the school after taking AIMS once or twice. The score of student 7, a Special Ed student, went down a little bit. Some other Special Ed. students show this type of pattern.

My analysis is that they do not know most of the material, so they just guess when they take the test. When they are lucky, they get a little high score. When they are not so lucky, they receive a slightly lower score. The fluctuating of scores doesn't mean anything more than that the test is too much for them.

Victory High School AIMS Math Performance Analysis
Cohort 2009

Cohort 2009	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	DOE	DOW
Student 12(S, E)	623	617	626	639	617	8/8/05	Grad.09
Student 19			631	649	647	1/17/08	Grad.09
Student 17	628					8/14/06	9/5/07
Student 14	668					8/7/06	9/13/07
Student 13	683					8/7/06	5/12/07
Student 16	648					8/7/06	10/3/07
Student 15(S)	666	662	717			1/23/06	Grad.09
Student 18		691				8/13/07	Grad.09
Student 20 (S)					663	8/20/08	Grad.09
Student 21 (S, E)					634	9/22/08	Grad.09
Student 20,21 are Cohort 08 and below							

Score: Exceeds=750-900 Meets=683-749 Approaches=668-682 Falls Far Below=500-667

Legends: DOE=Date of Enrollment, DOW=Date of Withdrawal, C.E.=currently enrolled

S=Special Ed Student, E=ELL Student

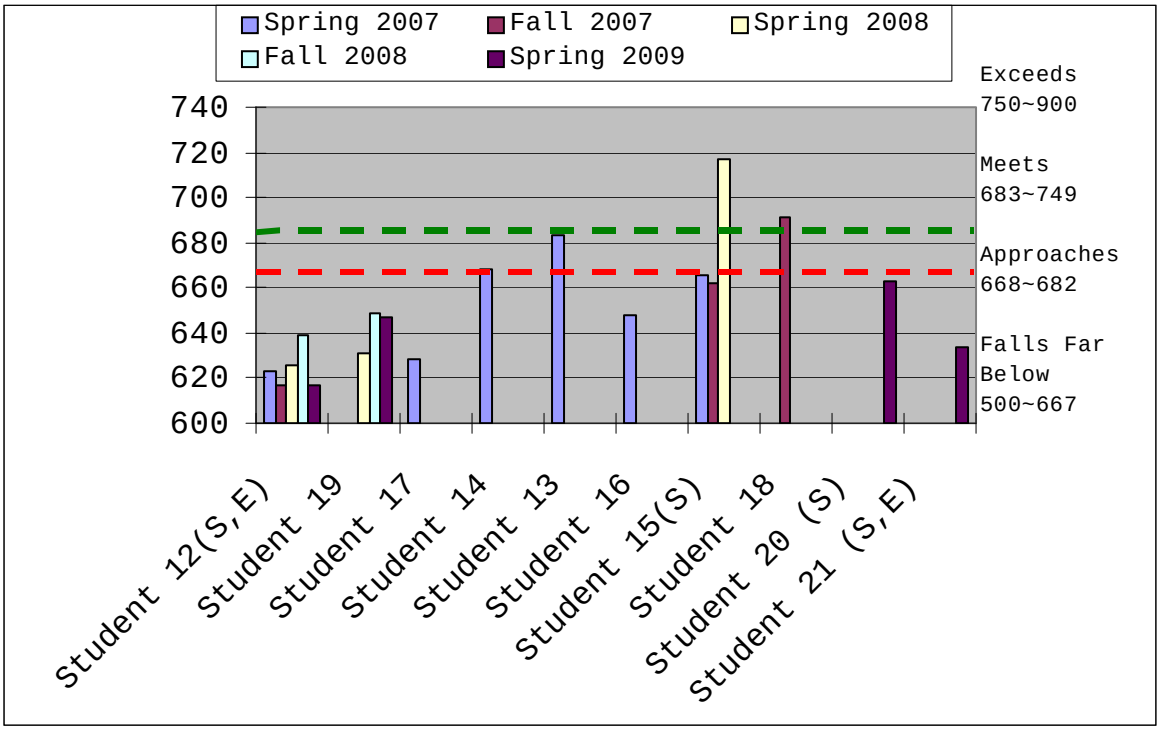


Chart 3

As we see here, many of cohort 09 left VHS after taking first AIMS test as a 10th grader. And others joined the school later. Annette took the AIMS all five times. Her cognition level was too low. Her fluctuating low scores shows that the AIMS test is too much for her. On the other hand, there is another special ed. student, John, who is quite different. At the first two test he almost approached, but at the third try, he met with good score, higher than most of regular students. The data shows some students were successful coming to this school but there were some who weren't.

Victory High School AIMS Math Performance Analysis
Cohort 2010

Cohort 2010	8-Apr	8-Nov	9-Apr	9-Nov	DOE	DOW
Crystal Ibarra	691				08/06/07	Grad.10
Vanessa Martinez	693				01/24/05	12/17/09
Jasmine Barbers	714				01/07/08	05/28/09
Benito Rodriguez	708				08/08/07	05/28/09
Gabriel Carrasco		671	683		10/21/08	Grad.10
Robert Parra		678	681	694	08/12/08	02/24/10
*Muneca M. Sandoval		632	627		08/11/08	Grad.09
Danny Rodriguez		693			08/09/07	Fall 09
Eustacio Garcia				690		

Score: Exceeds=750-900 Meets=683-749 Approaches=668-682 Falls Far Below=500-667

Legends: DOE=Date of Enrollment, DOW=Date of Withdrawal, C.E.=currently enrolled
S=Special Ed Student, E=ELL Student

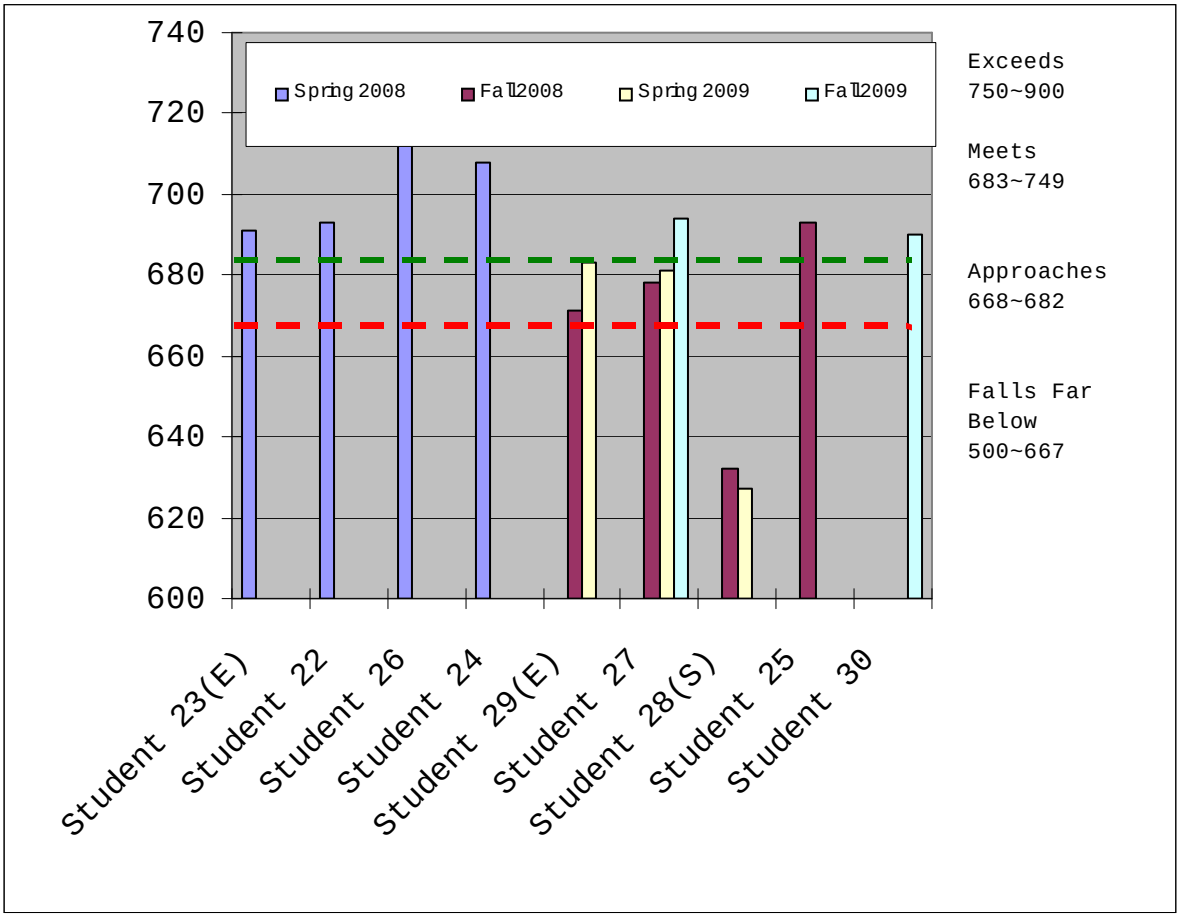


Chart 4

Cohort 2010 was the highest performing group. Four students took the test as 10 graders, and all of them passed (meets). They were more or less similar level in math without major behavior problems. And there was a helper, who stayed in the classroom and helping the teacher. In the afternoon, there was time for remediation so students could practice more what they have learned. There were 5 students who joined the school late. As for the student 28, who was the only Special Ed student, her scores went down by 5 points. Except for her, two students "Meet" at their first try and the other two students made progress by "Approaching". Later the next year the same students passed by receiving a "Meet". These results over time are displayed on the bar graph.

Victory High School AIMS Math Performance Analysis
Cohort 2011

Cohort 2011	Spring 2009	Fall 2009	Spring 2010	Fall 2010	DOE	DOW
Student 31	675	690			8/20/07	C.E.
Student 32	614	655			11/12/08	5/4/10
Student 33(E)	679	724			8/11/08	3/24/10
Student 34(E)	653	665			9/16/08	C.E.
Student 35(S)	637	627			8/29/07	C.E.
Student 36	625				9/8/08	Spring 09
Student 37	697				9/8/08	C.E.
Student 38(S)	617	649			8/6/07	C.E.
Student 39		661			8/**/09	C.E.
Student 40(S)		634			8/10/09	C.E.

Score: Exceeds=750-900 Meets=683-749 Approaches=668-682 Falls Far Below=500-667

Legends: DOE=Date of Enrollment, DOW=Date of Withdrawal, C.E.=currently enrolled

S=Special Ed Student, E=ELL Student

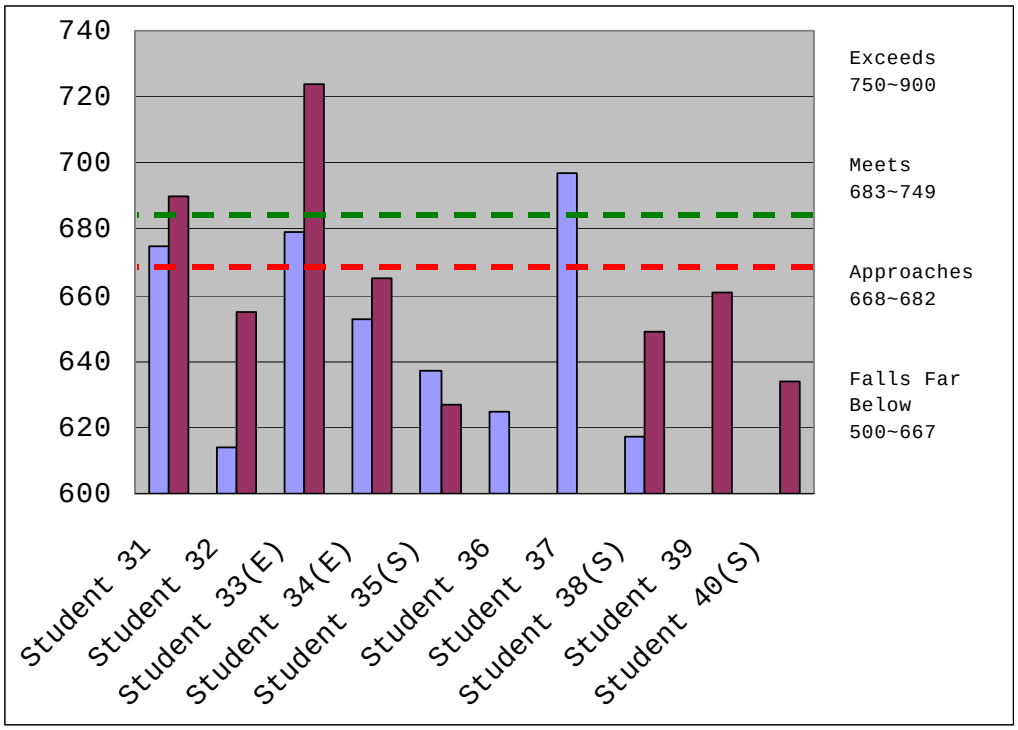


Chart 5

The AIMS test results of this group at the first try was low, especially compared to the previous years' result. There were some students who came in the middle of the school year. Their names are not shown here because they were expelled for having discipline issues. Another factor contributing to above test scores is the fact that the classes had students of varying skill levels. Many of the low level students lacked the fundamentals of math. These students required lots of differentiation in instruction, which was a little hard because of behavior problems. As a consequence, the overall AIMS score results were not what I had hoped. Only one student passed and two approached out of 8 students who were 10th graders. Later tests for the year produced 2 more students receiving "Meet" marks. However, as we can see in the graph above, 5 out of 6 students made improvements in the their performance.

Students Population (who took the test) for last 4 years

General Students	21	52%
ELL only	6	15%
Special Ed including ELL	13	33%
Total	40	100%

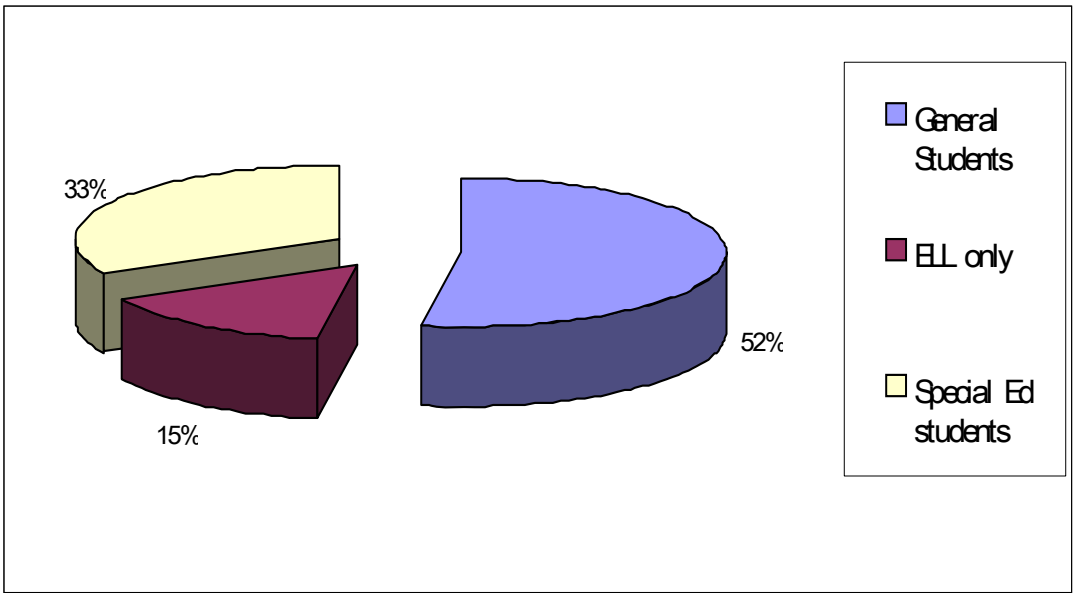


Chart 6

AIMS Math Performance for each subgroups

	Meets	Approaches	Falls far below
General	52%	10%	38%
ELL	33%	17%	50%
Special Ed.	15%	0	85%

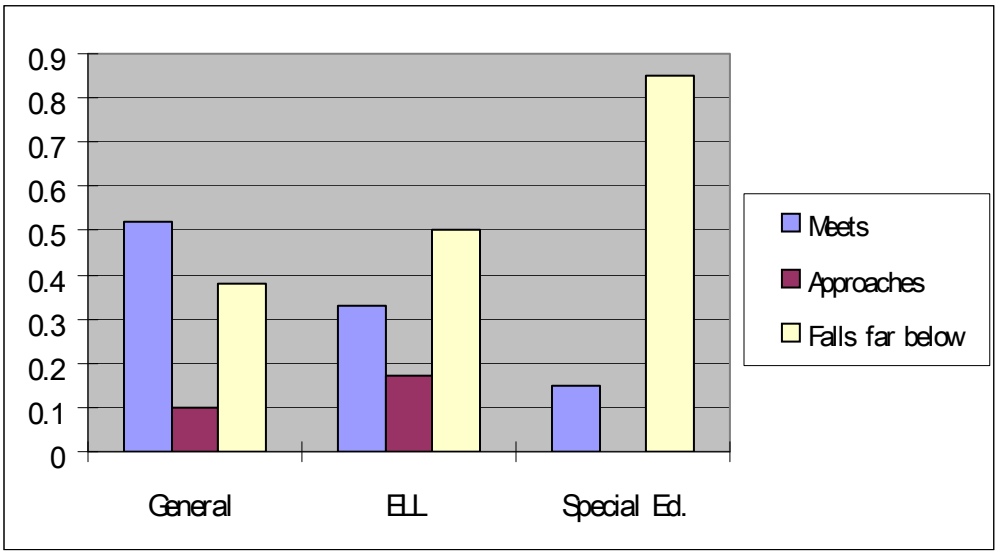


Chart 7

General Students Score (52 % meets, 10% approaches, and 38% falls far below) were the highest. Ell students were a little lower (33% meets, 17% approaches, and 50% falls far below). And Special Ed student's score were very low (15% meets, 0% approaches, and 85% of the sp. ed students fell far below)

This indicates that language ability affects the student's performance, but not very much. Unlike other subjects, math itself is universal language so those who are weak in English still do well in the AIMS test. And for the Special Ed students, the result shows extremes. There were no approaches between meets and falls far below; few did very well and most of them did very poorly. And for those who did poorly, the score of some students fluctuate up and down instead of increasing, which shows they don't understand the most of the questions.

General Students AIMS Math Score

	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Spring 09	Fall 09
Student 3	671						
Student 5	635						
Student 6	687						
Student 8	656	659					
Student 10			646	651			
Student 13		683					
Student 14		668					
Student 16		648					
Student 17		628					
Student 18			691				
Student 19				631	649	647	
Student 22				693			
Student 24				708			
Student 25					693		
Student 26				714			
Student 27					678	681	684
Student 30							690
Student 31						675	690
Student 32						614	655
Student 36						625	
Student 37						697	

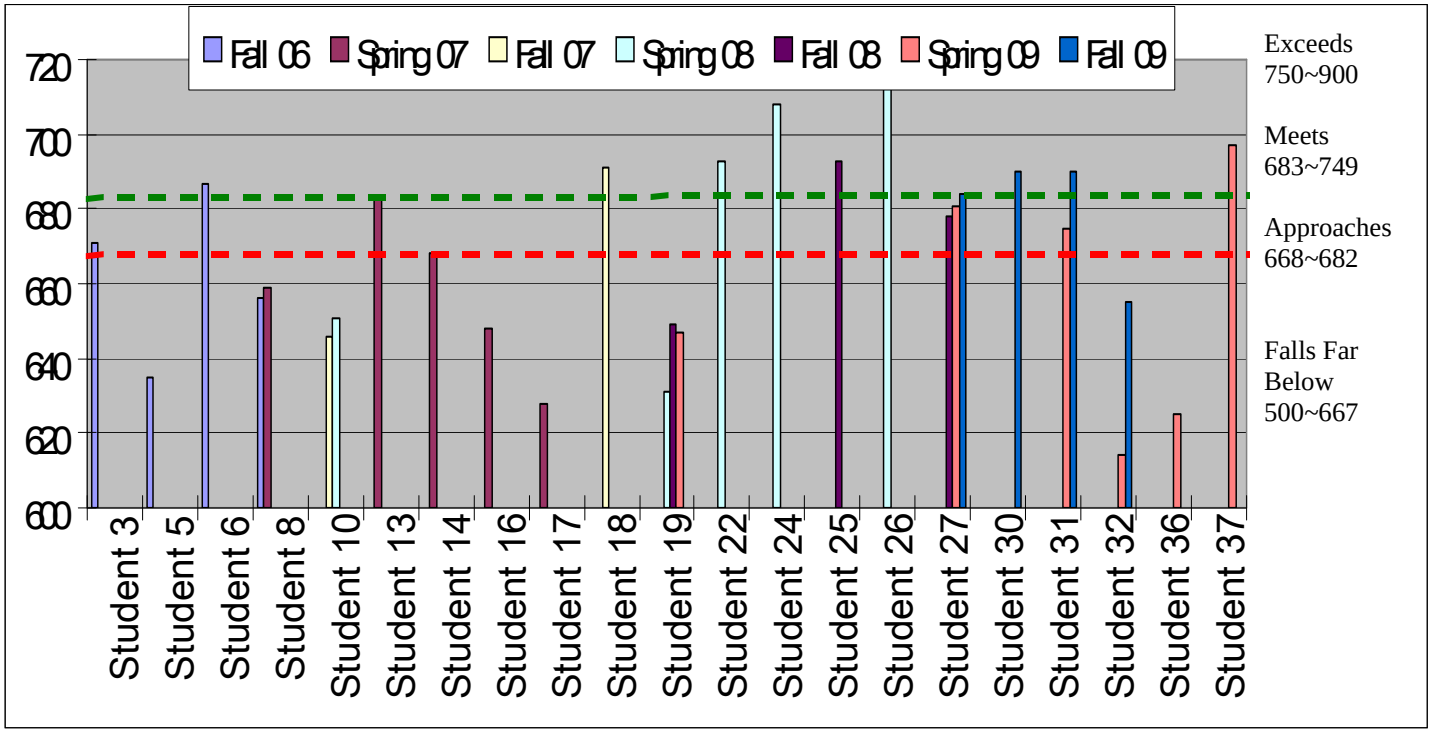


Chart 8

ELL Student (non-Special Ed) AIMS Math Score

	Fall 2006	Spring 2008	Fall 2008	Spring 2009	Fall 2009
Student 9	658				
Student 23		691			
Student 29			671	683	
Student 33				679	724
Student 34				653	665
Student 39					661

Score: Exceeds=750-900 Meets=683-749 Approaches=668-682 Falls Far Below=500-667

Legends: DOE=Date of Enrollment, DOW=Date of Withdrawal, C.E.=currently enrolled

S=Special Ed Student, E=ELL Student

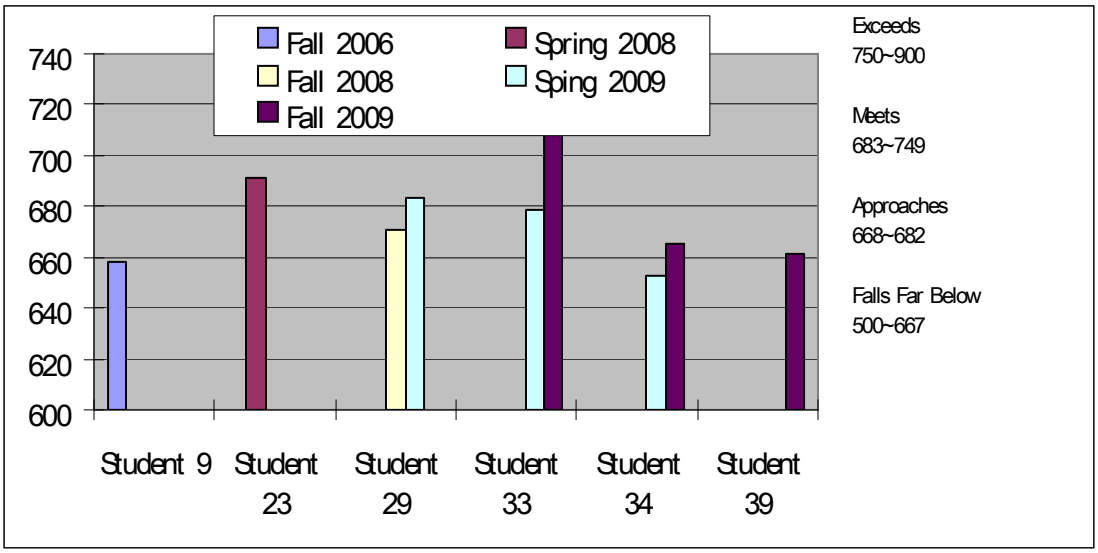


Chart 9

Special Ed Student AIMS Math Score

	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009
Student 1	694						
Student 2	666	635					
Student 4	652	660					
Student 7			644	638			
Student 11	638						
Student 12		623	617	626	639	617	
Student 15		666	662	717			
Student 20						663	
Student 21						634	
Student 28					632	627	
Student 35						637	
Student 38						617	649
Student 40							634

Score: Exceeds=750-900 Meets=683-749 Approaches=668-682 Falls Far Below=500-667

Legends: DOE=Date of Enrollment, DOW=Date of Withdrawal, C.E.=currently enrolled

S=Special Ed Student, E=ELL Student

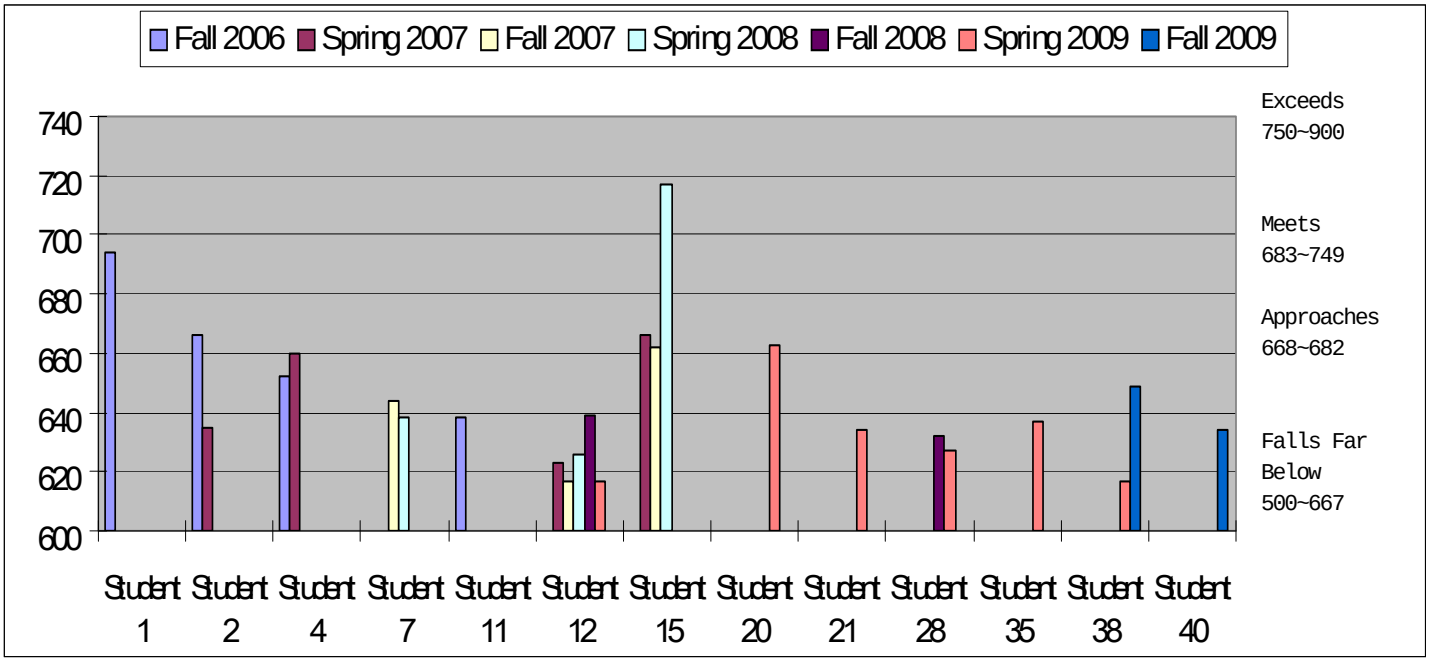


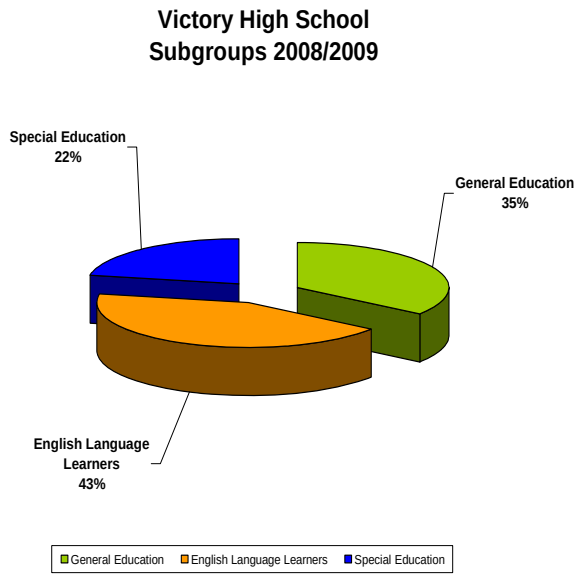
Chart 10

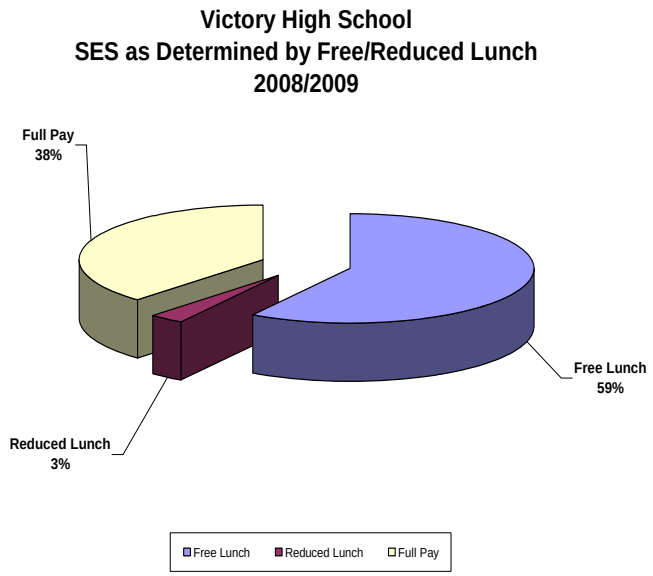
Although the staff at Victory High School analyzed the students' achievement data, the school decided to hire an external consultant who has worked with the school in the past, to complete other aspects of the needs assessment. We contracted with Charlotte I. Wing, Ph.D. from Wings Educational Services, LLC to administer a survey, hold focus groups and interviews, and facilitate our self-assessment using the Arizona Department of Education's Standards and Rubrics for School Improvement. Her written report is inserted as part of our total needs assessment and is formatted as she submitted it.

Victory High School External Needs Assessment Summary

I. School Background

A small urban charter school in South Phoenix operating for 14 years, Victory High School consistently enrolls a diversity of students. As since the inception of the school, the school years of 2005-2010 have students that mostly categorized as minority, low socio-economic status (SES), and include a higher than average population of English Language Learners (ELL) and Special Education (SPED) students. Charts A and B detail the breakdown.





Charts A

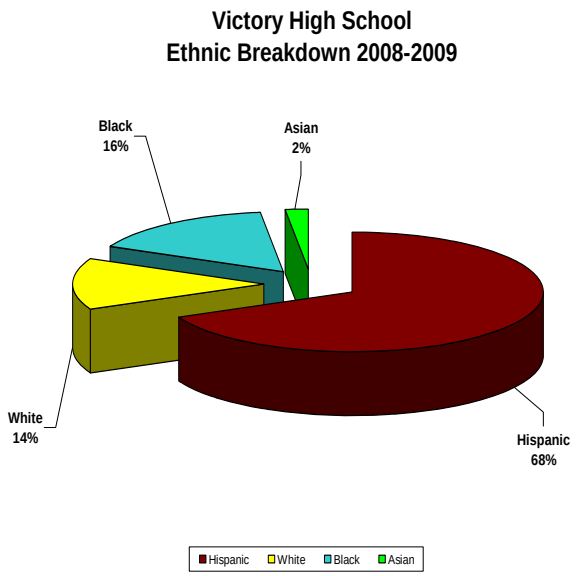


Chart B

These students have generally not been successful at other Arizona public or charter schools and thus need a different approach to learning in order to be successful. Mobility tends to be high with students transferring back to other schools or entering for a time to remediate because they have not done well elsewhere. For example, 45 students started school in the fall of 2008 and only 21 of that same group started at the beginning of 2009 along with other new students. That is a mobility rate of 53%. Parents and students are

attracted to Victory though because of its safe learning environment, personalized instruction, and reputation of success with this population of students.

During the 2002-2003 and 2003-2004 school years, Victory High School did not meet AYP, and also subsequently was labeled underperforming by Arizona LEARNS. That was the impetus for redesigning the school to a standards-based model. This resulted in more emphasis being placed on meeting standards as opposed to the previous focus of earning credits. Victory's teachers and administrators grappled with creating curriculum maps, aligning instruction, designing systems to track achievement data, and creating a learning atmosphere that was motivating students. They have successfully transitioned to a standards-based model as verified by being classified as a performing school that has met AYP for the past five years.

II. Needs Assessment

Victory High School is reapplying for their charter and is involved in an internal process of taking stock of where they have been, where they are now, and where they want to go. As part of that needs assessment, they chose to have an external consultant conduct sections of their needs assessment. This summary report articulates findings from three areas of data collecting performed by the external consultant. They include:

1. Self-assessment using the ***Arizona Department of Education's Standards and Rubrics for School Improvement***

2. Staff perception data gathered through the use of an anonymous survey with questions in 5 areas (curriculum and instruction, school culture, professional development, leadership, and parental involvement).

3. Staff focus group and individual interviews

In using the self-assessment of ***ADE's Standards and Rubrics for School Improvement***, staff members met for a day, and the external consultant facilitated discussions of each indicator in the four standards until consensus was reached on the score. Discussion centered on available evidence before determining the score. Scores range from 3 for exceeds, 2 for meets, 1 for approaches, and 0 for falls below.

The survey was given to staff members, both certified and classified. They responded anonymously and independently then returned the completed surveys directly to the external consultant. The survey is designed to measure faculty perceptions on research-based key indicators in 5 areas. The 5 areas are leadership, curriculum and instruction, school culture and environment, professional development, and parent involvement.

The focus group and individual interviews centered around three questions: What is working well at the school? What things if changed could improve the school? Are there any insights or suggestions you'd like to share that we've not already talked about?

The summary of finding is organized around the 4 standards of ADE's Standards and Rubrics for school improvement. Data from the survey and focus group and interviews will be combined in each of these 4 standards.

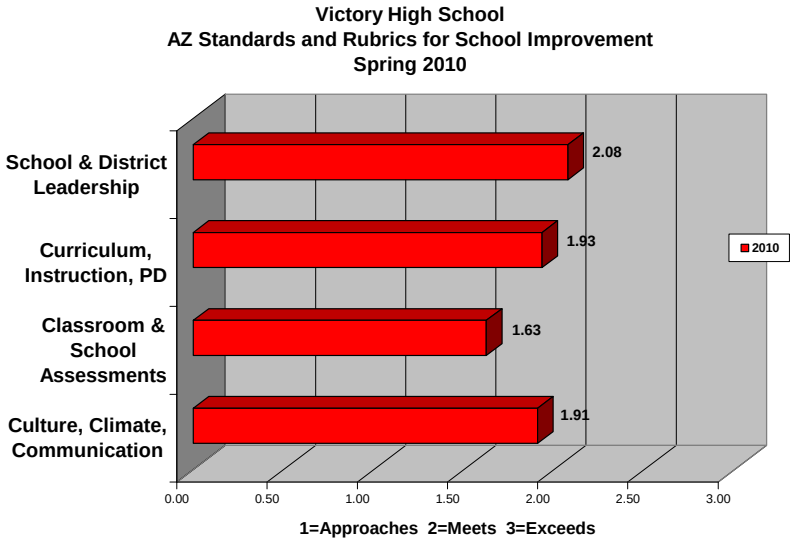


Chart 1

Chart 1 shows the composite scores for each of the indicators under the four standards. The highest score is give to school leadership (2.08) and the lowest to classroom and school assessments (1.63). The following chart examines the individual indicators for each standard.

Standard 1 - School Leadership Capacity

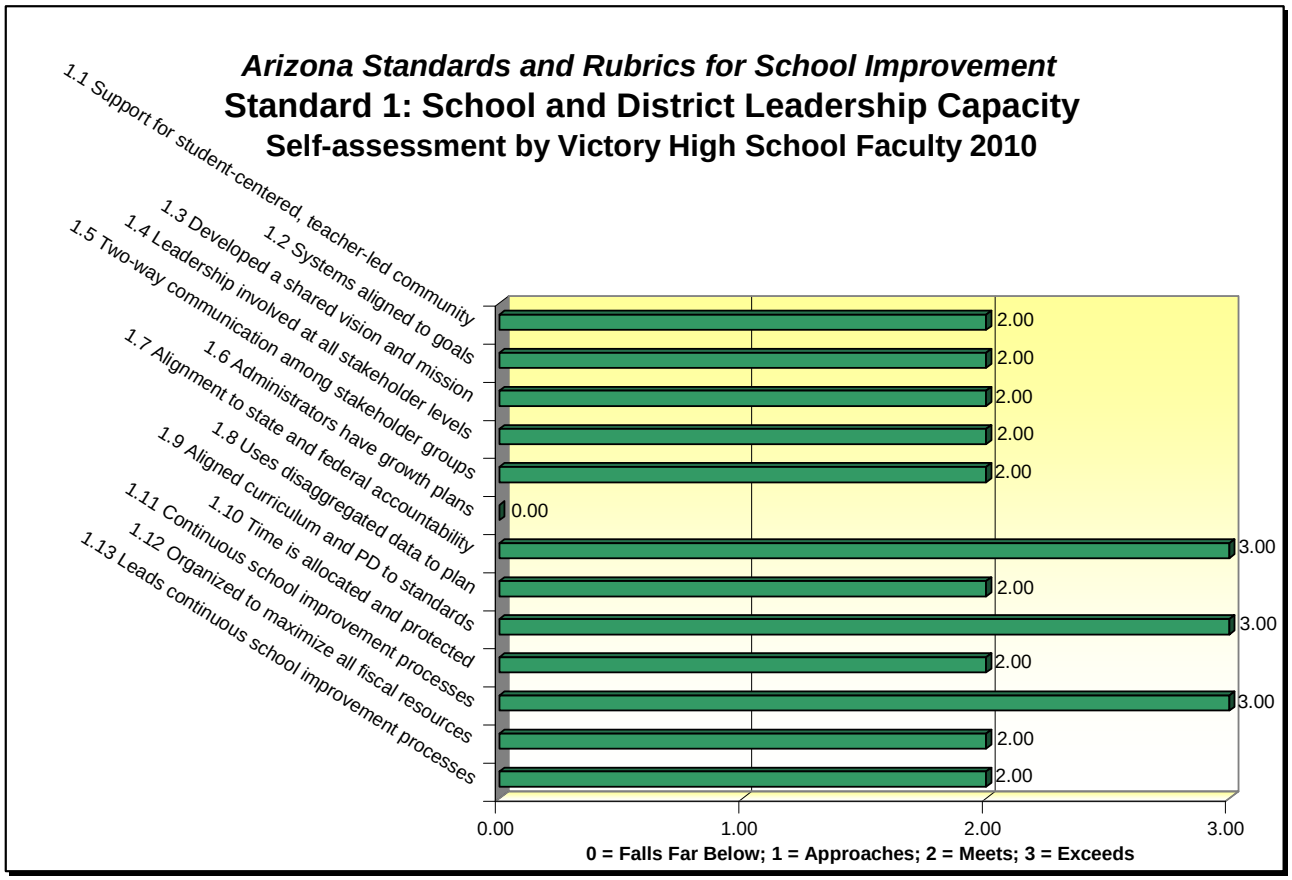


Chart 2

The indicators for Standard 1, School and District Leadership, is depicted in Chart 2. With the exception of 4 indicators, the others are all at meets the standards. One, administrators have growth plans, is rated as not evident or 0. Although the leader of the school sets personal goals for growth, it is an informal process with no documentation.

The faculty felt that 3 indicators exceeded the standards. They are alignment to state and federal accountability systems, alignment between curriculum and professional development to standards, and the continuous school improvement processes that occur at the school.

The following chart illustrates perception data on leadership as measured by a survey completed by school staff members.

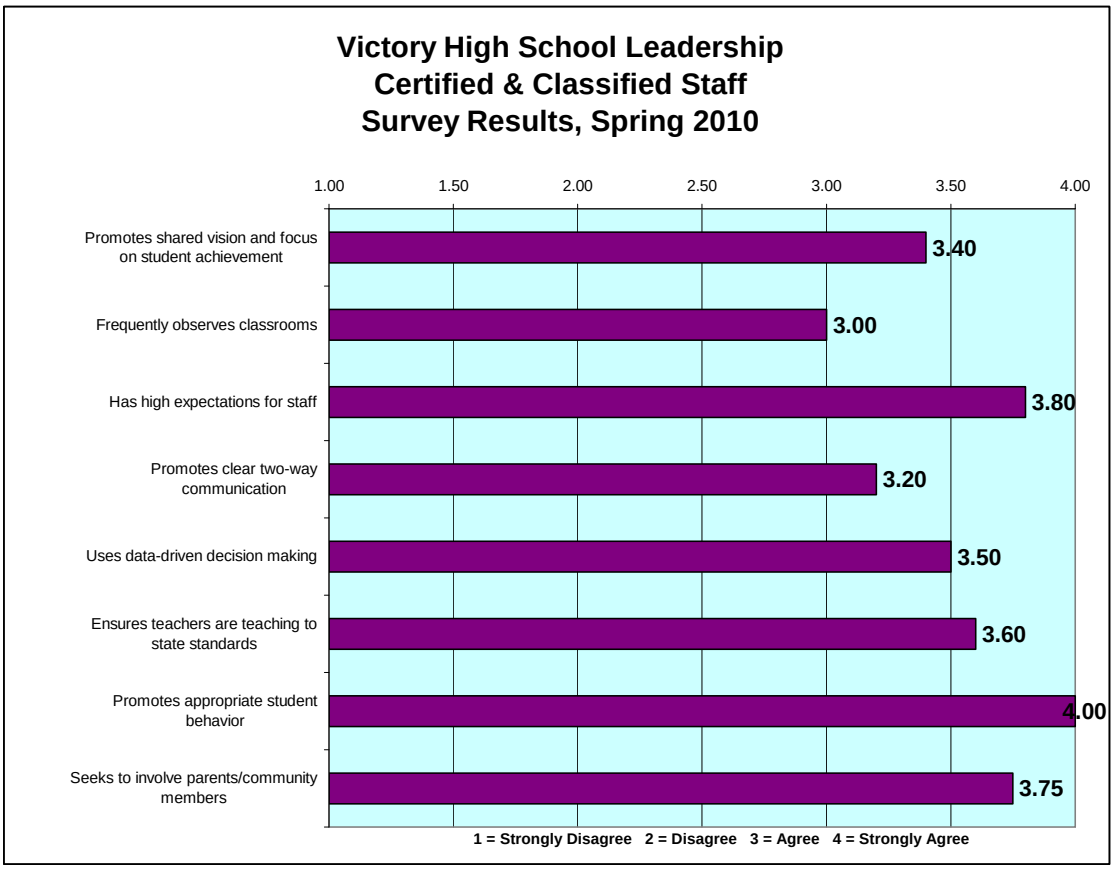


Chart 3

Scores of 3.0 or higher indicates faculty agreement with the statement on the survey. The leadership section of the survey shows the faculty has scored leadership very high. All the scores are 3.0 or above. The lowest scores are leadership frequently observes classrooms and leadership promotes clear two-way communication. The highest scores are that leadership has high expectations for staff and leadership promotes appropriate student behavior. On the indicator of promoting appropriate students behavior, all staff members rated it as strongly agree. This is an unusually high level of agreement. The principal reports though, that staff members are not always as consistent in holding students accountable to behavior expectations.

During the focus group and interviews, staff members had the following to say:

"Administrators have focused on school culture and each year students are improving in behavior and discipline."

"The principal is very supportive to the teachers and other staff members. She constantly helps and advises teachers how to manage classrooms and deal with problems."

"Sometimes the principal can be very stern and I'm not sure she always listens to teachers."

"The principal is very passionate about the education of our students. She constantly focuses on meeting their needs and helping them to be successful."

"I like the way the school is run here."

Standard 2 - Curriculum, Instruction, and Professional Development

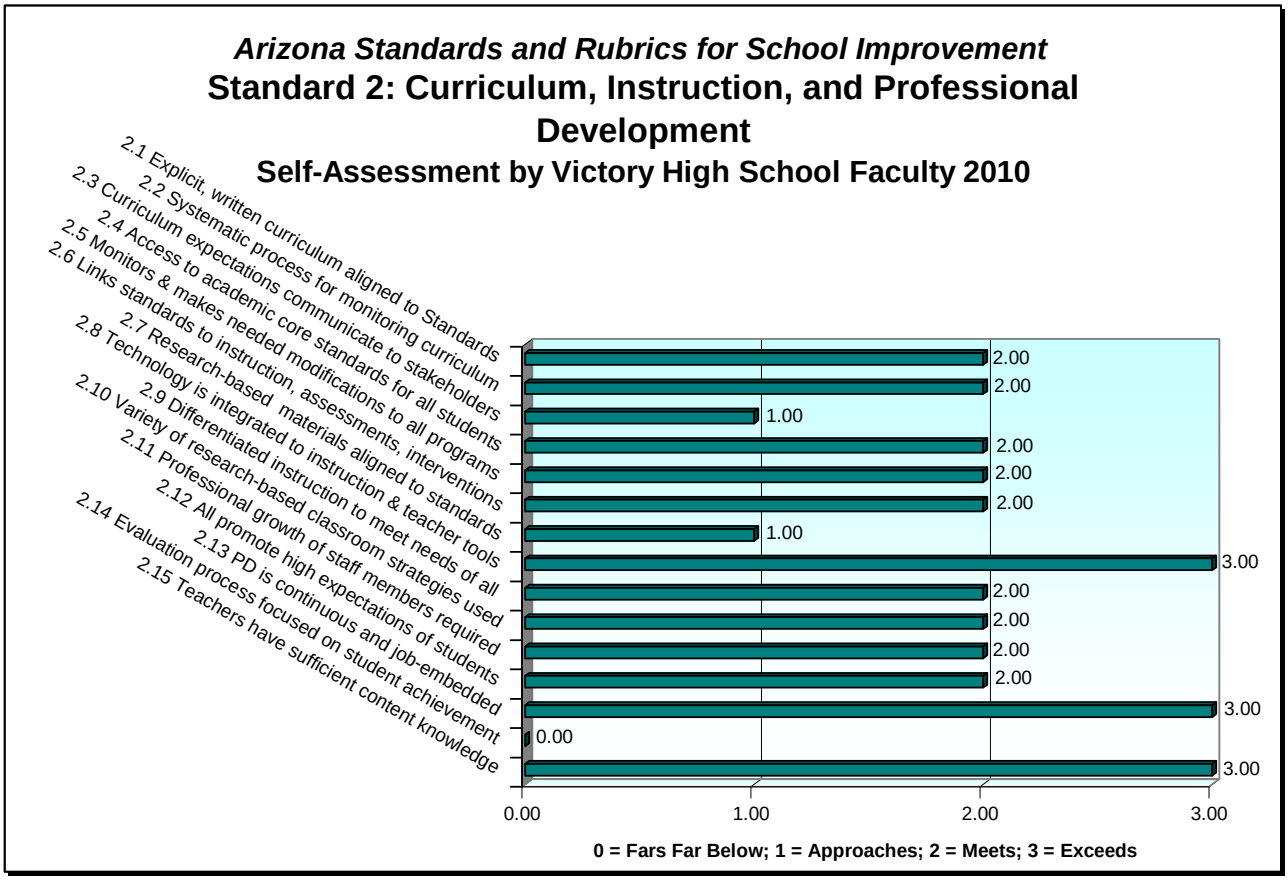


Chart 4

Standard 2, Curriculum, Instruction, and Professional Development, has 15 indicators. Nine of the 15 are scored as meeting the standard. Three are deemed to exceed the standard, two approach the standard, and one falls far below. Those that exceed the standard include technology is integrated to instruction and used as a teacher tool, professional development is continuous and job-embedded, and teachers have sufficient content knowledge. Areas for development include curriculum is communicated to all stakeholders, there is evidence that all materials are research-based and aligned to standards, and the teacher evaluation process focuses on student achievement.

The faculty agree they are consistent in communicating the curriculum to students, but do not have sufficient procedures in place to consistently communicate the curriculum to other stakeholders including parents and community members. They have a variety of materials to use when teaching students the standards, but they don't have **evidence** that all the materials are research-based. There is not a formal process for teacher evaluation. The school is small and frequent communication between the principal and teachers occurs that focuses on student achievement, but a specific evaluation system is not currently used.

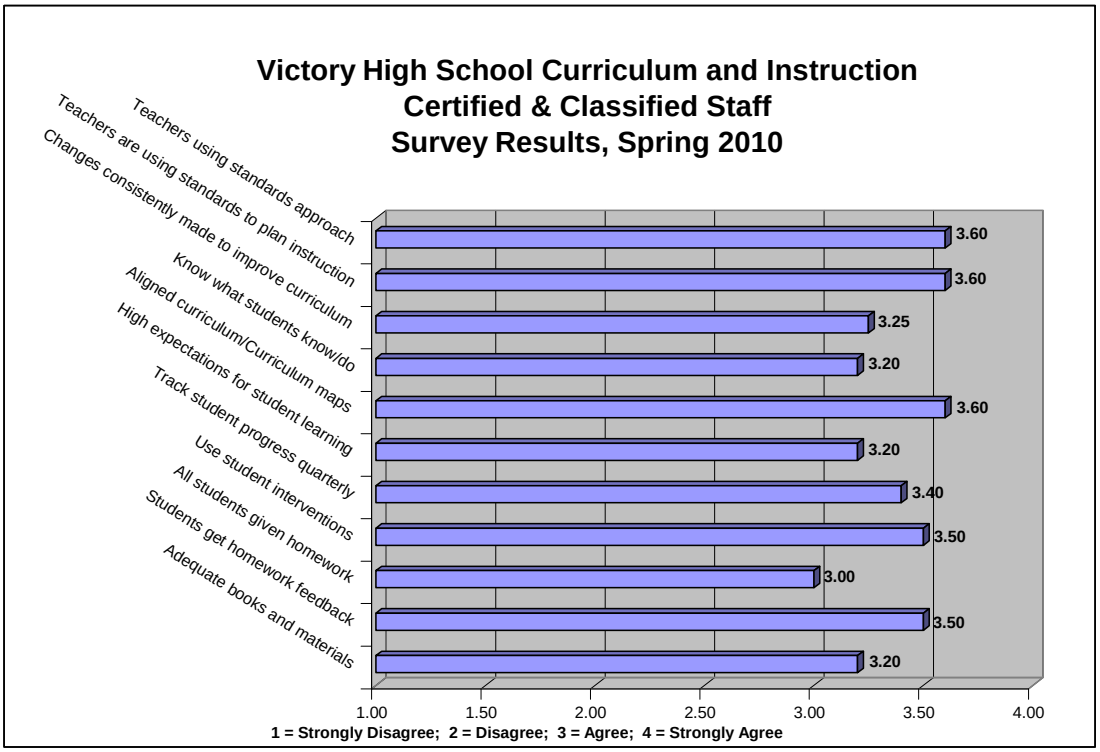


Chart 5

Survey data concerning curriculum and instruction reveal that all indicators have a 3.0 or higher. The lowest area is that all students receive homework and the highest areas are that teachers use a standards approach to teaching, teachers use the standards to plan instruction, and the curriculum is aligned to standards through use of curriculum maps.

Comments from teachers about curriculum and instruction during the focus group and interviews include the following.

"The school is based on state standards. That is very strong."

"Students are given homework, but for our students, I believe we can always give them more."

"Homework is very important to connect home and school activities. It helps students to remember the things they have learned."

"I think teachers are using the state standards to plan instruction and they do change curriculum for the purpose of students learning."

"Although we have adequate books and materials, I would like to see the addition of some materials that are of high interest to our student population."

"I would like more materials necessary to do some additional science labs."

"I believe we expect a lot from students academically."

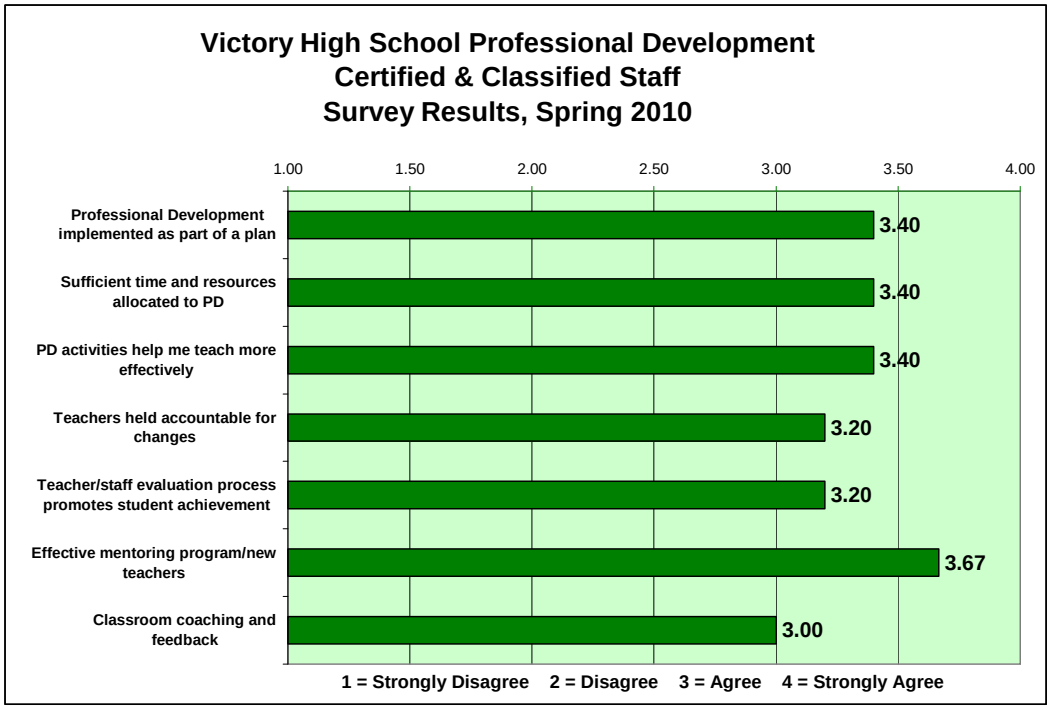


Chart 6

The staff members rated all indicators on professional development at 3.0 or above. The lowest indicator was there is adequate classroom coaching and feedback. The strongest indicator is that there is an effective mentoring program for new teachers.

During the focus group and interviews a number of comments were made regarding professional development:

"Professional development is given during Fridays and in June and it is helping teachers in classroom management and instruction."

"The professional development last year on SEI was really helpful. I applied some of the strategies and it worked out well."

"Having time on Fridays to collaborate with the other teachers is very helpful."

"The principal really encourages us to learn more and provides many opportunities for professional development."

Standard 3 - Classroom and School Assessments

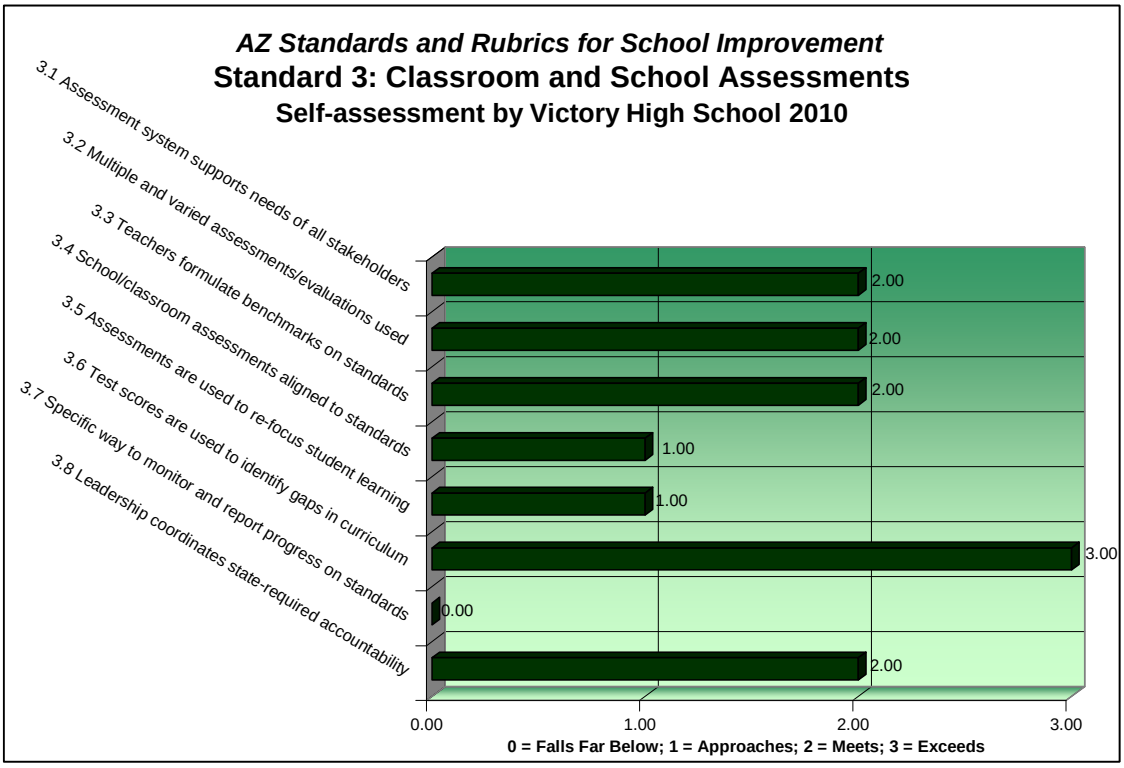


Chart 7

Chart 7 depicts the faculty's scoring of classroom and school assessments. Four of the eight indicators are scored as meets. Two indicators, school/classroom assessments are aligned to standards and assessments are used to re-focus student learning, scored as approaches. Specific ways to monitor and report student progress on standards was scored as falls far below. The school currently does not have a format to report progress on standards, but instead reports letter grades to indicate student achievement. An area of strength is using AIMS and Stanford 10 scores to identify gaps in the curriculum and then re-teaching in those areas.

On the survey, teachers were in strong agreement that they track student progress regularly. Specific areas that need to be addressed are revealed by this survey though. Although they assess and track students progress, all the classroom assessments used are not necessarily aligned to standards to reveal student mastery.

Standard 4 - School Culture, Climate, and Communication

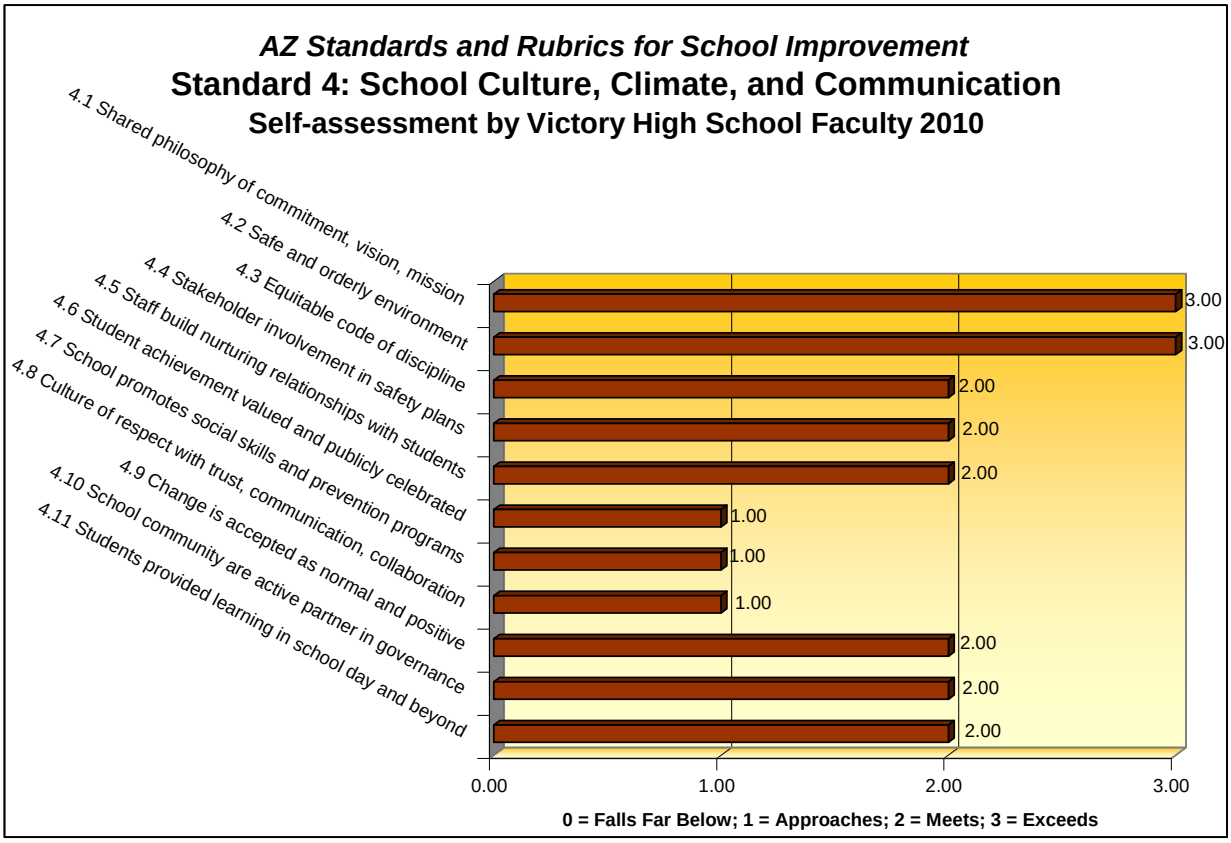


Chart 8

As the staff examined school culture, climate, and communication, the scores for the 11 indicators are displayed in chart 8. The school excels in having a shared philosophy of commitment, vision, and mission. They also exceed expectations in having a safe and orderly environment, one in which staff, students, and parents feel safe. Six of the indicators meet the standards and three approach.

Student achievement is valued, but in the last several years the school has not consistently implemented a method of recognizing student achievement. The school informally teaches and promotes social skills for students, but there are not specific prevention programs in place. Staff members feel they can increase a culture of respect and trust, communication, and collaboration especially with family and community stakeholders.

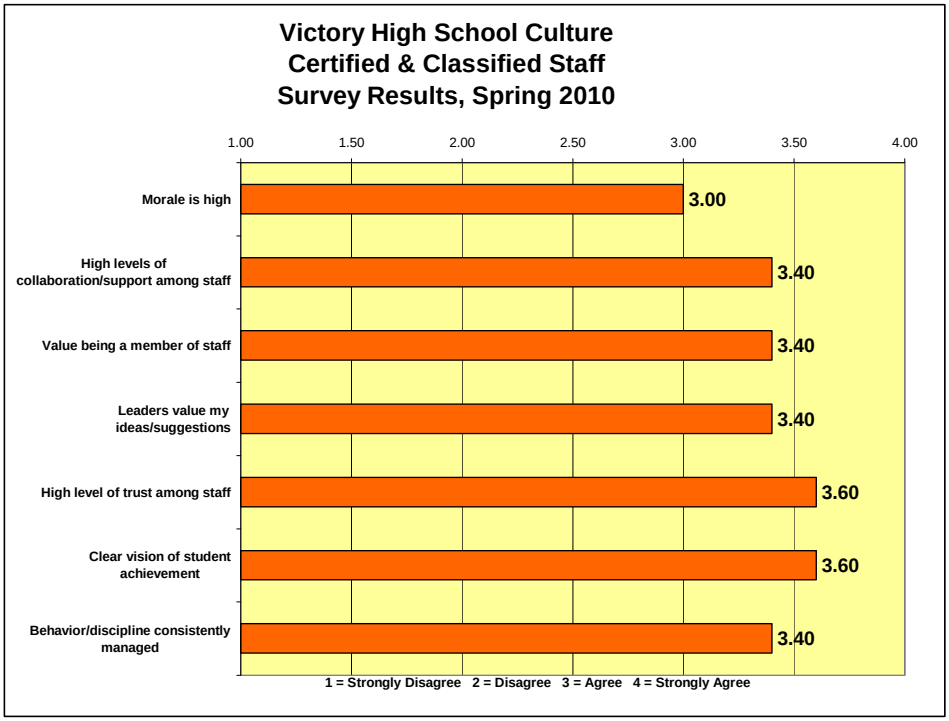


Chart 9

Overall school culture is strong as evidenced by the survey scores. All scores are at 3.0 or above. The lowest score is 3.0 as a response to morale being high. The strongest scores are that there is a high level of trust among staff and there is a clear vision of student achievement.

Comments made during the focus group and individual interviews include:

"Classes are frequently observed and if there is any problem with student behavior, meetings will be held with the parents, in the presence of the principal, teacher, and the student."

"The principal constantly helps and advises teachers how to manage classrooms and deal with problems."

"With the small class sizes, teachers are able to spend more time with individual students to provide interventions and consistently focus on behavior."

"Collaboration time on Fridays increases trust levels and allows teachers to support one another."

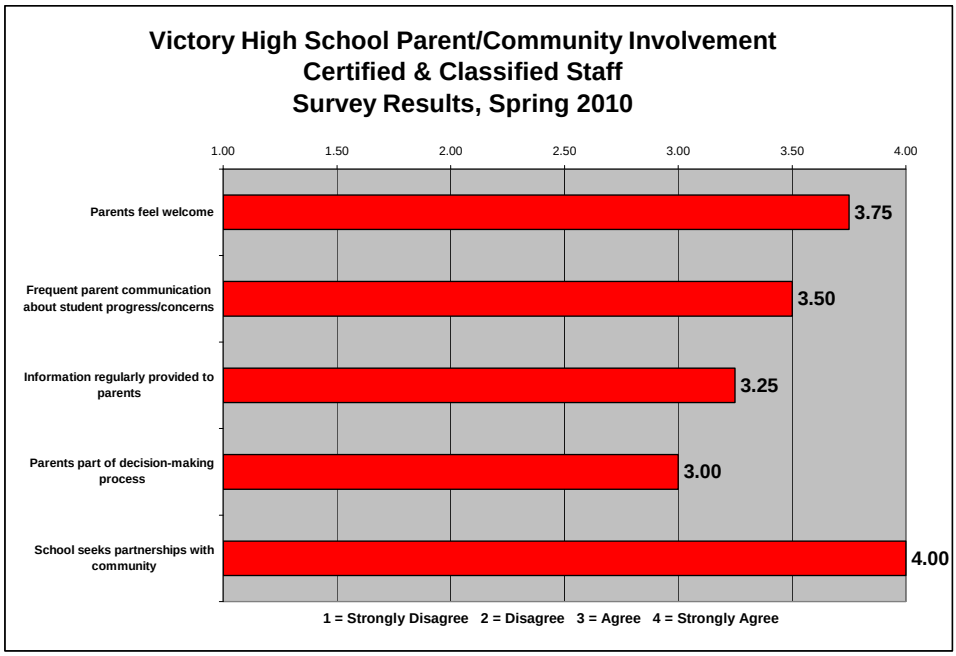


Chart 10

Parent and community involvement is the subject of chart 10. All scores are 3.0 or above. The lowest score is parents are part of decision-making process. The highest score refers to the fact that the school seeks partnerships with the community. This is strength of the school and the school administrator is constantly involving businesses, community leaders, and non-profit entities in the school.

The school struggles to get parents involved. Many parents don't speak English and/or are in survival mode themselves so that little energy remains for school involvement. Despite the challenges though, the school consistently strives to involve parents. The school has a parent compact with families, invites them to school activities, and seeks their input.

During the focus group and interviews, concerns with parent involvement became evident. Comments included:

"Parents' attitude toward involvement in the child's education is not always a priority. Some parents have little aspiration for their student's success."

"Some of our parents did not graduate from high school and so do not always recognize the importance of doing so. This attitude is sometimes adopted by the students."

"Parents are strongly encouraged to take part in school activities."

"It is difficult to talk with parents because of the language barrier."

III. Additional Input from Focus Group and Interviews

Many of the comments from staff members offered during the focus group and interviews are embedded in the four standards sections above. Some valuable comments did not fit into those categories though and are detailed in this section.

Question - What is working well at the school?

- Small class size is a significant advantage. We are able to work with individual students and give personalized instruction.
- A low student-teacher ratio a positive.
- Opportunities to know students individually help us to personalize instruction.
- The strong emphasis on teaching the standards gives good direction to teachers. It is clear what we are supposed to do.
- Available technology helps student learning.
- The opportunities for professional development provide us needed skills.

Question - What things if changed could improve the school?

- The biggest challenge is the skills and abilities of the students when they enter. Generally, they are very low. It is difficult to teach grade level standards when they don't have the prerequisites.
- We have to spend a lot of time dealing with student’s limited knowledge.

- Students struggle with reading skills. If we could have a reading specialist to assist, it would make a big difference.
- Students come with little confidence and limited background knowledge.
- It would be helpful to have materials that students could take home to do homework with. We have to make a lot of copies of materials to send home.
- Some of the curricular materials are too difficult for the students to read and understand. We have to spend a lot of time teaching vocabulary.
- More technology that could be used to meet the varying needs of students such as upgrading the memory of the current computers and acquiring Smart Boards could assist the school in moving forward.

IV. Discussion and Recommendations

Victory High School continuously strives to make it programs and services stronger and better although they have a small staff and limited resources. The passion and commitment of the staff and especially the leadership is key to the school's success. They have made significant improvements over the past 5 years and are fulfilling an important need in the community. They provide an option for students and parents that are unable to be successful in other local schools.

The school's staff members were open and honest during the self-assessment, on the survey, and during the focus group and interviews. It is clear they want the school to be successful and care about the students.

Based on this needs assessment, the following recommendation are organized by the four standards articulated in ***ADE's Standards and Rubrics for School Improvement***.

School Leadership Capacity

1. Continue with the strong leadership that is identified on the self-assessment and survey
2. Continue to promote appropriate student behavior
3. Consider involving faculty members in developing behavior expectations to ensure more consistency in enforcement
4. Develop a yearly personal growth plan and share progress with board members and staff

Curriculum, Instruction, and Professional Development

1. Continue with the strong emphasis on a standards-based instructional focus
2. Continue to encourage and make resources available for professional development
3. Put systems into place that better communicates curriculum expectations to all stakeholders especially parents
4. Implement a teacher evaluation system that focuses on student achievement
5. Ensure that purchased instructional materials and textbooks are research-based and aligned to standards

Classroom and School Assessments

1. Continue to use AIMS and Stanford 10 test scores to identify gaps that need to be taught
2. Develop or acquire benchmark and classroom assessments that are aligned to performance objectives in the standards so that areas for re-teaching are identified as early as possible
3. Consider developing a standards-based report card or progress report that is aligned to standards

School Culture, Climate, and Communication

1. Continue to ensure a safe and orderly environment
2. Continue to ensure that all members of the school community share in the philosophy of commitment, mission, and vision
3. Continue to seek partnerships within the community
4. Research methods to increase parental involvement (Joyce Epstein is a primary researcher in this area)
5. Research prevention and character education programs and consider implementing one that meets the needs of the student population
6. Develop consistent methods for publicly recognizing student achievement

The Arizona Department of Education has published a resource guide on each of the four standards. It is online with links to specific resources for each of the standards. In implementing the recommendations, this would be an excellent resource for the school.

V. Summary

This needs assessment reveals a strong school that is making continuous improvements to better meet the needs and challenges of serving a diverse student population. Most of the standards defined in the Arizona Department of Education's Standards and Rubrics for School Improvement are at meets or exceeds. Recommendations are suggested for areas that are not currently rated as meets.

The staff's perception of indicators on the administered survey reveals every indicator to be at the agreement level (score of 3.0 or higher). The comments elicited during the focus group and interviews are overall very positive with well-thought out suggestions for improvements.

The school's history suggests that these recommendations will be analyzed and implemented as resources permit. The school should feel very positive about the passion and commitment of the leadership and staff members to ensure a quality education based on standards for its students!

(This concludes the external consultant's portion of the needs assessment.)