Demonstration of Sufficient Progress

Skyline Gila River District 5

May 7, 2013

Skyline Gila River School Background:

Skyline Gila River School (SGRS) has a unique history and a rich cultural heritage in a tightly-knit Native American community. Located on the Gila River Indian Community, SGRS serves a distinct population of 100% Native American students for 5th-8th grades. The school also has a 100% Free and Reduced Lunch population and a higher-than-average Special Education population of 20%.

Though the residents in the Community are a close, interconnected group, the students at SGRS must endure many life challenges. SGRS students experience a range of difficulties in their young lives including financial hardships, rampant gang activity on and near their reservation, gang crime and violence, a high risk of suicide on their reservation, mental, emotional, and behavior struggles, an increased diabetes risk, and vulnerability to drug and alcohol abuse. Fortunately, the SGRS has implemented an array of student services to assist the population, including a nurse to educate students about health issues, drug and alcohol dangers, and diabetes prevention. These services extend to mental health, too. In fact, 78% of the students participate in a counseling program sponsored by San Tan Behavioral Health which offers mental health and behavior counseling on campus to struggling students.

SGRS students not only face challenges in their daily lives, but they must conquer academic hurdles, as well. There are two feeder schools these students transfer from after 4th grade. One school is the sponsored by the Bureau of Indian Affairs (BIA) and the second is a Catholic school. Neither of these two schools proctors the state AIMS test, nor are they required to. In addition, neither school is required to follow Special Education laws for the state of Arizona. When these students begin the 5th grade at SGRS, they have had no experience with formal state assessment testing, and benchmark data shows they transfer to SGRS far below grade level. They begin 5th grade at a 2nd to 3rd grade level in Reading and in Math. To "grow" students from a 2nd to a 6th grade level by the end of their first year at SGRS has been a difficult goal to reach.

However, despite these challenges, SGRS has taken numerous steps to help promote student success. Not only does the school employ student service opportunities like the mental and behavioral counseling, a nurse on staff, and a resource officer, but the school has also implemented strategies to academically "grow" students as quickly and effectively as possible. New school-wide strategies include solid curriculum materials, digital curriculum, effective instruction, improved benchmark testing, a heightened data analysis process, and essential professional development training. These strategies are producing positive results, growing students, and increasing success for this unique school population.

Student Median Growth Percentile in Math and Reading (All Students)

Curriculum:

Instructional Material Adoptions:
For the 2012-2013 school year, SGRS used various traditional textbooks for classroom instruction to ensure student growth in Math and Reading. The SGRS Professional Learning Community (PLC) holds regular meetings to decide best classroom practices, most useful curriculum materials, and methods for using print and digital curriculum. However, in 2011, when it was apparent that a better remediation program needed to be incorporated into the school's curriculum, the district decided to add Galileo Technology. Later, to continue an even more substantial increase in student growth for Math and Reading, an online instructional resource called Pearson's SuccessMaker, was incorporated into the school's curriculum plan. Saxon Math is also used to help students increase growth. In addition to this, for supplemental material teachers employ *Buckle Down AIMS Math Prep* texts to improve skills and mastery of standards. For Reading, the *Language of Literature* text from McDougal Littell is used for grades 7-8 and a Houghton Mifflin Reading textbook for grades 5-6. Additionally, teachers also utilize *Buckle Down AIMS Reading Prep* to improve deficiencies in performance objectives.

Galileo Technology:
Because the school needed to improve data accuracy and AIMS predictability, Galileo Technology was launched for Math and Reading. Galileo is used as an additional curriculum resource. During the school year, students are given 3 benchmark assessments and after each benchmark, teachers create "dialogues" within the Galileo program based on the benchmark results. These "dialogues" serve as added instructional material and a tutorial resource to help students master specific performance objectives. Data reports from Galileo are a frequently utilized tool in the communication between teachers and administrators concerning student growth. Additionally, data reports are used by teachers to design instruction. Also, these curricular "dialogues" in the Galileo program have the Arizona Academic Standards readily embedded within them, so use of this online resource aligns with school and state instructional standards. The use of these "dialogues" can be tracked by other teachers in the school, the principal, and the Data Analyst. Even students' scores and results from this practice can also be tracked by teachers and principals through the Galileo online program.

Pearson SuccessMaker:
After the success of Galileo Technology, further digital curriculum was added to the SGRS campus in March of 2013. This program, called SuccessMaker, consists of online Math and Reading content that not only indicates *which* students are falling behind academically, but *how much* they are behind. For example, the program may show that a particular 6th grade student is performing at a 5.25 grade level. The program is also especially appealing to students with its high-interest, animated delivery. SuccessMaker is multi-faceted and can instruct students in step-by-step processes, assess students' progress, and predict additional time needed in the program for a student to hit a grade level target. For SuccessMaker Math, students utilize a colorful, animated computer program with characters, audio explanations, a math "toolbox," and opportunities to practice all of the grade level objectives. For Reading, students also interact with animated characters, watch video clips, read high-interest stories, practice vocabulary, answer comprehension questions, and participate in exercises for grade level Reading state content objectives.

All SGRS students in grades 5th-8th use the SuccessMaker curriculum 1 to 3 times per day, depending on the individual need. Students work in a computer lab setting on this curriculum with a SuccessMaker Teacher and a Classroom Assistant. These teachers further support the digital curriculum where supplemental instruction is necessary during the computer lab sessions. "Student Progress" data reports generated from SuccessMaker Math and Reading sessions are heavily used, frequently printed, and relied on closely to drive teachers' instructional decision making. Similar to the Galileo program, the SuccessMaker curriculum also uses every Arizona State Standard within its content. Teachers can even manipulate the program to focus on certain standards more than others, which was employed this year in preparation for AIMS. The AIMS Blueprint was used as a guide to choose specific content standards for different SuccessMaker sessions in Math and Reading.

PLCs and Data Review Teams:
SGRS teachers employ a culture of collaboration on campus. Teachers meet in weekly staff meetings and in frequent PLC meetings to discuss numerous topics like curriculum materials, best practices, SuccesMaker progress, systems to improve student success, and effective instructional methods. Teachers even meet often informally to continue their dialogue of strategies to improve student achievement.

Another way SGRS teachers collaborate is with the addition of a Data Analyst. This Analyst was hired in 2012 to begin compiling, studying, and generating charts and graphs showing student growth in Math and Reading. The Analyst uses data from the 3 Galileo benchmark tests given to all 5th-8th grades students. He creates specialized data charts and graphs, along with Galileo ATI-generated reports, to examine student weaknesses, trends, and growth. The Data Analyst then collaborates with the SGRS to discuss class benchmark results and strategies for improving weak areas.

Instruction:

Lesson Plan Reviews:
All teachers at SGRS are required to create lesson plans for their classes every week. These Math and Reading lesson plans are to include the Arizona State Standards for each day. Once SGRS teachers complete their lesson plans, the school principal checks the plans for accuracy. Then, every Monday, the principal notes on a Principal Report the teachers who turned in lesson plans, were evaluated, or had informal observations the previous week. This Principal Report is then sent to the VP of Education each week.

Teacher Evaluations and Informal Classroom Observations:
Another way the principal can monitor that teachers are integrating the Arizona State Standards is through evaluating and observing teachers. Monitoring teachers with evaluations, observations, and walk-throughs, the principal can see that teachers are incorporating Arizona State Standards in lessons and that students are successfully engaged in activities that support these standards. In 2012-2013, formal evaluations were conducted by the principal 2 times. Also, classroom walk-throughs are conducted almost daily by the principal throughout the school to verify that teachers meet instructional expectations.

Galileo Technology:
SGRS teachers use a specific process for instructing students to achieve growth in Math and Reading. First of all, once teachers are able to access accurate data from the Galileo Assessment benchmark testing, they utilize that information to plan their instruction. For example, perhaps the Galileo report shows a particular weakness in a 6th grade class for performance objective of "defining plot in fiction." SGRS teachers would then re-teach individual students, small groups, or whole classes on the concept of "plot." One way teachers would deliver this remedial instruction on the SGRS campus was by using an Interactive Whiteboard to re-teach concepts. Another way teachers utilize

data and design instruction accordingly is by creating specific tutorials or "dialogues" in Galileo to supplement instruction and help students master low-performance areas in Math and Reading.

SuccessMaker:

Similarly, Pearson's SuccessMaker program presents teachers with another opportunity to cater their instruction to particular performance objectives in Math and Reading. To illustrate, if a 7th grade student is struggling with "adding fractions with unlike denominators" during a SuccessMaker Math session, the lab teacher can take time to clarify, explain, or give examples to help the student gain understanding of that concept. SGRS teachers also use a systematic approach for assigning this SuccessMaker lab time for students. All students in the school use the program 1 hour per day. Students who receive a certain weekly score that show deficiencies are assigned the lab for 2 hours. Then, those with the very lowest performance levels are assigned additional time after school that teachers call a "Lift Lab" to help improve growth.

Assessment:

Formative and Summative Assessments:

At SGRS, individual teachers are responsible to provide regular formative assessments in the classroom to help ensure Math and Reading growth. These include teacher-generated assessments are used along with curriculum-based and textbook-based formative tests. Teachers rely heavily on the Arizona State Standards to create these assessments and though this may not be the most accurate form of student assessment, it is still a part of SGRS's instructional practice. Teachers are also responsible for giving students regular summative assessments for Math and Reading. These are in the form of chapter tests, end-of-unit tests, midterm exams, and final exams from both teacher-generated and curriculum-based materials.

Benchmark Assessments with Galileo Assessment Technology:

As mentioned in previous sections, benchmark assessments for SGRS involve 3 Galileo benchmark tests per year for Math and Reading measurement. These Galileo benchmark tests are based on Arizona State Standards and mirror AIMS-like testing questions. Employing this rigorous assessment program promotes student success and achievement in these areas.

Pearson SuccessMaker:

SGRS also uses the SuccessMaker digital program to assess student achievement in Math and Reading each time students use the curriculum. This digital curriculum utilizes every performance objective from the Arizona State Standards in its content. A Title I Teacher coordinates the computer lab for this class, generates reports, and analyzes data that shows student growth. The teacher can print these reports once per week for monitoring student progress, and can also generate reports at any time to analyze individual and whole-class success, time-on-task, and predictions of future success. The school Data Analyst also works closely with the SuccessMaker program and the Title I Teacher to monitor reports and student achievement.

PLCs and Data Review Teams:

Professional Learning Communities (PLCs) are an integral part of the SGRS instructional culture and these teams meet regularly on campus to analyze data reports from Galileo, discuss best classroom practices, and professional development decisions. As mentioned earlier, a Data Analyst also regularly meets with classroom teachers and the PLC to discuss benchmark results, study strengths and weaknesses in data reports, and provide guidance on how teachers can help students increase Math and Reading growth. These Data and PLC teams ensure student achievement because they allow teachers to unify instructional practices as they discuss classroom curriculum, analyze student results, and discuss the most effective methods to increase Math and Reading scores.

Professional Development:

Overview:
There are 3 ways that SGRS determines what professional development opportunities to give to teachers. First, is the academic software or curriculum that teachers will use regularly (including Title I and SPED Teachers) that will align to learning outcomes. Second, is the use of PLCs for staff meetings, curriculum meetings, and other academic meetings based on student outcomes and school goals. Third, is the need seen by administration from classroom observations and direct discussion with teachers. The assessment and follow up of the professional development training occurs when the principal monitors student data scores, the teacher's ability to manage their instruction to the aligned curriculum, and through writing weekly Principal Reports.

Galileo Assessment Technology:
In order to help teachers be more proficient Galileo users and data-driven instructors in Math and Reading, several training opportunities have occurred. Galileo workshops have taken place periodically throughout the school year where SGRS teachers have learned how to generate and accurately analyze Galileo assessment reports. Teachers have also learned how to write or use premade "dialogues" and have learned the steps to create intervention groups within Galileo. Along with formal meetings, ongoing training has also occurred throughout the school year. The Data Analyst and another school principal have trained teachers on campus in Galileo and the Analyst has provided one-on-one coaching to teachers, too. Equipped with this Galileo expertise, SGRS Math and Reading teachers are able to adjust their instructional content, design remedial instruction, and create lesson plans.

Pearson SuccessMaker:
SGRS teachers have also received SuccessMaker digital curriculum training from two consultants and from an online session from Pearson Education. The SGRS staff has learned program highlights, how to create assessments within the system, how to monitor student progress, and how to generate progress reports. This information helps SuccessMaker facilitators to increase student success in Math and Reading mastery. Additionally, the program automatically "prescribes" extra time needed for students to meet specific Math and Reading goals. Teachers can also use this information to adjust or increase SuccessMaker lab time for certain students.

Additional Training for Math:
In addition to the digital curriculum training for the school, SGRS teachers have received Saxon Math Curriculum instruction to improve the use of this material. The workshop was lead by a Saxon Math Consultant to help teachers more accurately implement Saxon Math into their daily lesson plans and classroom instruction to increase student growth. Because incoming 5th graders at SGRS begin the school year at a 2nd to 3rd grade level for Math, training like this for Saxon Math is essential for academic progression.

Explanation of Data Graphs for Growth:
As a result of successful implementation of quality curriculum, instructional design, reliable assessment data, and professional development, SGRS 5th-8th grade students have shown growth based on the 3 benchmark tests this year. See Figures 1 and 2 for Galileo data reports that illustrate this growth. For instance, 5th grade Math students closed the gap toward their benchmark goal. In benchmark 2, they were 120 points away from the goal. For benchmark 3, they were only 86 points away from the goal. Also, the use of the SuccessMaker program has yielded growth. Refer to Figures 3 and 4 to view SuccessMaker results of achievement gains in Math and Reading for 2012-2013. To illustrate, 8th grade Math students made 7 months of growth in only 6 weeks of SuccessMaker use.

Student Median Growth Percentile for Math (Bottom 25%)

Curriculum:

Overview:
Because SGRS Gila River School serves students with vast academic needs, the bottom 25% of the population for Math receives much of the same curriculum, instruction, and assessments as all Math students. However, there are additional programs and systems in place to better serve the lowest 25% at SGRS. Also, the bottom 25% includes some Special Education students, who benefit from a certified SPED teacher and specialized instruction.

Title I Teacher and Curriculum:
For the lowest 25% of the Math students, the SGRS Title I Teacher is essential for success. The Title I Teacher's target population is the lowest 25%. And, from August until February of this school year, the Title I Teacher incorporated specific curriculum materials to help students grow. These resources included print materials, worksheets, Saxon Adapted texts, Galileo dialogues, and *Buckle Down AIMS Prep* books. However, starting in March 2013, SuccessMaker was introduced, which radically streamlined the curriculum plan for the bottom 25% of the school. The Title I teacher can better track the bottom 25% for Math and can monitor, instruct, and keep any records on these students. These teachers can now print regular data reports, track progress, and analyze success for this group.

Galileo Technology:
Galileo curriculum dialogues are used for the lower 25% for Math, just as they are for all students in the school. This Math curriculum plan is described in previous sections. Students are assessed, deficiencies are identified, and Galileo dialogues are assigned to help this subgroup achieve success. Individual teachers and the Title I Teacher might also re-teach certain concepts to individuals and small groups for the bottom 25%, based on the Galileo reporting results.

Pearson SuccessMaker:
With the inception of SuccessMaker in March of 2013, however, the Title I program's approach to the lowest 25% changed drastically. Though teachers can still provide instruction with Saxon in the regular Math classroom, give students Math review worksheets, and assign other textbook exercises, SuccessMaker has helped unify and simplify curriculum for the bottom 25%. The easy-to-read reports provide instant scoring results and assists in re-teaching weaker Math objectives in this group. The school's Special Education Teacher also coordinates SuccessMaker lab time for the SPED students who may also be in the bottom 25% of the school. These students receive specialized and individualized instruction and support during their lab time in SuccessMaker Math.

PLCs and Data Review Team:
As stated earlier, a Data Analyst helps guide teachers with the Galileo program, SuccessMaker results, and student performance reports. He has been essential in training teachers, facilitating Galileo, implementing SuccessMaker, and helping teachers grow this Math group. Additionally, the SGRS Title I and SuccessMaker lab Teachers participate in a lot of dialogue with the school's Math teachers. There is a continuous discussion and collaboration concerning the success, deficiencies, and strategies of improvement for the lowest 25% population. Data is shared between the Title I Teacher and regular Math teachers in order to ensure student growth.

Instruction:

Instruction and the Bottom 25%
As previously noted, the lowest 25% in Math at SGRS benefits from similar instructional methods that all students receive. For example, all students at the school participate in Galileo tutorials, remedial instruction where needed, and SuccessMaker lab time. However, it's the addition of *extra* time and attention from SGRS teachers that helps this struggling set of students grow as effectively as possible in Math.

Galileo Technology and SuccessMaker
Descriptions in other parts of this narrative outline the systematic approach that Math Teachers, the Title I Teacher, and the SPED Teacher take for instructing students with Galileo. Intervention steps in Galileo for the lowest 25% in Math can be implemented by teachers to increase growth. Also, using the SuccessMaker digital curriculum, teachers can provide needed support by printing weekly performance reports, analyzing them, and seeing what predictions the program makes. If, for example, a 7th grade student has tested at a 5th grade Math level in SuccessMaker, then the Title I teacher can refer to a report that shows how many extra hours per week that student needs to practice with the program before reaching his target grade level. The teacher can also assign additional exercises, print out other materials to help the student, and tutor the student one-on-one to help him or her increase growth. SGRS teachers have also implemented an additional system to serve the bottom 25% for Math. As outlined in a previous part of this document, the SuccessMaker lab teacher requires that this group meets for a 2nd hour of lab time during the day. In addition to this, these students must attend an after school lab time called a "Lift Lab" to help increase Math scores. So far, the results of this added time in SuccessMaker have been promising, as evidence in the data.

Explanation of Data Graph on Page 10:
Viewing the data graphs for SuccessMaker illustrates its positive impact for the bottom 25% at SGRS. Refer to Figure 7, which shows a bar graph that represents SuccessMaker Math gains. Take the 8th grade students, for instance, who have achieved the equivalent of 7 months of growth. However, these results occurred after using the program for only 6 weeks. This data is extremely promising and the school leaders are enthusiastic about the future success of this program.

Assessment:

Formative, summative, and benchmark assessments for this group mirror the tests given for all students in the school, as detailed in previous pages. This includes teacher-created tests, Galileo Benchmark tests, and continuous SuccessMaker assessments of Math objectives. However, the data results from this group are given extra attention, especially by the Title I Teacher, SPED Teacher, and the Data Analyst. This team is on high-alert with this group and its deficiencies in math. The team of teachers must use data to find which Arizona standards students are struggling with the most and they must decide the best strategies to move these students to success in Math.

Professional Development:

Previous portions of this narrative describe in more detail the training that teachers receive for Math instructional success. Refer to those sections for more details. These training sessions included Galileo trainings, SuccessMaker tutorials, and Saxon Math instruction from a consultant. However, added training also occurred for Title I and SPED Teachers this year to help with best practices, procedures, differentiated instruction, and the use of data to drive instruction.

Growth

Figure 1

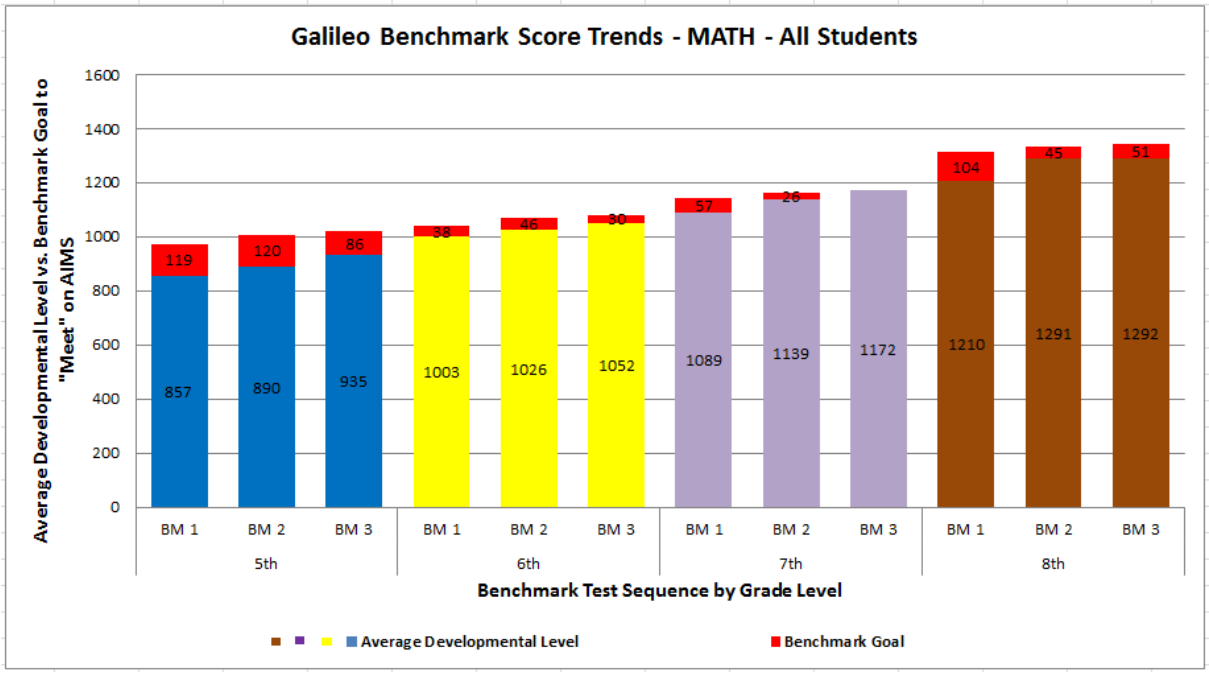


Figure 2

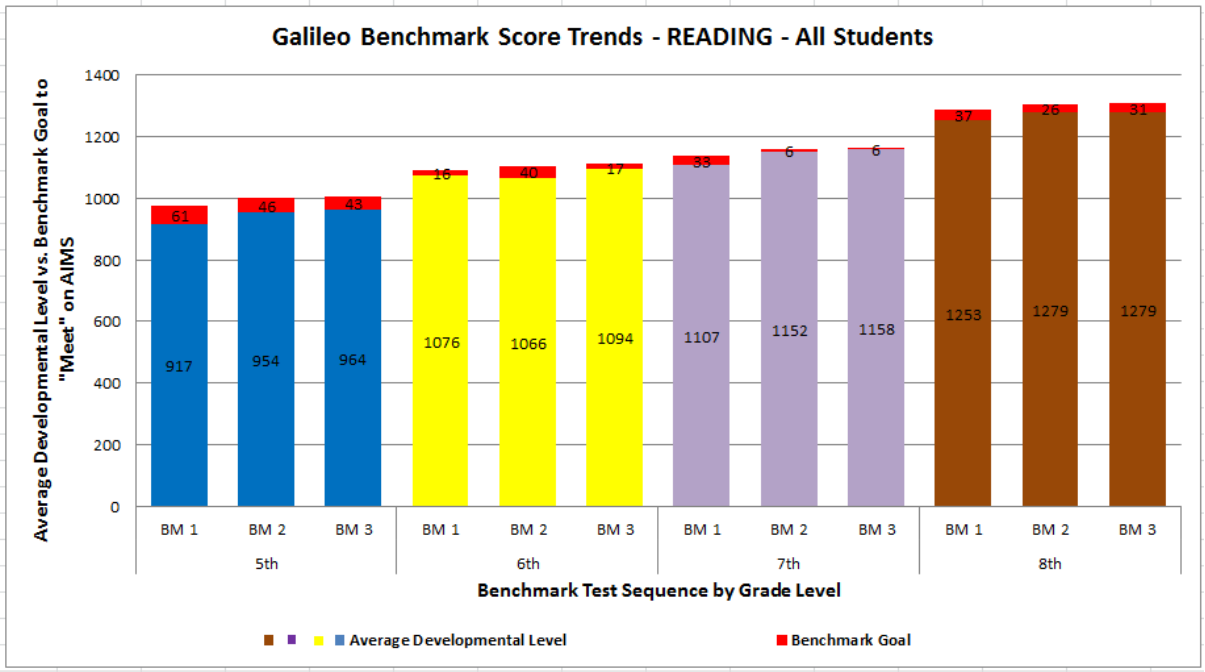


Figure 3

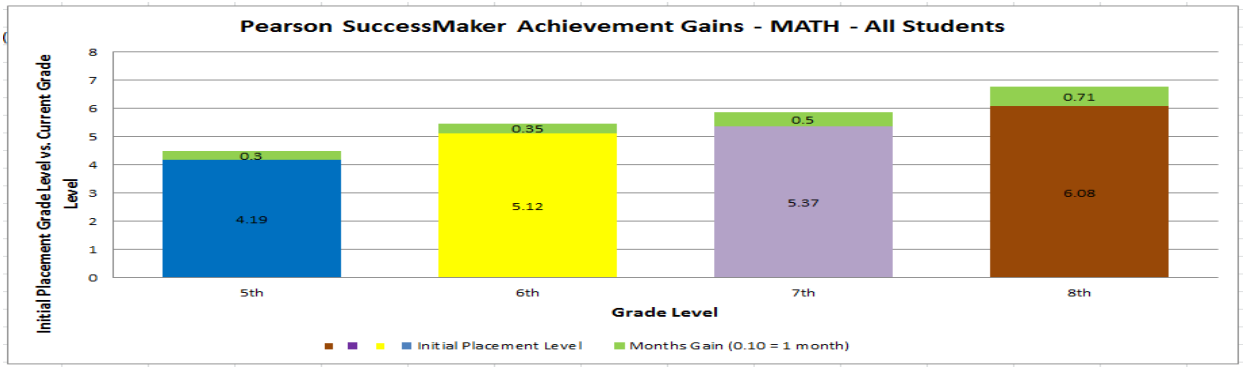


Figure 4

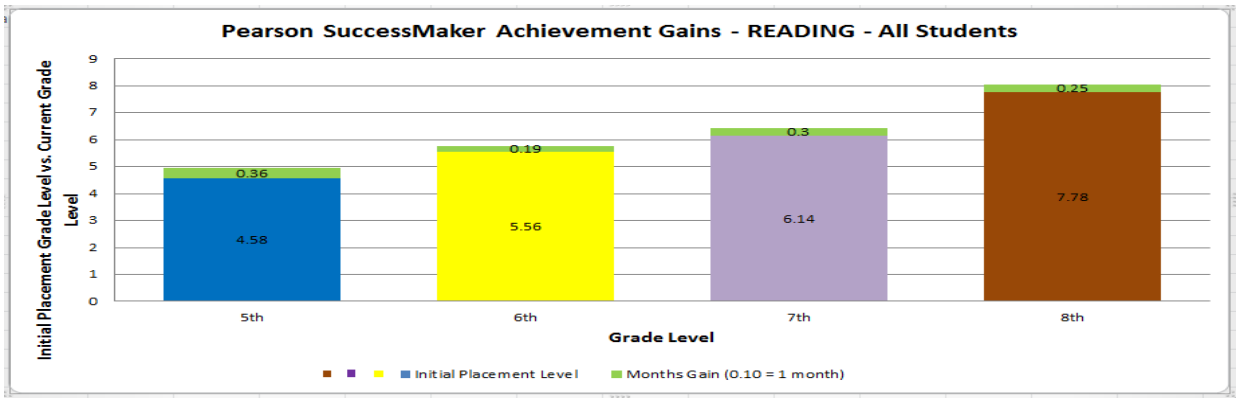


Figure 5

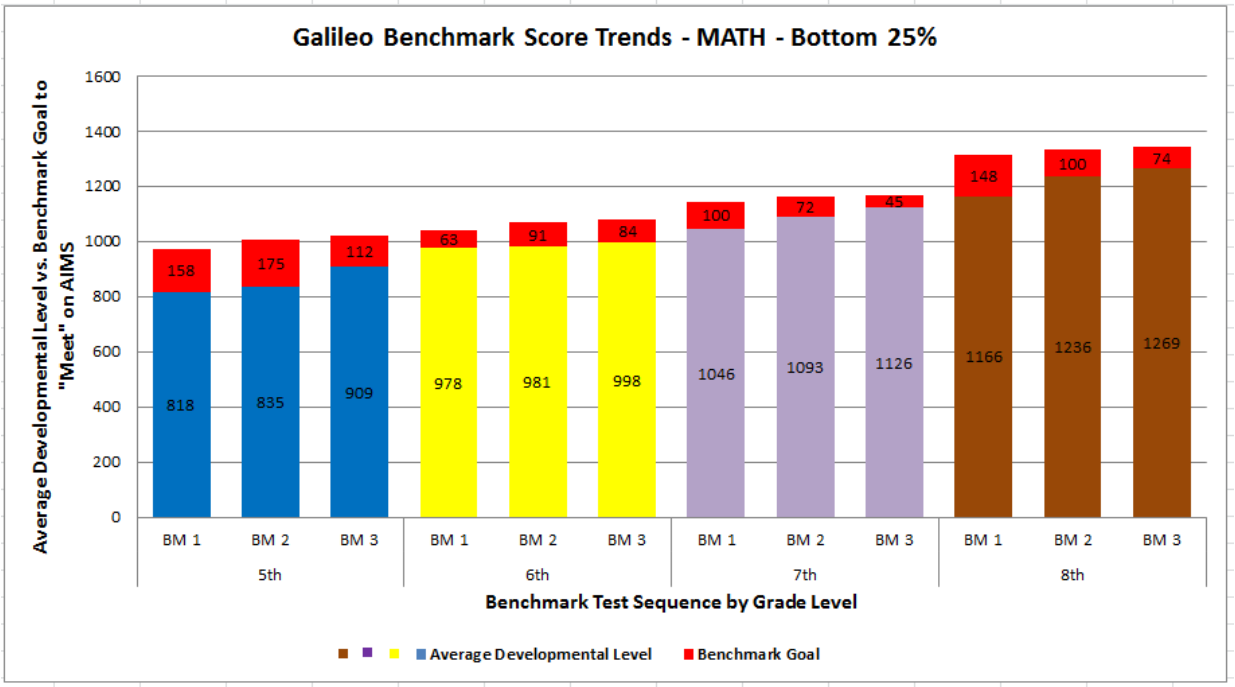


Figure 6

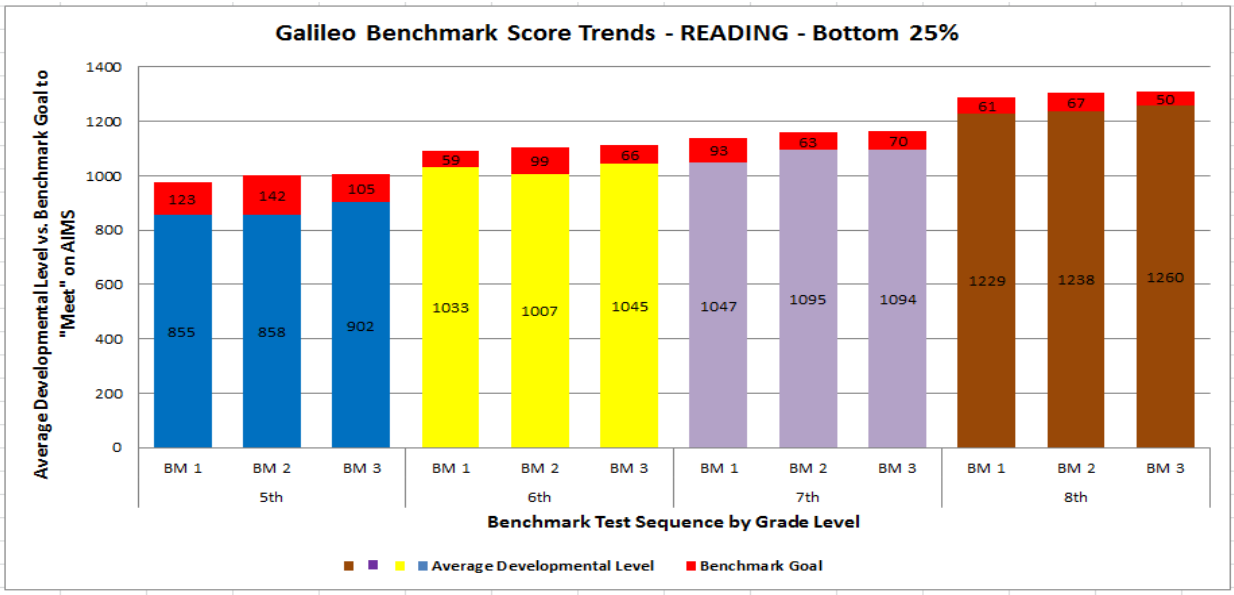


Figure 7

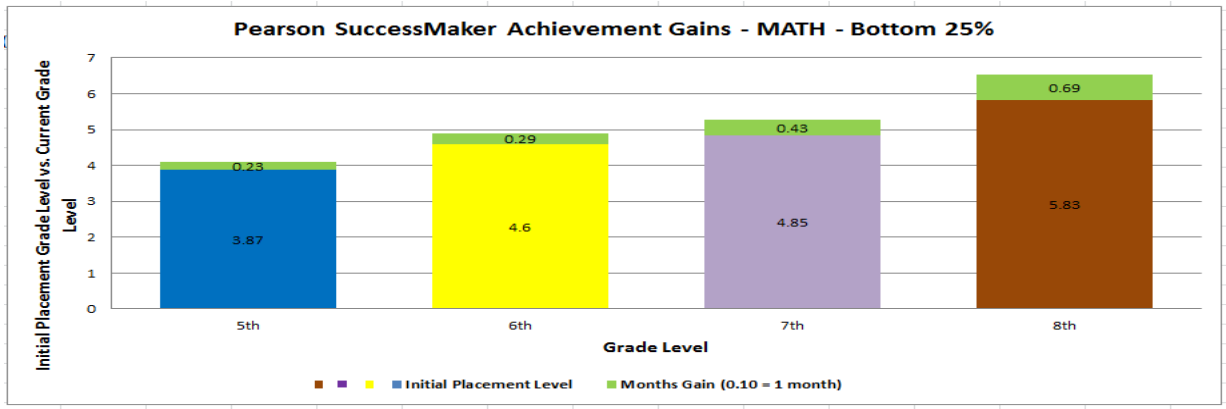
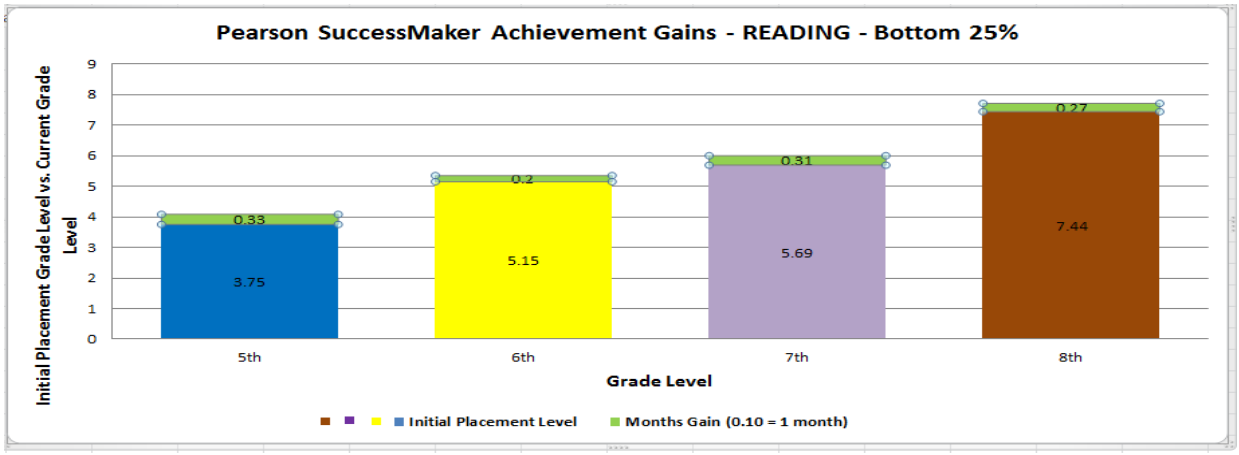


Figure 8



Proficiency in Math and Reading (Percent Passing)

Overview:

The curriculum, instruction, assessments, and professional development that SGRS employs to increase Proficiency for Percent Passing in Math and Reading are similar to the methods used to increase Growth in Math and Reading. Therefore, please refer to the narration on Growth on pages 3-6 for a full, detailed description of those important practices. However, these items will also be summarized here briefly, along with an added explanation of the data provided for this section.

Curriculum:

Print-Based Curriculum:
Stated throughout this report is the fact that classroom teachers use traditional textbooks for Math and Reading classes. These provide content based on Arizona State Standards to enable students to strive toward proficiency in these subjects. Saxon Math and *Buckle Down AIMS Math* Prep are two texts used by teachers, for example. For Reading, there is the *Language of Literature*, a Houghton Mifflin textbook, and *Buckle Down AIMS Reading Prep* for students. Teachers may also supplement their curriculum with added texts, readers, or worksheets to help student practice skills.

Although there are no other specific resources used for students who do not demonstrate proficiency, they are monitored closely to ensure there is progress made. Teachers may find other materials useful from their own collection that can assist in teaching a student a specific skill they are struggling to learn with the school-given tools.

Galileo Technology:
Outlined in preceding segments of this document, Galileo curriculum has been essential to improving student growth and that is especially true in the attempt to increase proficiency. Because Galileo curriculum embeds the Arizona State Standards within its curriculum so readily, it is a fitting tool to help increase student proficiency in AIMS Math and Reading tests. Refer to those previous sections for further details.

Pearson's SuccessMaker:
Likewise, SuccessMaker's effective Math and Reading content incorporates Arizona Standards within its curriculum, which similarly prepares students for AIMS proficiency. As previously stated in various sections of this document, the data reports that teachers can prepare in SuccessMaker are an essential tool for finding which students are struggling, on pace, or showing success in their grade level. This systematic approach to data analysis helps SGRS teachers focus on increasing success in proficiency as efficiently as possible. And, as already noted, teachers add SuccessMaker curriculum lab time for students who need it the most, and they can view how much added time per week students need in order to hit their grade level target.

Instruction:

Galileo Technology and Pearson's SuccessMaker:
As each teacher reviews Galileo and Pearson reports for current progress, placement, and growth, they also can analyze areas of proficiency. This data assists in determining whether a student should be able to meet or exceed the Arizona Academic Standards on the AIMS test. Teachers continue to drive instruction in areas of need while reviewing areas of proficiency in Math and Reading to make sure skills are not lost and that they are able to continue building on skills for higher level thinking or more complex problems.

Ensuring students are able to pass the AIMS test is the number one priority for all members of SGRS, both staff and students. Each student's performance on formative tests is presented to the student and parent at Parent-Teacher Conferences. They are given a Student Achievement Plan (SAP) which documents their current scores on benchmarks and AIMS, areas of struggle for math, as well as ideas for parent and student assistance outside of school. This is a tool that teachers create in order to help drive instruction based on performance objectives or concepts in which they need additional instruction in order to become proficient.

Assessment:

As previously mentioned, SGRS teachers may create their own regular formative and summative assessments or use a Math or Reading textbook assessment. These assessments are based on the Arizona State Standards and provide teachers with some data on proficiency. Galileo, as mentioned before in this report, is used for benchmark assessments 3 times per year after which data analysis is intensely scrutinized by the Data Analyst, principal, and then teachers. This group communicates readily after these benchmark assessments in order to continue a dialogue about deficiencies, and methods of how to increase proficiency. Also mentioned throughout this narrative, SuccessMaker assessments provide immediate data to teachers and principal for proficiency results. That information is then used to determine instruction and make data-driven decisions.

Professional Development:

As previously stated, SGRS teachers participate in a number of workshops, meetings, and trainings to prepare teachers for effective instruction. There have been formal Galileo training sessions at the beginning and middle of the school year, plus ongoing, one-on-one trainings from the Data Analyst. Similarly, SuccessMaker training has occurred for Title 1 Teacher, Special Education Teacher, and the computer lab teacher who manages the lab sessions. This has also included formal training sessions, plus ongoing training as needed.

Explanation of Data Graphs for Proficiency:
Refer to Figure 9 and Figure 10 on the following page to view data collected from the 2012 AIMS test results and the 2013 cohort for Galileo Benchmark 3. For example, 6th grade Math students have a score of about 15 % proficiency from their AIMS test in 2012. However, their predicted AIMS proficiency for this year's AIMS Math test is nearly 40%, based on Galileo data results. SGRS's efforts to improve curriculum, instruction, and assessment all point to the possibility that proficiency scores could increase substantially for the 2013 AIMS test. Additional bar graphs for Figures 11-16 also show school wide 2012 AIMS scores and the Galileo prediction for the 2013 AIMS test. There are increases in students who are predicted to Meet and even Exceed in Math on 2013 AIMS. For example, 6th grade Math is predicted to have fewer students Fall Far Below and 4 times as many who Meet on AIMS in 2013.

Proficiency

Figure 9

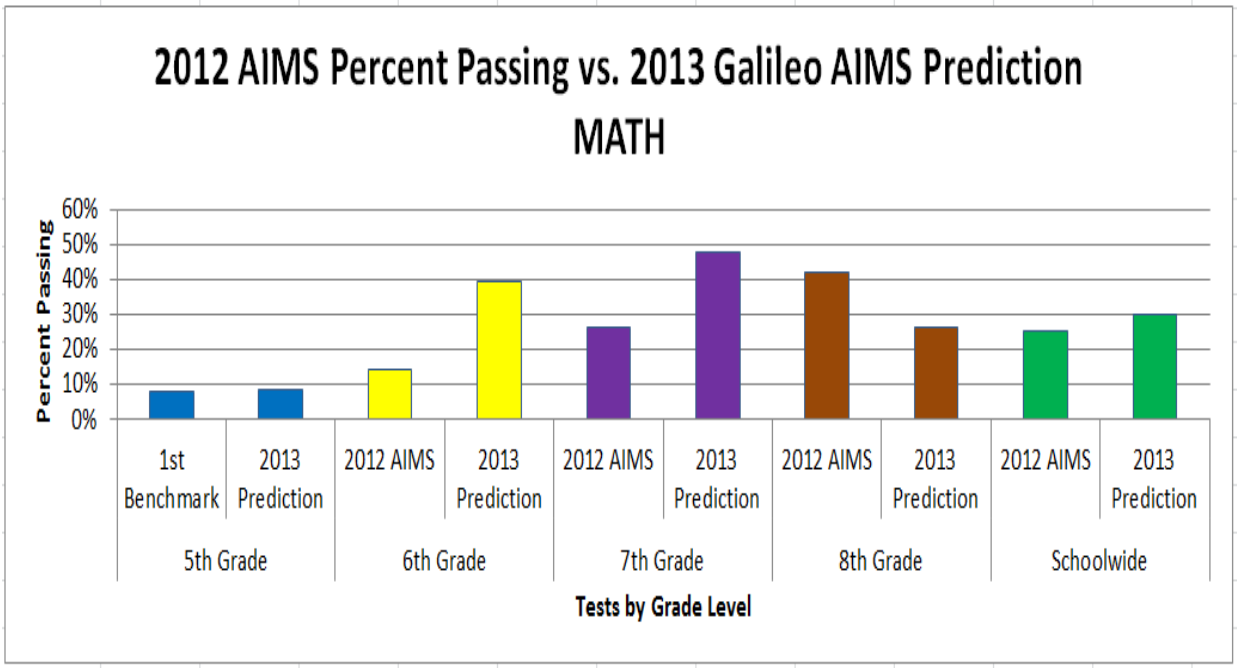


Figure 10

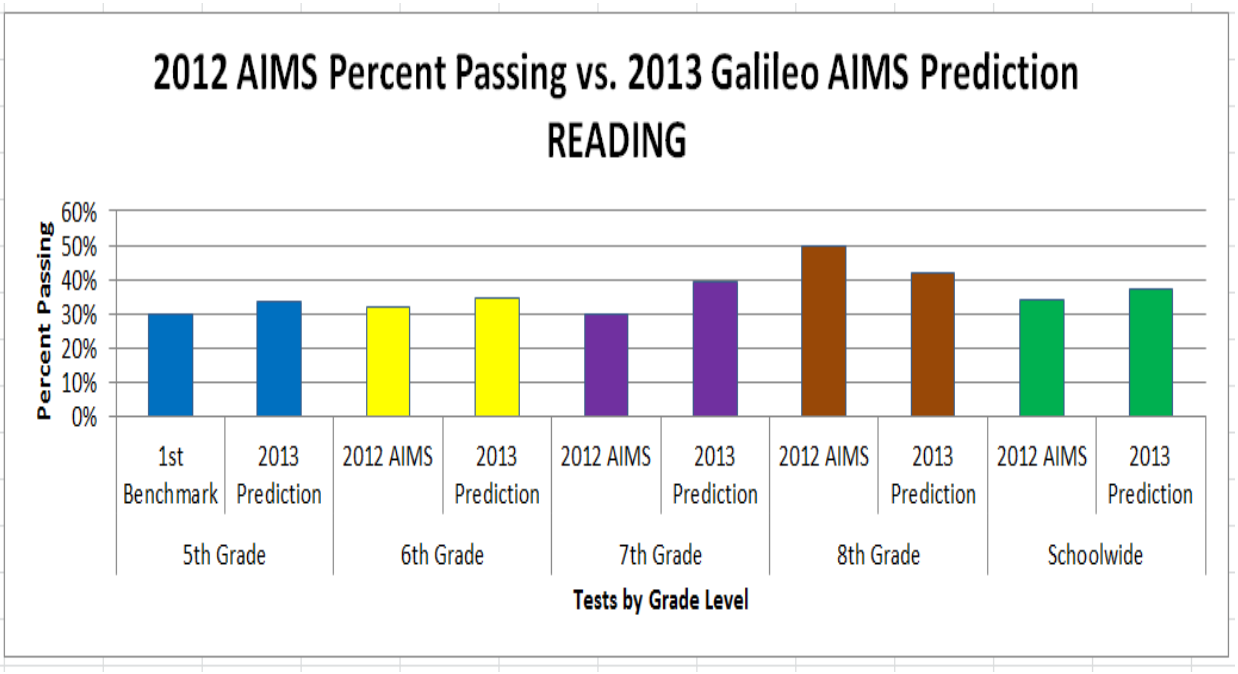


Figure 11

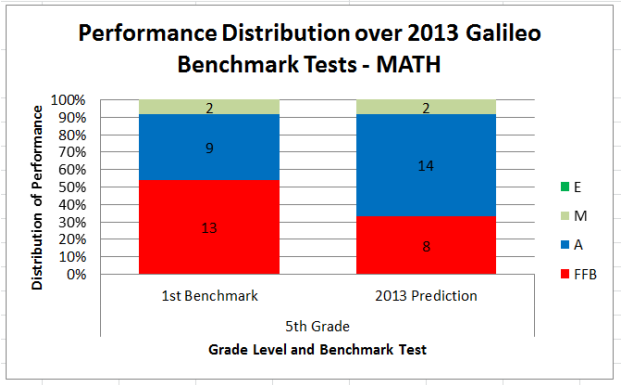


Figure 12

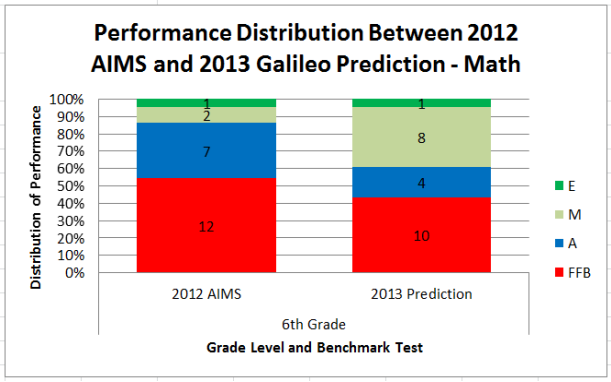


Figure 13

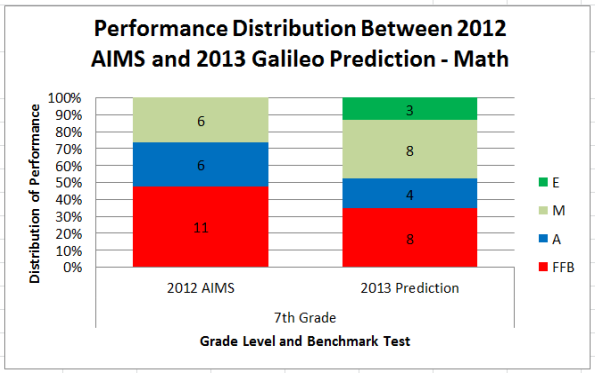


Figure 14

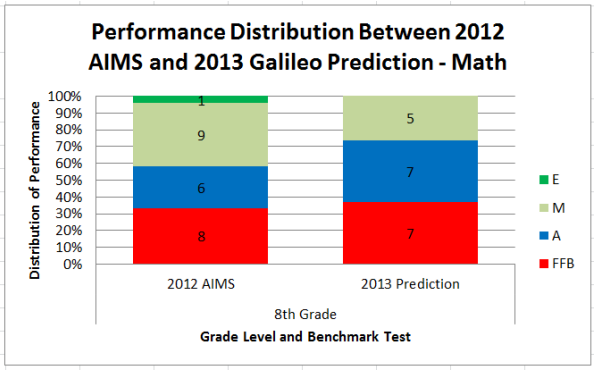


Figure 15

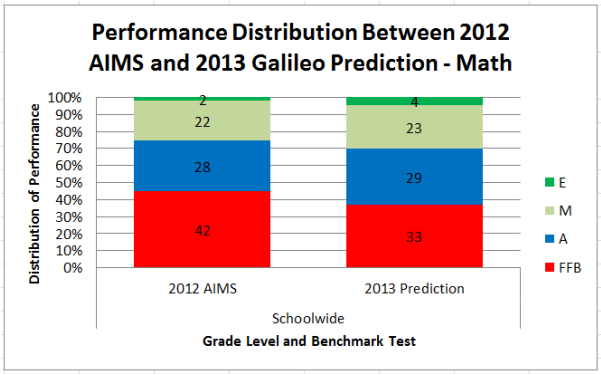


Figure 16

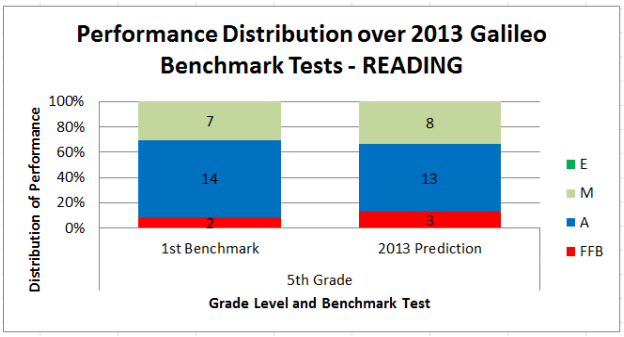


Figure 17

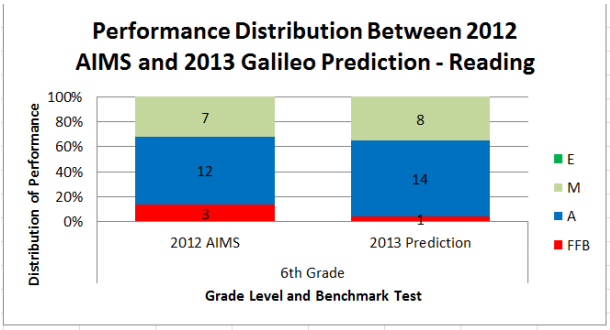


Figure 18

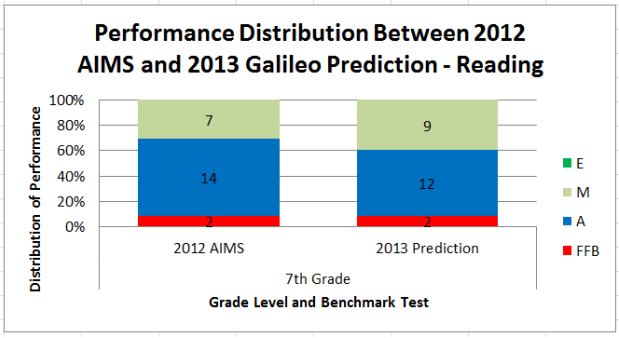


Figure 19

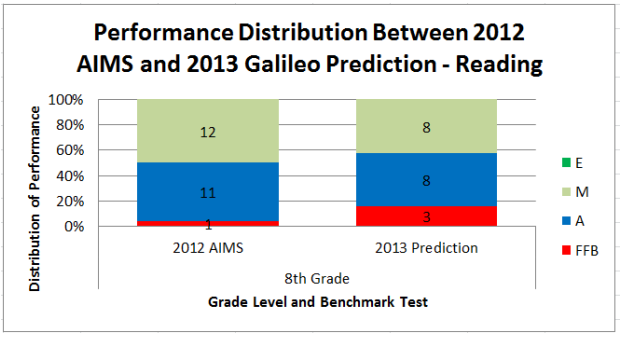
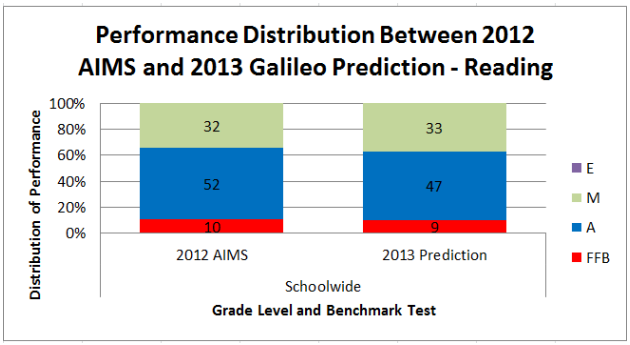


Figure 20



Proficiency in Math and Reading (Composite School Comparison, ELL, and FRL Subgroups)

Composite School Comparison and FRL:
SGRS has a 100% Free and Reduced Lunch population and a higher-than-average Special Education group at 20% of the school. Therefore, the Composite School Comparison and Free and Reduced Lunch sections of this report would simply be a repeat of the "Percent Passing" section. Thus, all information pertinent to the Composite School Comparison and Free and Reduced subgroups are located in the previous "Percent Passing" section.

ELL Subgroup:
Also, there were no English Language Learner students designated at SGRS Gila River last year, so no narrative or data will be included for this subgroup.

Proficiency in Math and Reading (Special Education)

Curriculum

Instructional Materials:
As noted in previous portions of this report, Saxon Math is the print curriculum used to help all students increase in proficiency, including the Special Education population. The Saxon text is especially helpful for struggling, low, or slower learners. SGRS utilizes the Saxon Math "Adaptations" version for students as it provides a complete and parallel support. Adapted lessons give students with learning difficulties the help they need while also supporting integration into mainstream classroom activities. This curriculum is also versatile because it can be integrated into Special Education classrooms. The Saxon Math curriculum program also has enough flexibility to allow the Special Education teachers to work with each student at the appropriate level based on their current level.

Galileo Assessment Technology:
As already described in great detail in previous sections, Galileo is used to increase Math and Reading success for all students at SGRS. This Arizona Standards-based curriculum is also utilized for the school's Special Education group. Students are assigned specific "dialogues" to practice specific performance objectives they are most deficient in based on benchmark results. A certified Special Education Teacher at SGRS can take extra time to instruct students in a self-contained room for some while others SPED student are assisted within a general classroom. Likewise, the Special Education Teacher can create "intervention group" assignments within the Galileo program to better streamline this systematic approach to Math and Reading curriculum.

Pearson's SuccessMaker:
Mentioned in preceding sections of this report, SuccessMaker is a State Standards-based curriculum that promotes student success in both Math and Reading. This is especially true for Special Education students. This online curriculum is particularly appealing for Special Education students because of its colorful, high-interest content, its audio component, and its animated delivery of questions, instruction, and tutorials. Plus, Special Ed students can use this curriculum to proceed at their own pace and on their own level, one step at a time. Review also occurs automatically within the system to ensure proficiency. Special Education students also have the added benefit of participating in a SuccessMaker lab with other SPED students, led by the school's Special Ed teacher.

Instruction

Galileo Technology:
In Galileo, lessons and quizzes are created based on benchmark results. Regular and Special Ed Teachers can use whole-group, small-group, or individualized instruction to re-teach the concepts and objectives that are needed. The students can go to the computer and complete the lessons and quizzes individually. Teachers evaluate and analyze data gathered from these testing cycles to determine how to guide classroom-level interventions and guide school-wide interventions. During their time on the computer, the teacher monitors progress. If performance is not at 80% or above, the teacher provides additional direct instruction.

Pearson SuccessMaker:
As already noted, the online program SuccessMaker is able to function in multiple ways. Not only is this program used for instruction and assessment of Math standards, but it can also provide each student a "prescription" for success based on an Initial Placement assessment period. The program projects the amount of time, say 2.5 hours per week, a specific student should have in additional practice with the curriculum. If that student spends that allotted extra time in SuccessMaker lab time, it is projected that the student will meet their grade level goal. Within a SuccssMaker lab session, the Special Education students can receive even more one-on-one, individualized instruction by the SPED teacher. If a student is struggling with a particular concept or performance objective, the teacher can move them on to a different objective and return to the difficult one to later. Also, the program provides individual lessons with re-teaching and guided instruction until a student demonstrates proficiency.

Assessment

Special Education students are assessed for proficiency similarly to all students in the school. If a student is part of an inclusion classroom, they will receive similar formative and summative assessments as their general education peers, with specialized adjustments made, of course, according to their Individualized Learning Plan. Similarly, a self-contained SPED student is assessed regularly with Arizona State Standards-based formative and summative assessments from textbooks, print resources, or from teacher-generated tests. The school's 3 benchmark tests also occur for SPED students, too. At the beginning, middle, and end of the year, the students are assessed in Math and Reading and those results are used to drive further instruction by their general or Special Education teachers.

Professional Development

Teachers received numerous professional developments in the areas of behavior management, diverse learners, instructional strategies, collaboration skills, accommodations, and assistive technology. A specific in-service was given prior to school beginning regarding using project-based instruction and differentiated instruction. They attended training on modifying lesson plans to include adaptations and accommodations for all students. The teachers collaborate on lesson plans with other schools in the management organization to design a variety of lessons and projects in which to teach the curriculum and state standards. Title 1 Teachers also received training to improve student performance in Math and Reading.

Explanation of Data Graphs for Proficiency:
Evidence for proficiency in Special Education for Math and Reading is shown in SuccessMaker bar graphs. Refer Figures 21 and 22 to see Special Education Achievement Gains in Math and Reading. The reason SuccessMaker reports are used for this subgroup is because most every Special Education student at SGRS *Falls Far Below* AIMS proficiency levels for their grade. As mentioned previously, incoming SGRS 5th graders transfer from non-traditional feeder schools that do not proctor AIMS exams and do not follow state mandates for Special Education. Therefore, the Special Education students at SGRS have a K-4th grade education that is not on par with other Arizona students in the same grade in traditional schools. By analyzing these bar graphs (Figures 21 and 22), it's clear that this subgroup has shown progress with SuccessMaker. For example, the 6th grade students in Math have achieved almost 3 ½ months of growth as indicated by the green colored bar for "growth." This is significant because the SuccessMaker online curriculum has only been engaged for about 6 weeks of time. This means that Special Education students are achieving quickly with this curriculum, and at this rate, they should show increased proficiency on next year's AIMS exam.

Figure 21

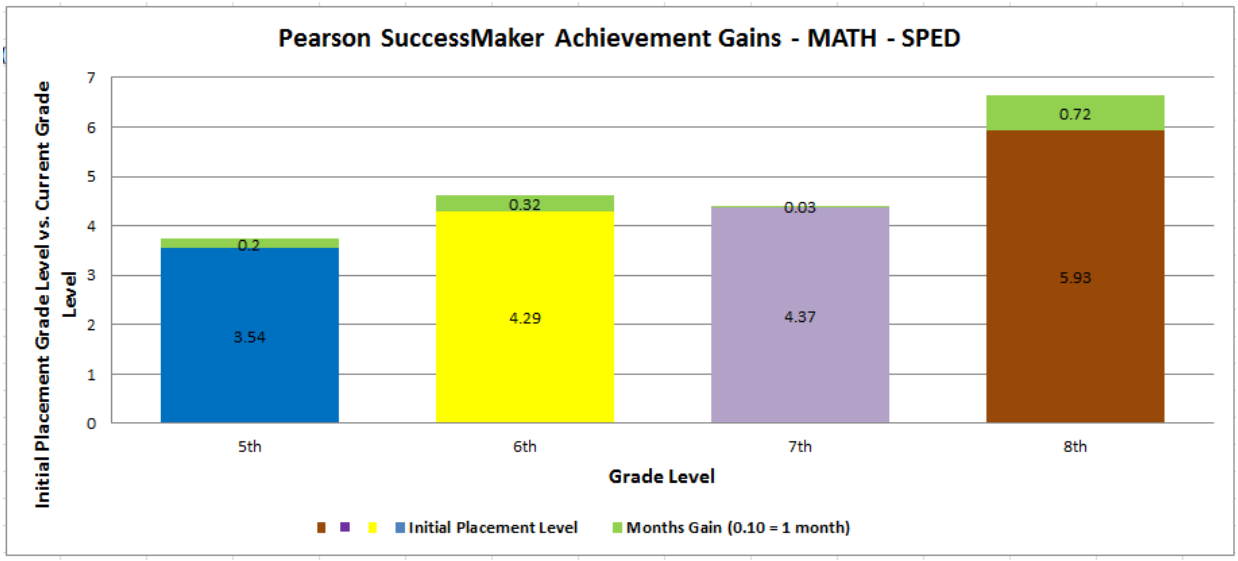
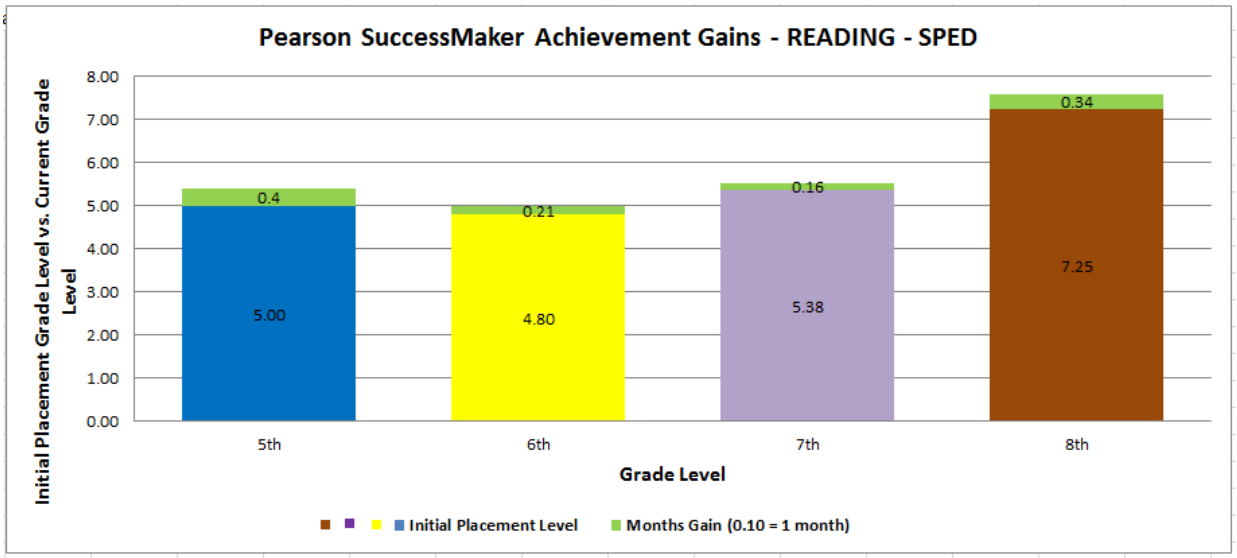


Figure 22



State Accountability:

Additional Evidence of Growth:

Along with the narrative and data samples presented earlier in this document, SGRS can further demonstrate student growth in Math and Reading. Figures 23 and 24 on the following page are further data samples that show growth from Galileo benchmark results in 2013. In these two scatter plot graphs, 9 students in 7th grade Math not only show a high level of growth, but also show a higher rate of achievement, due to their placement in the upper right-hand quadrant of the graph. Similarly, 7th grade students in Reading in Figure 24 also show growth and achievement.

The following table illustrates further data from the same scatter plot charts generated from Galileo benchmark results for other grades. Growth is expected to be Maintained or to be Exceeded, depending on the grade level and subject.

Grade	Subject	Result
5th Grade	Math	Expected Growth Exceeded
5th Grade	Reading	Expected Growth Maintained
6th Grade	Math	Expected Growth Maintained
6th Grade	Reading	Expected Growth Maintained
7th Grade	Math	Expected Growth Exceeded
7th Grade	Reading	Expected Growth Exceeded
8th Grade	Math	Expected Growth Exceeded
8th Grade	Reading	Expected Growth Maintained

This evidence of expected growth is promising and is a result of the important strategies and practices implemented by SGRS's teachers and principal this year.

Application for Alternative Status:

It is important to note in this portion of the DSP that the SGRS has requested a change from a Traditional School to an Alternative School status. This status application was sent to the Arizona Department of Education on April 30, 2013, and it outlines the particular characteristics of SGRS that show how a change to Alternative status is a better fit for the school.

Some reasons SGRS might fare better as an Alternative School include a range of behavioral, social, and academic struggles students face daily. As mentioned in the Background section on page 2, at-risk factors that affect the students include the influence of gang activity, relatives actively involved in gangs, emotional and mental struggles, and consistent below-grade level academic performance. Students of SGRS are steeped in a prevalent gang culture and experience the effects of gang crime and violence in their young lives. Fortunately, the school has made several student services available. Students have the benefit of professional mental health and behavioral counseling on campus, health information from a nurse, and caring staff who take students under their wing and provide guiding support.

Also mentioned in the Background portion was the fact that incoming 5th grade students transfer from two feeder schools that do not give the AIMS exam to students or offer the same Special

Education services mandated by the Arizona Department of Education. That means that newly arriving SGRS students have no history of formalized state testing experience or data results for teachers to work from. It is a difficult hurdle to grow 5th grade students from a 2nd or 3rd grade Math and Reading level to match the success of other Arizona 5th graders.

If SGRS were to be approved for Alternative Status, then its students could be more on pace with other Alternative schools with like qualities. Student growth and proficiency rates would demonstrate success compared to other Alternative schools, as opposed to Traditional students whom SGRS students struggle to catch up with.

State Accountability

Figure 23

7th Grade Math – Student Growth and Achievement from Galileo

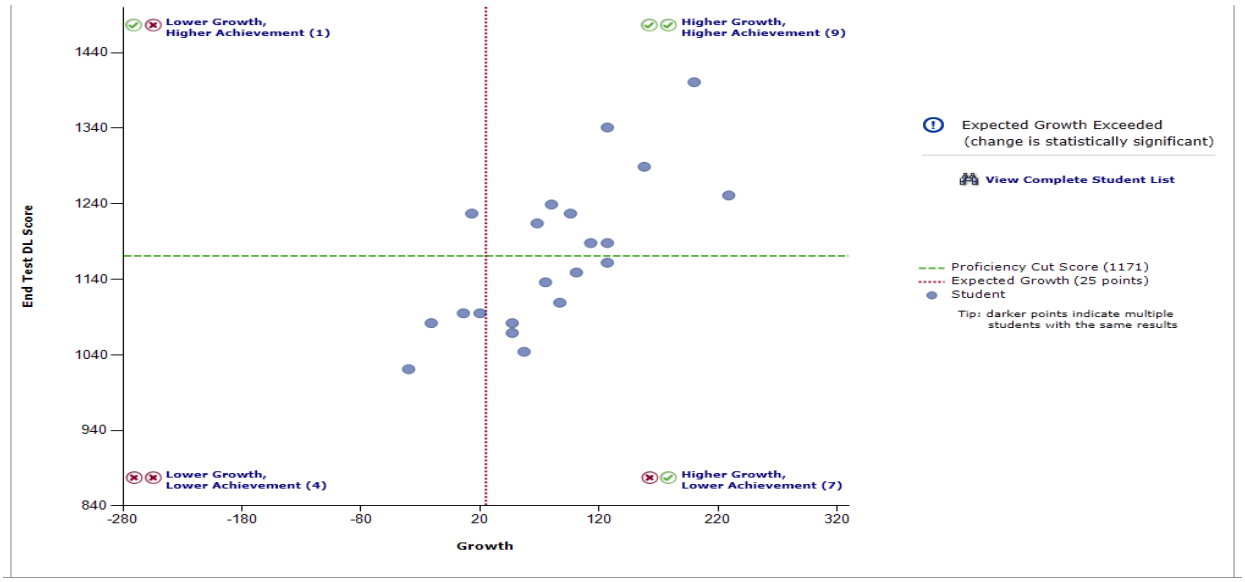
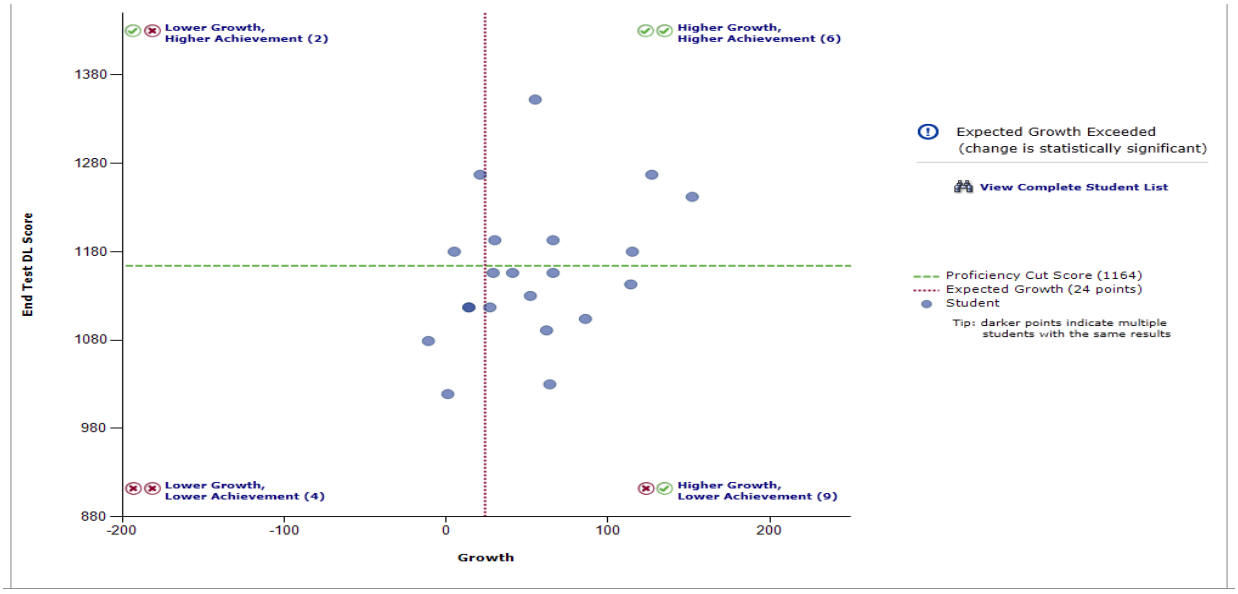


Figure 24

7th Grade Reading – Student Growth and Achievement from Galileo