Demonstration of Sufficient Progress

May 7, 2013
Updated March 2014

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 endure many personal challenges. SGRS students experience a range of difficulties including financial hardships, rampant gang activity, violence, high suicide risk, emotional struggles, increased diabetes risk, and vulnerability to substance abuse. Fortunately, SGRS has implemented an array of student services to assist the population, including employing a nurse to educate students about health issues, drug and alcohol dangers, and diabetes prevention. Additionally, 78% of the students participate in a counseling program sponsored by San Tan Behavioral Health which offers mental health and behavior counseling on campus.

SGRS students not only face challenges in their daily lives, but they must conquer academic hurdles, as well. For example, the incoming 5th grade students do not have SAIS numbers assigned to them. The two schools students arrive from are a Catholic School and a Bureau of Indian Affairs (BIA) 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 initial benchmark data shows they transfer to SGRS far below grade level. Many begin 5th grade at a 2nd to 3rd grade level in Reading and in Math.

Despite these challenges, SGRS has taken numerous steps to help promote student success. Along with providing opportunities for mental and behavior counseling, plus providing and nurse and resource officer, the school has implemented strategies to academically grow students quickly. 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.

Update: In 2013, after applying for and receiving alternative status designation, SGRS received a "Meets" rating for Academic Performance with a score of 83.75, an increase of nearly 40 points from the previous year. According to information presented at the Arizona Tribal Leaders meeting in January of 2014, SGRS is now one of only three "B" rated Charter Schools serving primarily Native American students. Additionally, based on a site visit to SGRS on March 13, 2014 as part of the 2014 School Improvement Priority and Focus grant, Devon L. Isherwood of the School Improvement and Intervention department of the Arizona Department of Education wrote, "Meeting with the principal and the LEA made it obvious that SkylineD5 has a laser focus on improving student achievement and closing the achievement gap. The sense of urgency is evident."

Student Growth Percentile in Math and Reading – All Students

Curriculum:

Instructional Material Adoptions:

In the 2011-2012 year, it was apparent that a new program was needed for benchmark testing and remediation. The school added Galileo Technology and purchased Saxon Math for core math instruction in Grades 5-8. In 2012-2013, the school implemented Pearson's SuccessMaker, a computer based intervention program for Math and Reading. Buckle Down AIMS Math Prep was a supplemental text used to improve mastery. For Grades 7-8, Language of Literature from McDougal Littell and for Grades 5-6 a Houghton Mifflin Reading textbook called Triumphs was utilized. Teachers also supplemented with Buckle Down AIMS Reading Prep.

Update: In 2013, the school completed an assessment alignment for Saxon Math and Languages of Literature and these texts were rated as insufficient resources to align with the new AZ College and Career Standards. A new program was selected called Pearson's enVision Math (Grade 5) and Pearson's Digits (Grade 6-8). The current core Reading program in Grade 5-6 is Harcourt's Journeys and the school is piloting Journeys 2014 for Grade 6. The Languages of Literature core resource is being used this year for Grades 7-8. The school's Curriculum Committee plans to adopt Pearson's Lit 2015 program for Grades 6-8 and possibly Pearson's Reading Street for Grade 5 Reading. It should be noted that prior to 2011-2012, the Gila River Tribe purchased the curriculum for all of its schools.

Galileo Technology:

Because the school needed to improve data accuracy and AIMS predictability, Galileo Technology was launched for Math and Reading as an additional curriculum resource. During the school year, students are given 4 benchmark assessments. The Data Analyst provides teachers and leaders an analysis of the results. Teachers use the results to determine Intervention groups based on the RTI model. For example, teachers have the opportunity to create "dialogs" within the Galileo program.

Pearson SuccessMaker:

After the success of Galileo Technology, further digital curriculum was added at SGRS in March 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 appealing to students because of its high-interest, animated delivery. SuccessMaker is multi-faceted and can instruct students in a step-by-step process, assess student progress, and predict additional time needed in the program to hit a grade level target. For both SuccessMaker Math and Reading, students participate in a colorful, animated program that provides step-by-step tutorials, caters to each student's abilities, and shows frequent performance percentages onscreen to the students. "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.

PLCs and Data Review Teams:

SGRS teachers participate in a culture of collaboration. Teachers meet in weekly staff meetings and frequent PLC meetings to discuss curriculum materials, best practices, SuccesMaker progress, systems to improve student success, and effective instructional methods. Teachers also 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 4 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.

Update: In the 2013-14 school year, a more structured approach was added to the regular team PLC meetings. These are teacher-led and now more structured meetings that meet every two weeks.

Teachers discuss and review Tier 2 and Tier 3 Reports for students. They plan instruction and assessment for the next two weeks based on the assessment results. These PLC meetings minutes must be sent to the school Principal, Curriculum Director, and the VP of Education.

Instruction:

Lesson Plan Reviews:

All teachers at SGRS are required to create lesson plans 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. Then, every Monday, the principal completes a principal Report indicating information about all teachers' lesson plans. The Principal Report is then sent to the VP of Education each week.

Teacher Evaluations and Informal Classroom Observations:

Another way the principal monitors teacher integration of 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 were conducted almost daily by the principal to verify that teachers meet instructional expectations.

Update: In 2013-14, teachers began using the new AZ College and Career Standards in their lesson plans to replace the previous AZ Content Standards. Additionally, a new tool was adopted to measure teacher success—the Teacher Evaluation Framework. This new Evaluation follows the AZ Teacher Educator Framework and is used for formative observations (4 times/year) and summative observations (2 times/year). The Teacher Evaluation Rubric includes four domains—Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. A point system is used to determine if a teacher is Ineffective, Developing, Effective, or Highly Effective.

Galileo Technology:

SGRS teachers use a process for instructing students to achieve growth in Math and Reading. Once teachers are access data from the Galileo Assessment benchmark testing, they utilize that information to plan their instruction. For example, if the Galileo report shows a particular weakness in a 6th grade class for objective "defining plot in fiction" then teachers can re-teach individual students, small groups, or whole classes on the concept of "plot." Re-teaching students is sometimes employed by using an Interactive Whiteboard. Another way teachers utilize data and design instruction accordingly is by creating specific tutorials or "dialogs" in Galileo to supplement instruction and help students master low-performance areas in Math and Reading.

SuccessMaker:

Similarly, Pearson's SuccessMaker program gives teachers another opportunity to cater instruction to particular objectives in Math and Reading. To illustrate, if a student struggles with a particular concept during a SuccessMaker Math session, the lab teacher can take time to clarify, explain, or give examples to help the student gain understanding. All students use the program 1 hour per day, students with deficiencies work in the program for 2 hours day and lowest performing students are given additional program time after school that teachers call a "Lift Lab" to help improve growth.

Update: During 2013-14, SGRS has implemented an intervention system that tracks student progress every two weeks. The PLC meetings, led by Math and Reading teachers, identify students for Tier 2 (Approaches), Tier 3 (FFB) or ELL Intervention. Tier 2 and Tier 3 Reports are completed and sent to the Principal, Vice President of Education and Director of Curriculum.

Assessment:

Formative and Summative Assessments:

At SGRS, individual teachers are responsible to provide regular formative assessments to their students to ensure Math and Reading mastery. This includes teacher-generated assessments and textbook-based formative tests. Teachers rely heavily on the Arizona State Standards to create these

assessments. 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, projects and final exams from both teacher-generated and core resource assessments.
Update: For the 2013-14 year, teachers now use the AZ College and Career Standards as a basis for their assessments. Also, teachers complete a Tier 1 Report that shows the percent of their students who are "Meeting" and "Exceeding" the College and Career Standards for each assessment. Teachers allow students to retest if needed.

Benchmark Assessments with Galileo Assessment Technology:

As mentioned, benchmark assessments include 4 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.

Pearson SuccessMaker:

The school also uses the SuccessMaker digital program to assess student achievement in Math and Reading. This tool utilizes Arizona State Standards for its assessments. A Title I Teacher coordinates the computer lab, generates reports, and analyzes data that shows student growth. Teachers print these reports regularly to monitor student progress. Reports can show individual and whole-class success, time-on-task, and predictions of future success. The school Data Analyst also works closely with the SuccessMaker program 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 to analyze data from Galileo, discuss best class practices, and decide professional development topics. As mentioned, a Data Analyst meets with classroom teachers and the PLC to discuss benchmark results, study strengths and weaknesses in reports, and provide guidance for Math and Reading growth. The 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 best methods to increase Math and Reading scores.
Update: During the 2013-14 year, SGRS has implemented an intervention system that tracks student progress every two weeks. PLC meetings are directed by Math and Reading Lead teachers who indentify students for Tier 2 (Approaches), Tier 3 (FFB). Tier 2 and Tier 3 Intervention Reports are completed and sent to the Principal, Vice President of Education and Director of Curriculum. SuccessMaker data results are also shared with students in the school so that they can take responsibility of their own Math and Reading success.

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:

SGRS teachers have participated in Galileo workshops periodically throughout the school year. At these trainings, teachers learned how to generate and analyze Galileo assessment reports. They also learned how to write or use pre-made teaching "dialogs" and learned how to create intervention groups within Galileo. Along with formal meetings, ongoing training has also occurred on an as-needed basis. The Data Analyst and another school principal have trained teachers in Galileo.

Pearson SuccessMaker:

Teachers have also received SuccessMaker program training from two Pearson representatives and from an online session from Pearson Education. The SGRS staff has learned program highlights, assessment creation, progress monitoring, and report generatin. This training helps SuccessMaker facilitators to increase student success in Math and Reading. Additionally, the program automatically prescribes added time needed for students to meet specific academic goals.

Additional Training:

In the 2012-13, SGRS teachers received Saxon Math Curriculum instruction. 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.

Update: For the 2013-14 year, further training opportunities have occurred for teachers. Training occurred for newly adopted curriculum for enVision and Digits for Math resources. For Reading, SGRS teachers participated in training for Journeys and Languages of Literature. Many other workshops were added for the new year including training in the new Teacher Evaluation Framework, Common Core Reading and PARCC, Grading and Reporting, Galileo Technology, SuccessMaker, Gradebook, and best teaching practices sponsored by the new Mentoring Program.

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 5 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 7 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.

Update: Based on Galileo Benchmark test scores during the 2013-14 School year, students continue to show growth. In fact, the average developmental levels of both the 7th and 8th grade students actually exceeds the projected "meets" score in Math and the average developmental levels of the 6th, 7th, and 8th grade students exceeds the projected "meets" score in Reading (see Figure 2 and Figure 6). SuccessMaker data also shows growth with nearly all grades showing over one year's growth with one month left until AIMS testing (see Figure 4 and Figure 8).

Student 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:

2012-13: 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.

Update: For 2013-2014, SGRS implemented new core resources for the lowest 25% of the Math students. Pearson enVision is used for Grade 5 and Pearson Digits is used for Grade 6-8. SPED uses Digits as core, Saxon Math Adaptations is a supplemental source, and enVision's Math Diagnosis and Intervention System Part 2 for identified SPED students is an intervention tool.

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.

Update: As mentioned previously, for the 2013-2014 year, SGRS has implemented an Intervention system that tracks student progress every two weeks. PLC meetings coordinated by Math and Reading Lead teachers who identify students for Tier 2 (Approaches), Tier 3 (FFB). Tier 2 and Tier 3 Intervention Reports are completed and sent to the Principal, Vice President of Education and Director of Curriculum.

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 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 and Reading. Teachers began a tutoring program called Lift Lab in which teachers work with small groups or one-on-one.

Update: For 2013-14, an Intervention system has been implemented. Teachers used Galileo Benchmark scores to place student in Intervention groups (Tier 2 and Tier 3). All Tier 2 students used SuccessMaker for instruction and assessment. All Tier 3 students receive either more time with SuccessMaker and/or tutoring. Teachers may use Galileo dialogs or other instructional materials to instruct and assess. The Tier 2 and Tier 3 Intervention Reports are completed every two weeks for progress monitoring.

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 Graphs on Page 10:

Viewing the data graphs for SuccessMaker illustrates its positive impact for the bottom 25% at SGRS. Refer to Figure 11, 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.

Update: Based on Galileo Benchmark test scores during the 2013-14 School year, the bottom 25% of students in Math also continue to show growth. Although the average developmental level of the bottom 25% of students has not yet crossed the projected "meets" score yet, the scores seem to be creeping closer (see Figure 10). SuccessMaker data paints an extremely promising situation for the bottom 25% of students in Math. All grade levels have shown over one year's growth with 7th grade approaching two year's growth (see Figure 12).

Teacher Evaluation:

Update: As mentioned previously, in 2013-14, a new Teacher Evaluation following the Arizona Educator Framework was developed and implemented. Teachers are observed formatively 4 times a year and summatively 2 times a year. The Teacher Evaluation Rubric is based upon the Danielson framework including four domains. Teachers have received training from the Curriculum Department in order to help implement this new Teacher Evaluation System.

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.

Update: In the 2013-14 school year, teachers received Math Professional Development training for Pearson enVision and Digits. Teachers also participated in Galileo technology training and best classroom instructional practices training through the Mentor Teacher Program.

Growth Data – Math – All Students

Figure 1

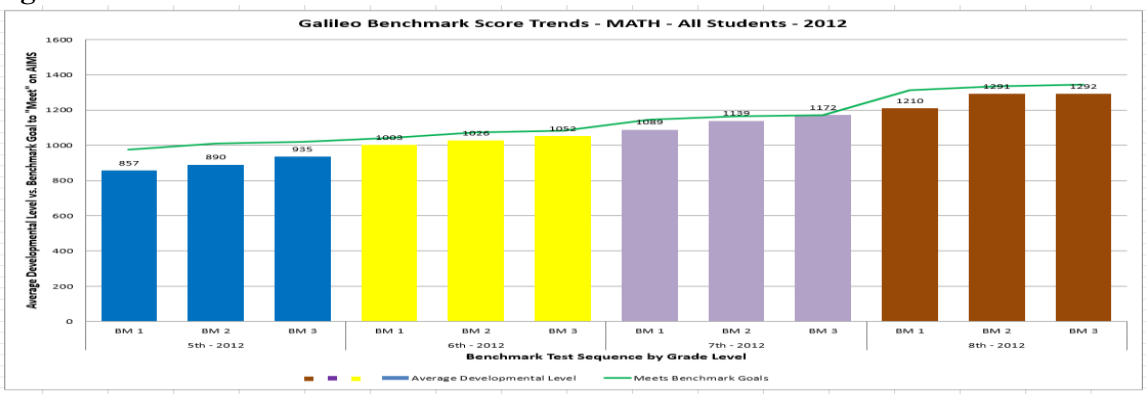


Figure 2

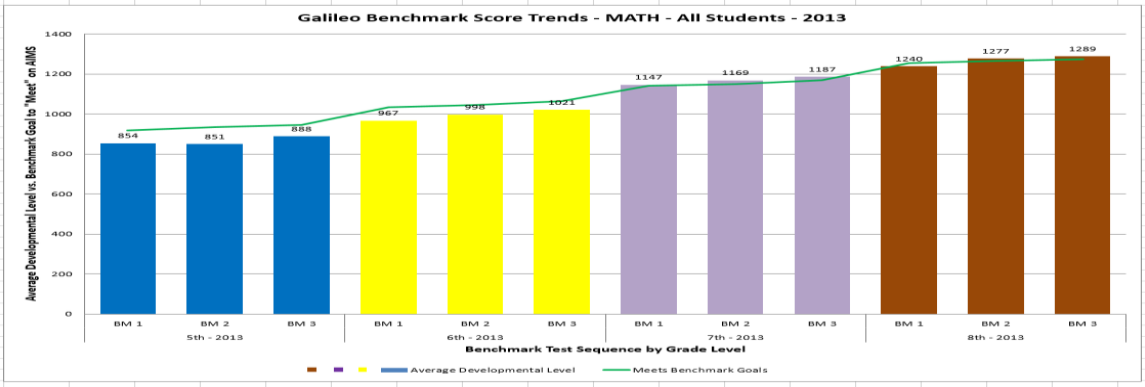


Figure 3

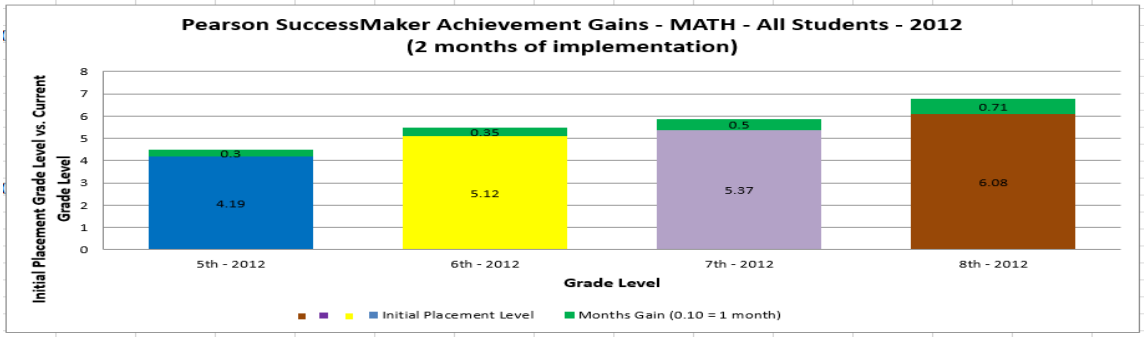
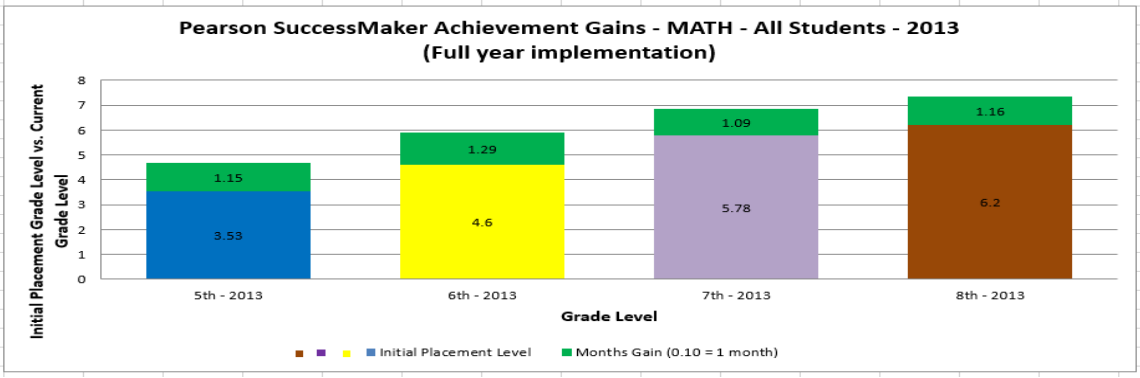


Figure 4



Growth Data – Reading – All Students

Figure 5

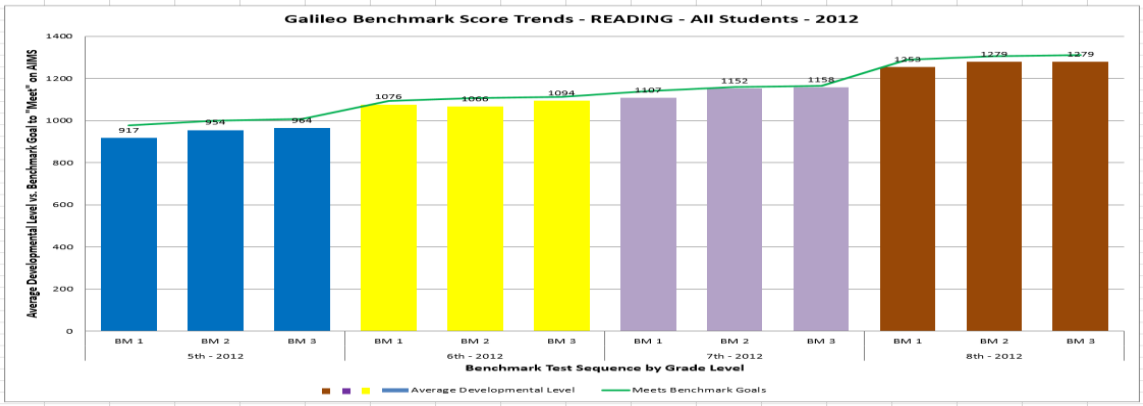
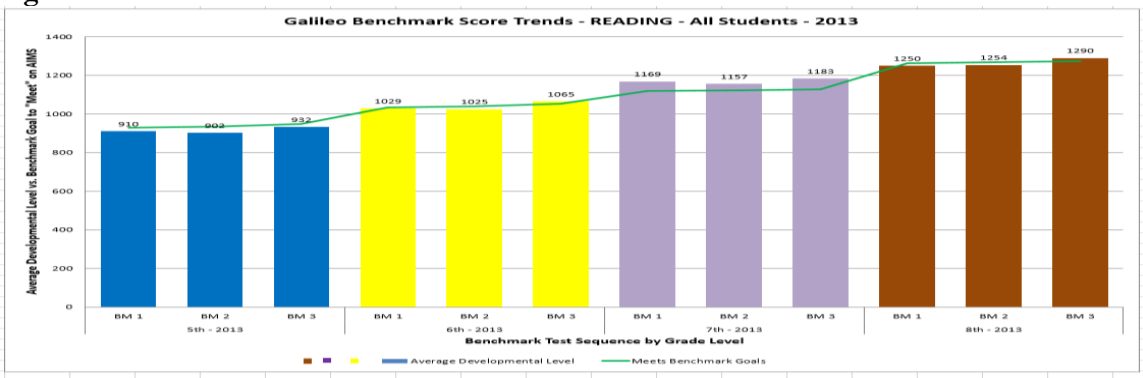


Figure 6



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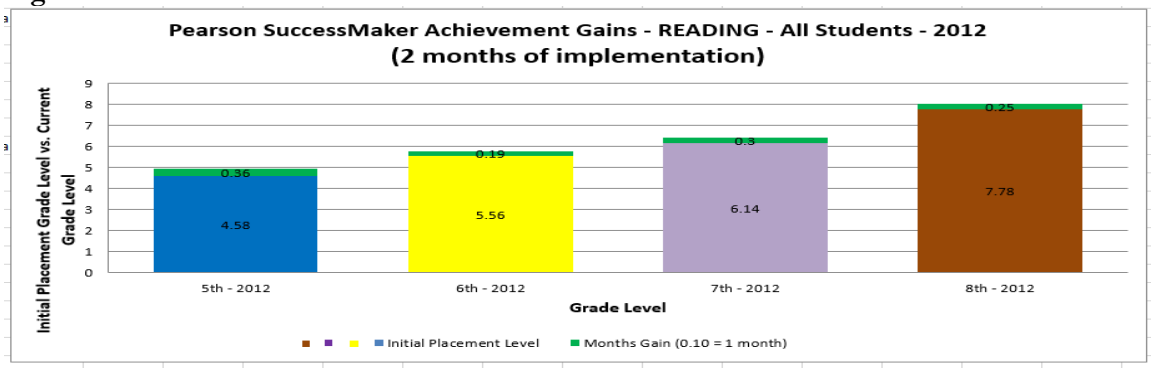
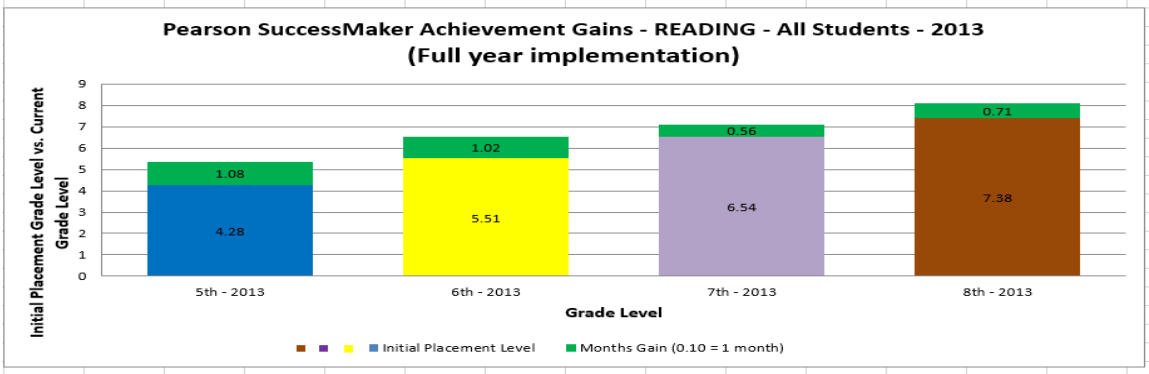


Figure 8



Growth Data – Math – Bottom 25%

Figure 9

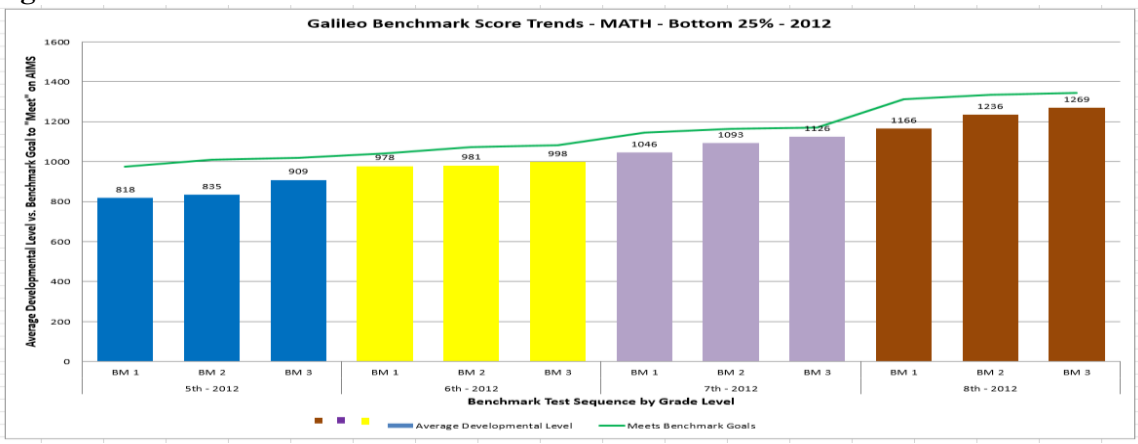


Figure 10

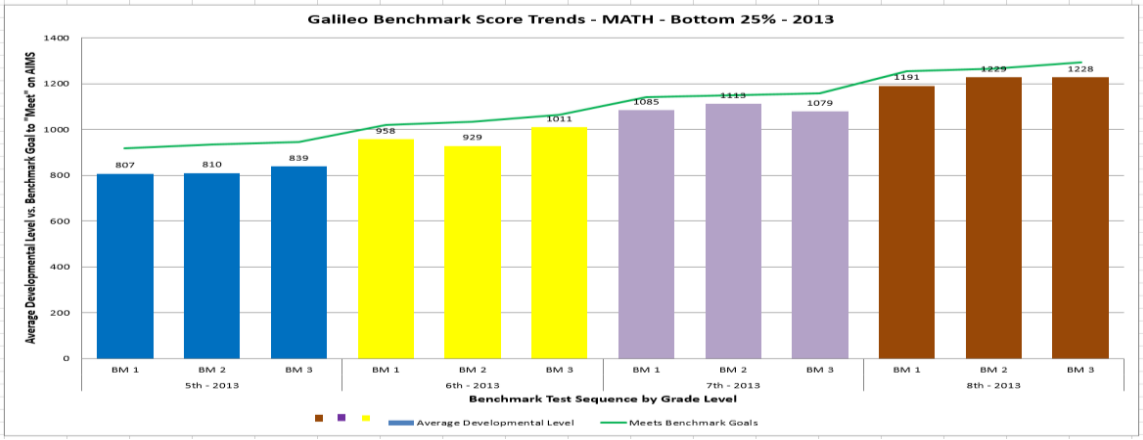


Figure 11

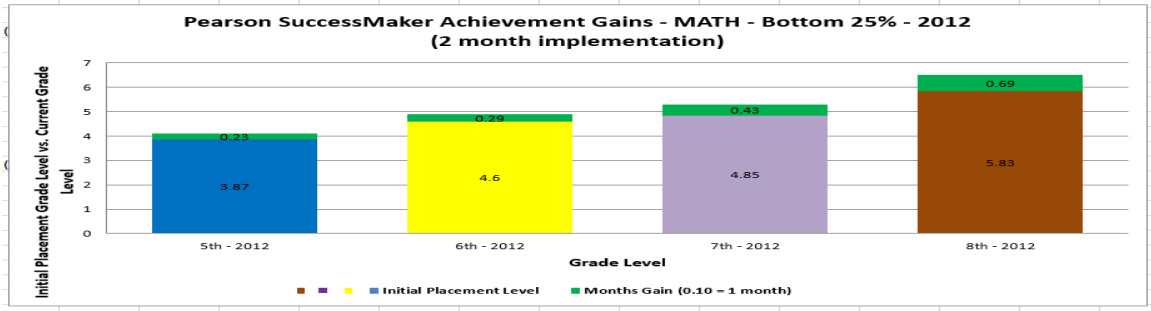
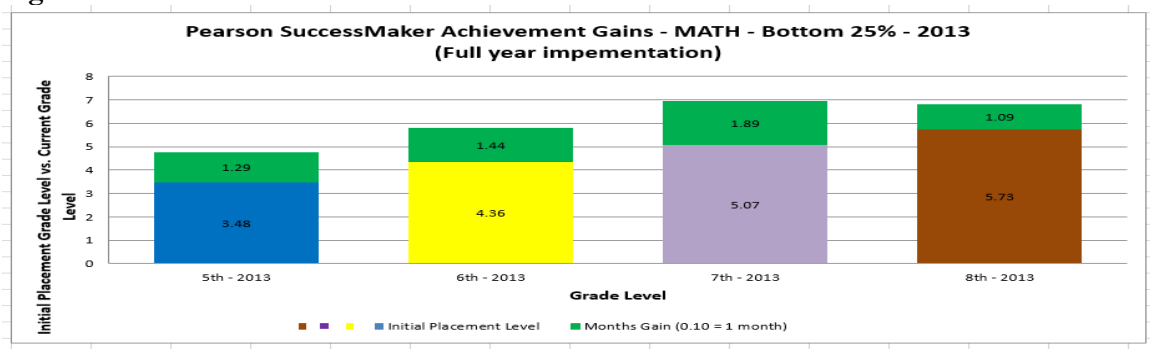


Figure 12



Proficiency in Math and Reading

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.
Update: For 2013-14, teachers use Pearson enVision (Grade 5) and Digits grades 6-8) for Math. For Reading, teachers use HMH Journeys (Grades 5-6) and Languages of Literature (Grades 7-8). These programs are aligned to the College and Career Ready Standards.
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.

Teacher Evaluation:

Update: As noted, in 2013-14 a new Teacher Evaluation following the Arizona Educator Framework was developed and implemented. Teachers are observed formatively four times a year and summatively two times a year. The Teacher Evaluation Rubric is based upon the Danielson framework including four domains.

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 4 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 13 and Figure 23 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 14% 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. Figures 15, 17, 19, 21, 23, 25, 27, 29, and 31 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.

Update: Galileo data shows that student achievement continues to improve in Math. For example, only 25% of students met or exceeded on the AIMS test in 2012; however, 33% of students met or exceeded in 2013, and Galileo figures predict 42% of students to meet or exceed in 2014 (see Schoolwide data in Figures 13 and 14) . The performance distribution data from Galileo also shows promising data regarding the improvement of students. For examples students moving from the falls far below category to approaches, approaches to meets, and meets to exceeds. Figures 15-22 and 25-32 show the distribution of student scores over time. As you can see, the green sections are growing while the blue and red sections are shrinking over time. This illustrates the movement of students to higher achievement categories.

Proficiency Data – Math – All Students

Figure 13

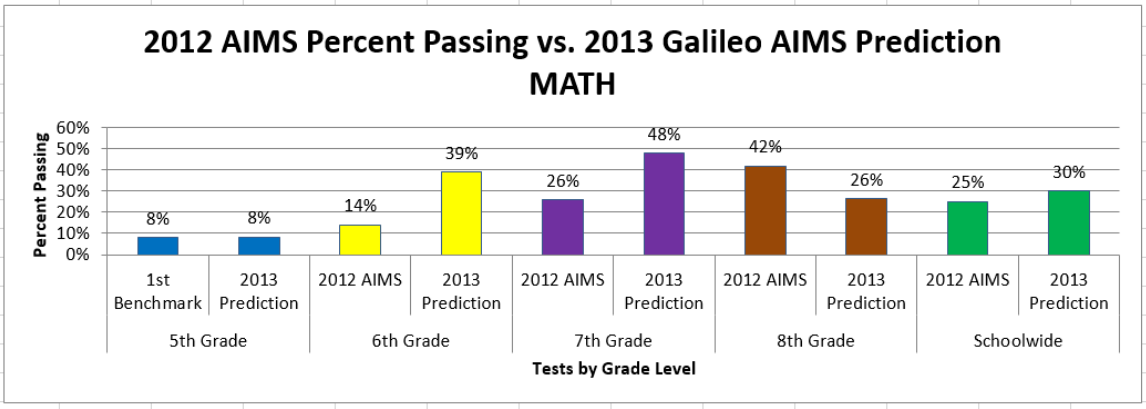


Figure 14

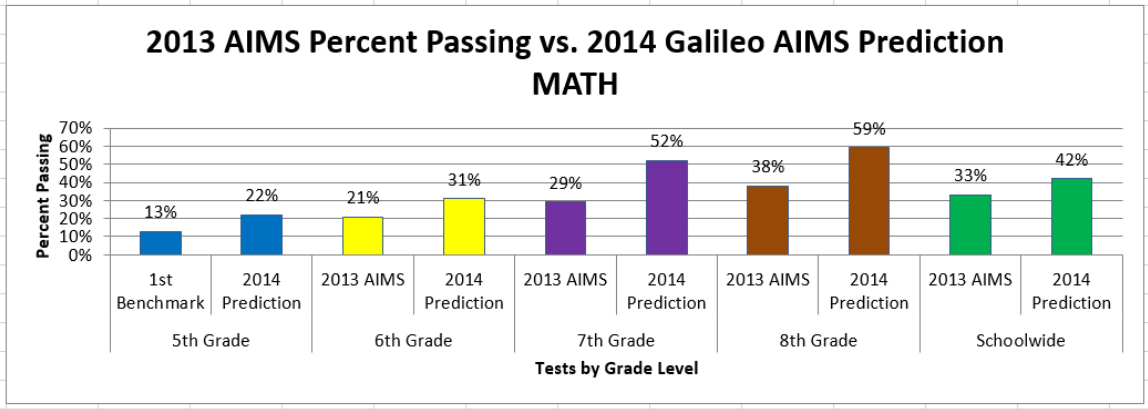


Figure 15

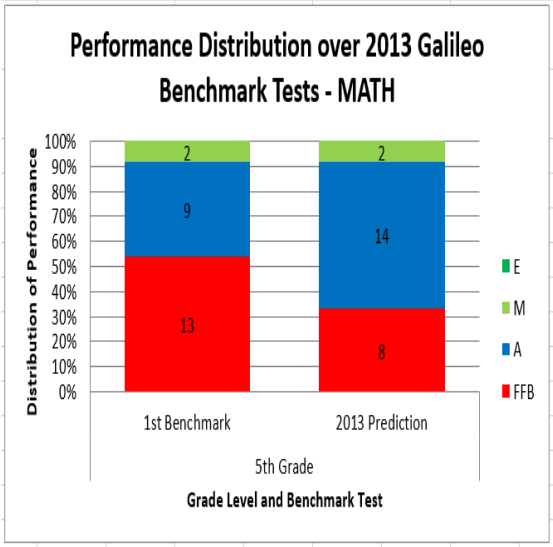
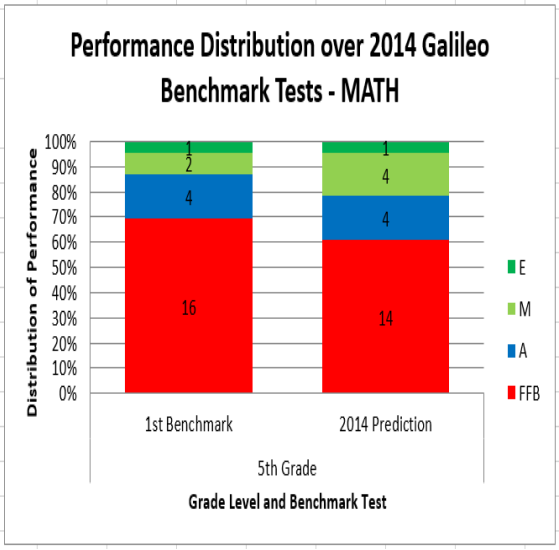


Figure 16



Proficiency Data – Math – All Students (concluded)

Figure 17

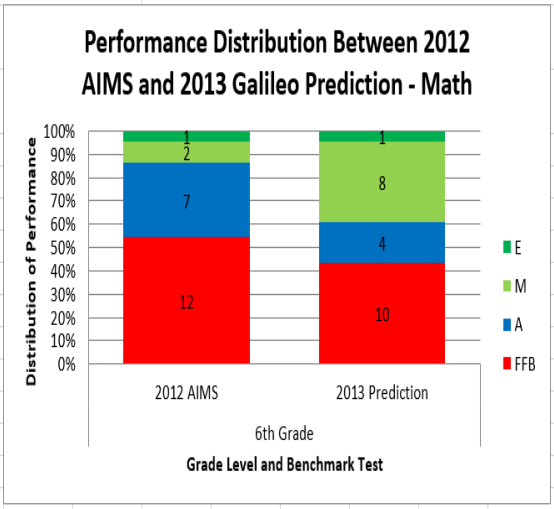


Figure 18

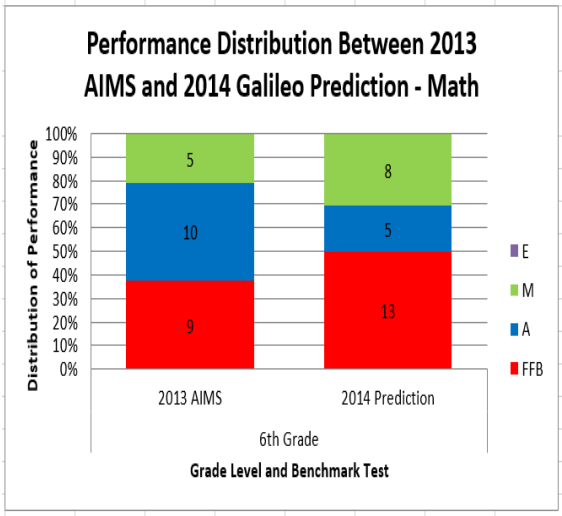


Figure 19

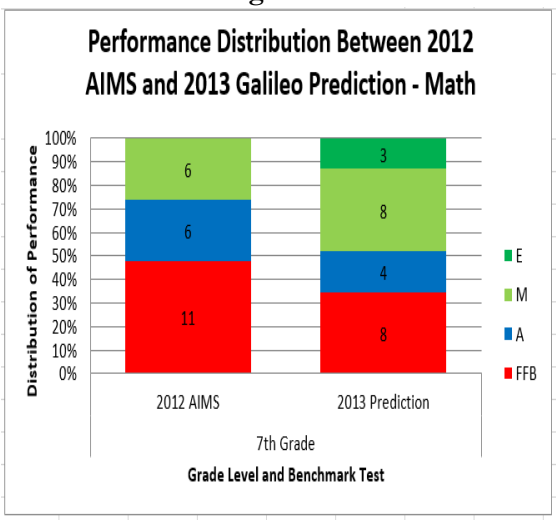


Figure 20

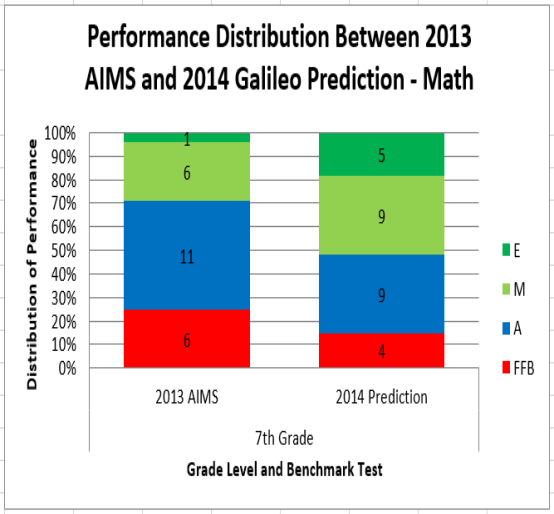


Figure 21

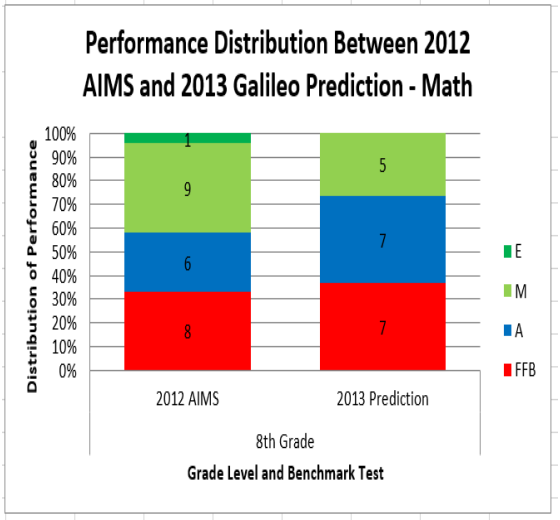
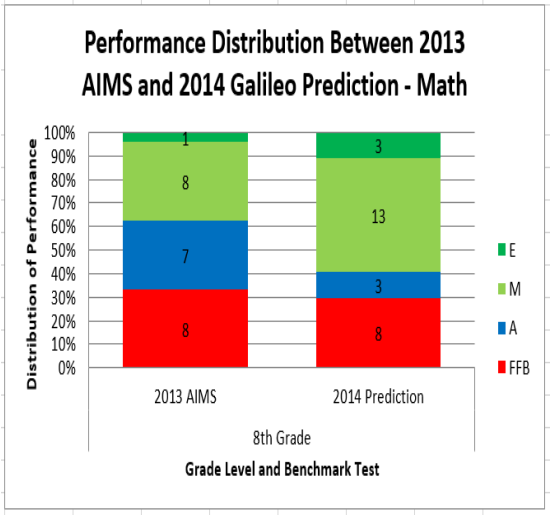


Figure 22



Proficiency Data – Reading – All Students

Figure 23

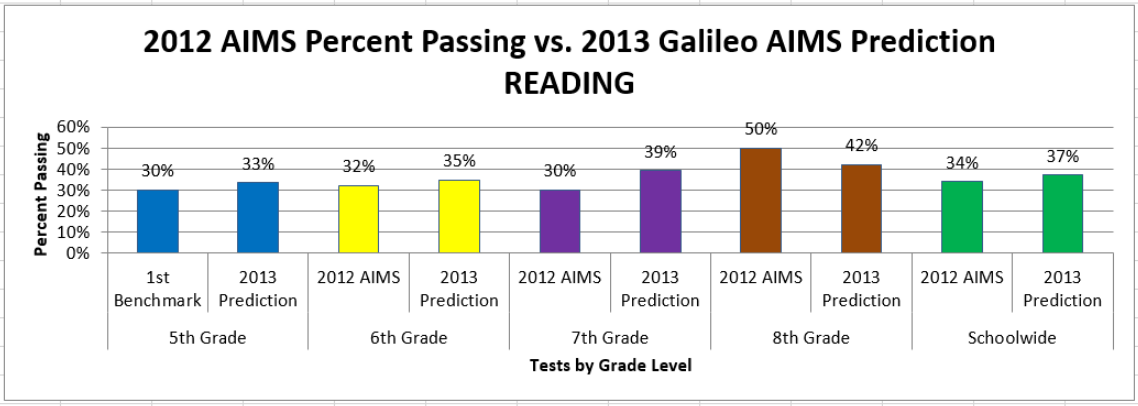


Figure 24

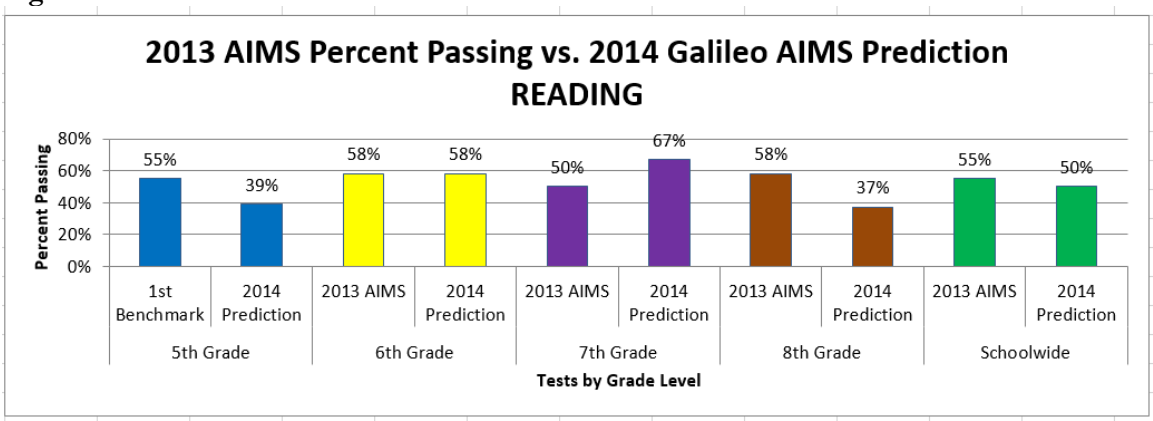


Figure 25

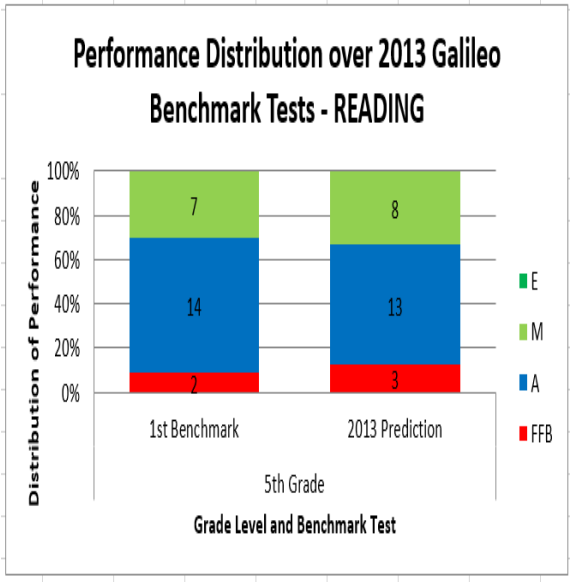
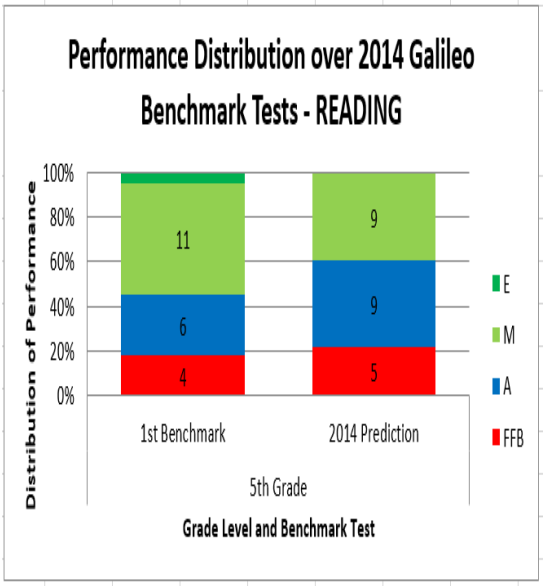


Figure 26



Proficiency Data – Reading – All Students (concluded)

Figure 27

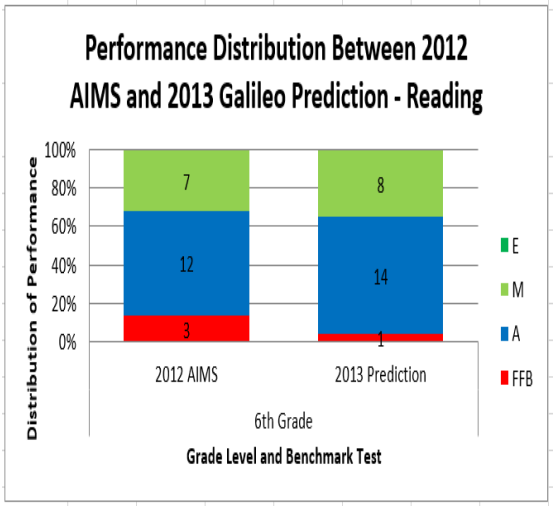


Figure 28

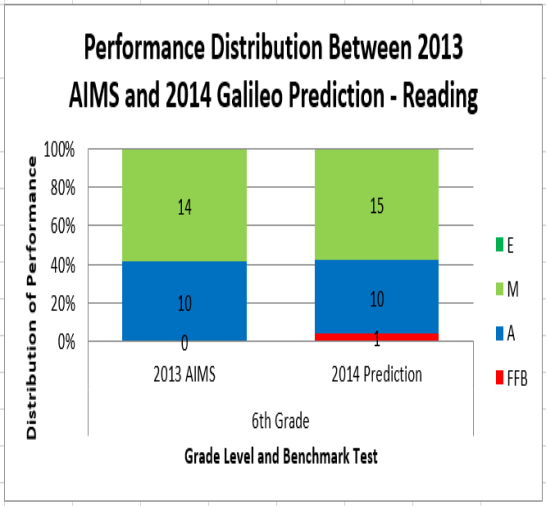


Figure 29

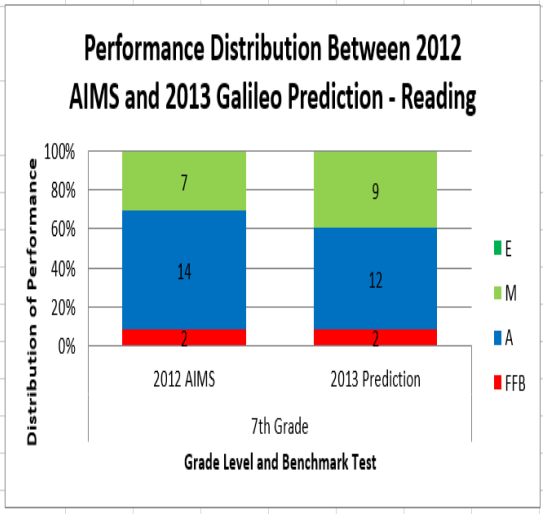


Figure 30

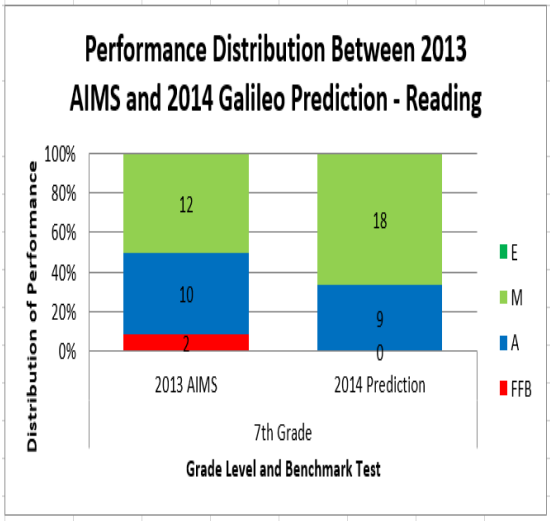


Figure 31

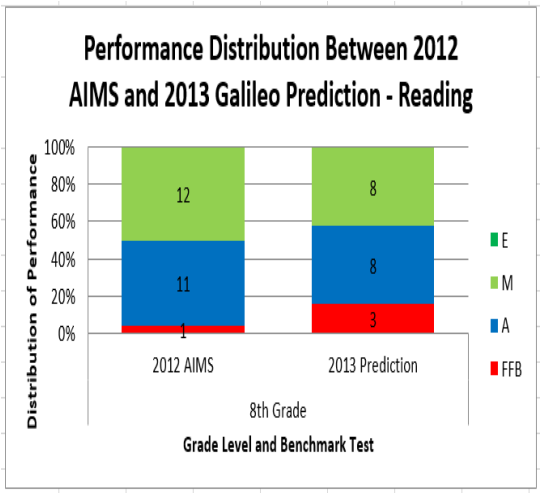
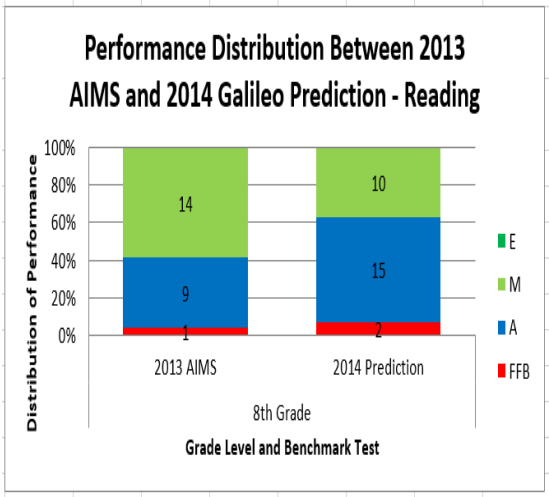


Figure 32



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:

Update: There are no English Language Learner students designated at SGRS Gila River, however, we do have a plan if we ever serve an ELL population. We would execute the following processes. First, we would follow the procedures for identifying ELL students provided by ADE (July 2012). Identified students may be placed in an SEI classroom or ILLP program. If less than 10 students are enrolled, in accordance with A.R.S. 15-751 through 15-753, the following is a description of the ELL program for Individual Language Learner Plans (ILLP) in the mainstream classroom:

- The ELL student will receive all instruction in English.
- All instruction will include the use of any and all adopted curriculum for reading, writing, and language arts along with any approved supplemental materials or programs to facilitate English acquisition.
- All students will receive 4 hours of explicit instruction in English each day as per the ILLP.
- Each student will have an ILLP that indicates the student's the student's English proficiency level and the ELP standards being taught and mastered.
- Instructional strategies for supporting ELL will be used in classes.
- Daily SuccessMaker lab time that includes reading and math skills geared toward the student's individual needs is provided.

Proficiency in Math and Reading
(Special Education)

Note:

Update: It should be noted that in 2013-2014 SGRS has about a 20% Special Education population—well above the average of a typical middle school in Arizona. Moreover, 5 of the Special Ed students are placed in a day school for emotionally challenges. These students are identified as ED-P, Autistic, MIMR, and MOMR. Lastly, 2 of the Special Education students take the AIMS Alternative version of the exam.

Curriculum

Instructional Materials:

2012-13 - 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.

Update: New for 2013-2014 in Math is that our Special Education teacher uses Pearson's Digits Math for core instruction, Saxon Math Adaptations as a supplement and enVision's Math Diagnosis and Intervention System Parts 2 for identified (Grade 5-8) SPED students as an intervention tool. The Special Education teacher uses the student's Reading core resource but provides supplemental aides and assistive technology for Reading as needed to reach IEP goals. Prior to this, the Gila River Tribe had purchased the curriculum for all of its schools. The Special Education teacher uses McDougal Littel's Bridges to Literature for core Reading instruction. He provides supplemental aides and assistive technology for Reading as needed to reach IEP goals. Pearson's SuccessMaker is also utilized as intervention for both Math and Reading.

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 skills based program that promotes student success in both Math and Reading. This is especially true for Special Education students. This online program 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 resource 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.

Update: During the 2013-14 school year, improvements were made to the Weekly Reports that Special Education teachers must complete for their students. The report outlines student progress toward IEP goals, if progress monitoring occurred with students, and what gains were made in Math and Reading according to SuccessMaker data reports. These Weekly Reports are sent to the Special Education Director for review. These reports also influence the PLC Meetings that teachers hold at the school. Any goals, progress, and concerns about Special Education students within the PLC team are discussed within the group.

Teacher Evaluation:

Update: As repeated throughout this narrative, in 2013-14 a new Teacher Evaluation following the Arizona Educator Framework was developed and implemented. Teachers are observed formatively four times a year and summatively two times a year. The Teacher Evaluation Rubric is based upon the Danielson framework including four domains.

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 in Special Education:

Evidence for proficiency in Special Education for Math and Reading is shown in SuccessMaker bar graphs. Refer to Figures 33 and 35 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 33 and 35), 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.

Update: SuccessMaker data continues to show improvement for Special Education students. In fact, both 5th and 6th grade Math students have shown over one year's growth already this year. In Reading, 5th grade students have shown 1.23 years growth with 6th grade students showing nearly one year's growth. It is apparent during the first full year of implementation, that Special Education students are experiencing the benefits of this program as well.

Proficiency Data – Special Education

Figure 33

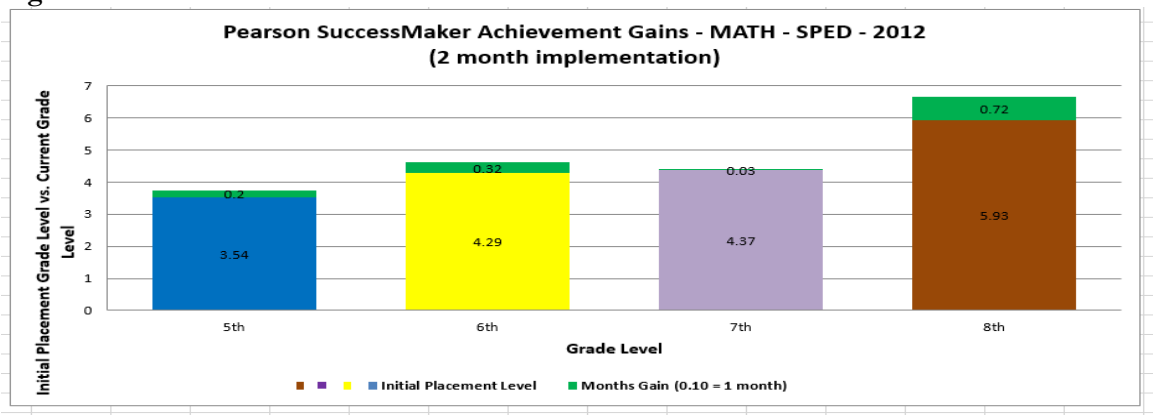


Figure 34

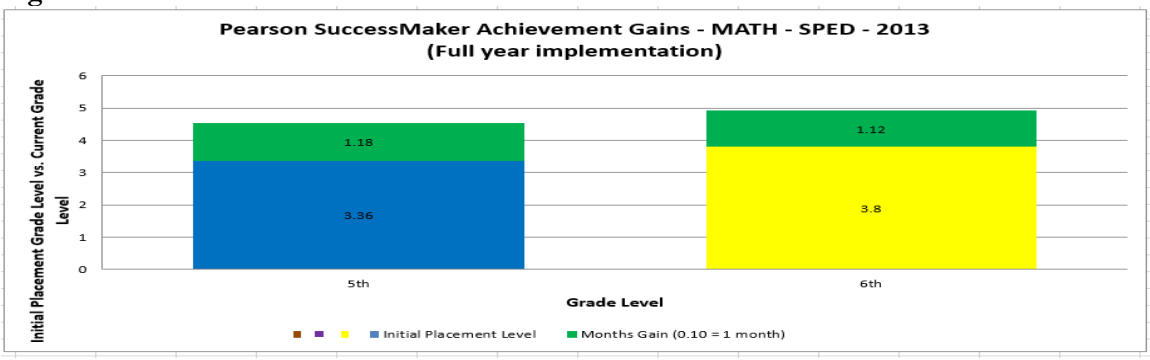


Figure 35

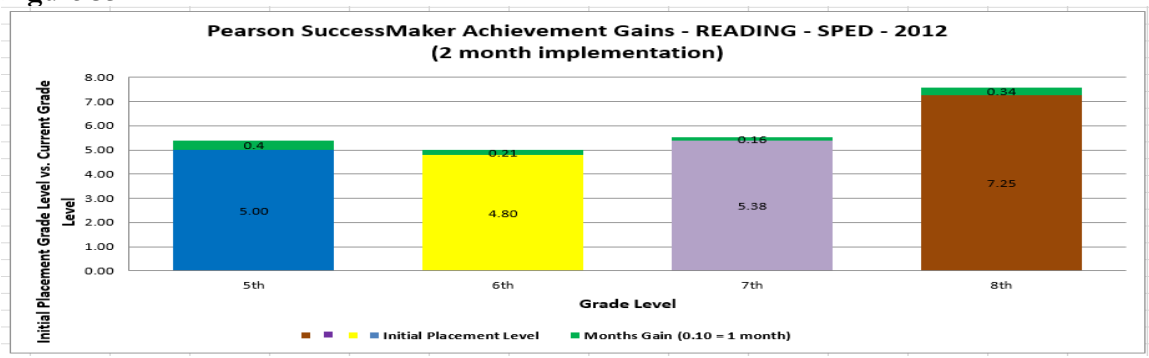
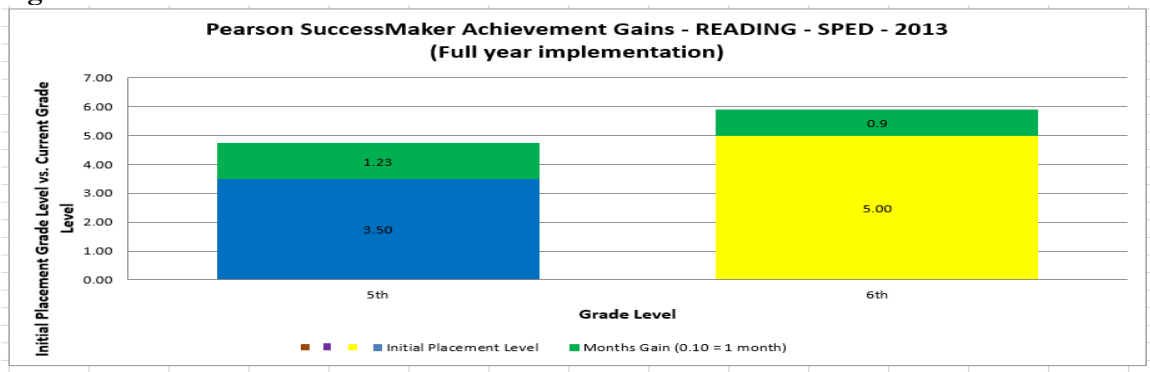


Figure 36



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 37 and 38 are further data samples that show growth from Galileo benchmark results in 2014. In these two scatter plot graphs, 12 students in 8th 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, 8th grade students in Reading in Figure 24 also show growth and achievement.

The following table illustrates additional 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.

2013 Growth Chart

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

2014 Growth Chart

Grade	Subject	Result
5th Grade	Math	Expected Growth Maintained
5th Grade	Reading	Expected Growth Maintained
6th Grade	Math	Expected Growth Maintained
6th Grade	Reading	Expected Growth Maintained
7th Grade	Math	Expected Growth Maintained
7th Grade	Reading	Expected Growth Maintained
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 during the past two years.

Application for Alternative Status:

In 2013, SGRS 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.

As mentioned in the Background section of this report, incoming 5th grade students transfer from feeder schools that do not administer 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.

As an Alternative school, SGRS 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.

Update: In the 2013, SGRS was approved for Alternative School Status. The school received a "Meets" category rating for Academic Performance.

State Accountability

Figure 37

8th Grade Math – Student Growth and Achievement from Galileo - 2014

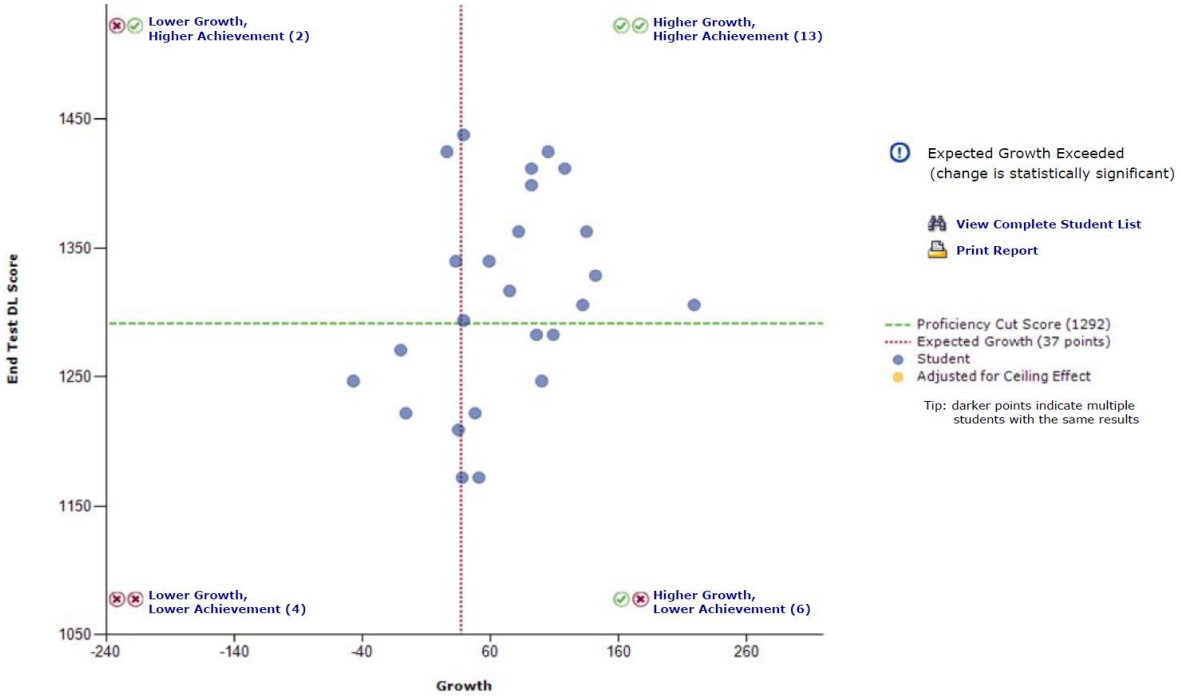
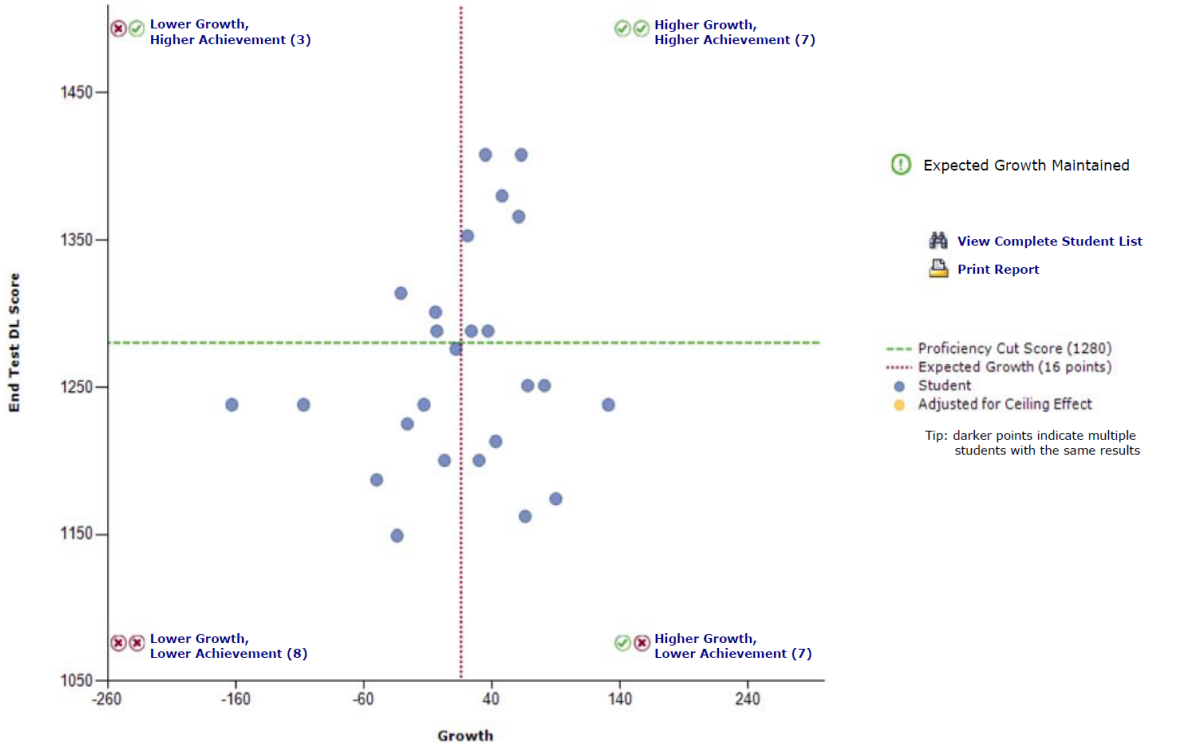


Figure 38

8th Grade Reading – Student Growth and Achievement from Galileo - 2014