Destiny School

Charter Renewal Application
Performance Management Plan

Submitted by
Nancy McLendon
February 15, 2012

Performance Management Plan Narrative

Destiny School was founded upon the belief that God has a unique plan and purpose for the life of every child and that each student has a special destiny that only he or she can fulfill. By providing a quality education, treating each child and their families with dignity and respect, setting high academic and citizenship standards, and modeling qualities of integrity and responsibility in a safe and disciplined environment, we seek to equip the neediest children of our community with the requisite foundation to be successful in the twenty-first century.

Our student population is diverse. Approximately 40% are Native American, 20% are Hispanic and, and 40% are white. Over 90% of our students qualify for free and reduced lunch. 54% are female and 46% are male. Like many schools who serve large numbers of low income students, our population is somewhat transient. Each year over 25% of our students are new to our school.

In order to monitor and document student proficiency in reading, compile information needed to identify areas of greatest academic need, and drive lesson planning, a variety of formative and summative tests are administered to the students. Data is collected from AIMS results, Stanford 10 results, Dibbles fluency scores, leveled reader benchmarks, report card grades, and classroom level formative tests. In each of the previous five years a data review team, consisting of board members, the principal, a classroom teacher, the Special Education Director, the Title 1 Director, and a Title 1 Paraprofessional, analyzed the aggregated and disaggregated data from these measurements for grades k-8. Each set of data was disaggregated by gender, socioeconomic status, ethnicity, absentee rate, students' years in district, and special program placement.

Data indicated that SES and Native American students lagged far behind the general population. In 2007, 53% of SES students passed the AIMS compared to 80% of all others. In 2007, 41% of Native Americans passed the AIMS compared to 72% of all others. In 2008, 54% of SES students passed the AIMS compared to 65% of all others. In 2008, 39% of Native Americans passed the AIMS compared to 70% of all others. While gains have been made, Native Americans in 2011 trailed all others by 8% with 78% of Native Americans passing AIMS compared to 86% of all others. In 2011, SES students passed the AIMS at the same rate as all others with 83% scoring Meets or Exceeds. In 2007, 12 of the sixty63 students who failed AIMS were in the Special Education program. In 2011, 13 of the 27 students who failed AIMS were in the Special Education program. Data also showed that students in their first year in Destiny scored lower than those who had been in the school longer. Reading inventory and benchmark results indicated that over half of new students were scoring at least 2 years below grade level.

Consensus was reached by the Data Review Team concerning the areas of greatest academic need. Objectives were then written to address those needs. The objectives that were written and implemented in the last 5 years are:

1. The Data Review Team was included in all decisions about interventions.
2. Teachers were given stipends to align curriculum maps to the Arizona Academic Standards.
3. Provided all underperforming Kindergarten through fifth grade students with an additional 45 minutes of reading intervention daily.
4. Hired additional paraprofessionals to facilitate small group reading.
5. Benchmarked Kindergarten through fifth grade students 3 times per year.
6. Expanded summer school to accommodate twice as many students.
7. Provided Title 1 and Special Education Reading services during summer school.
8. Implemented a new phonics program (Students who transferred in from schools not using Saxon Phonics were struggling to keep pace with their peers).
9. Implemented Reading A-Z leveled reader program in grades K-5.
10. Reduced class sizes in second grade by hiring an additional teacher.
11. Replaced or reassigned ineffective teachers.
12. Made performance on AIMS a larger factor in determining teacher bonuses.

To ensure implementation of the above objectives and to monitor integration of the Arizona Academic Standards into reading instruction, the Principal and Title 1 Director reviewed lesson plans weekly and conducted classroom observations. Daily reading checklists were given to teachers to aide in lesson plan development and facilitate information gathering by the Data Review Team.

To provide the staff with the professional development needed, an articulated set of Professional Development Goals was developed by the Principal in conjunction with teachers and the Data Review Team. The goals are prioritized in the following manner:

1. Provide funding for undergraduate and graduate level classes for teachers to become highly qualified.
2. Provide funding for teachers to obtain a reading endorsement.
3. Provide funding and substitutes to allow teachers to attend reading and early childhood development seminars.
4. Provide in-service training in reading decoding, reading interventions, classroom management, curriculum alignment, and the use of technology in the classroom.
5. Implement a mentoring program for newly hired and inexperienced teachers.

The articulated professional development goals drove yearly professional development plans. Each of the first four goals was adequately addressed, but a mentoring program has not been fully developed at the present.

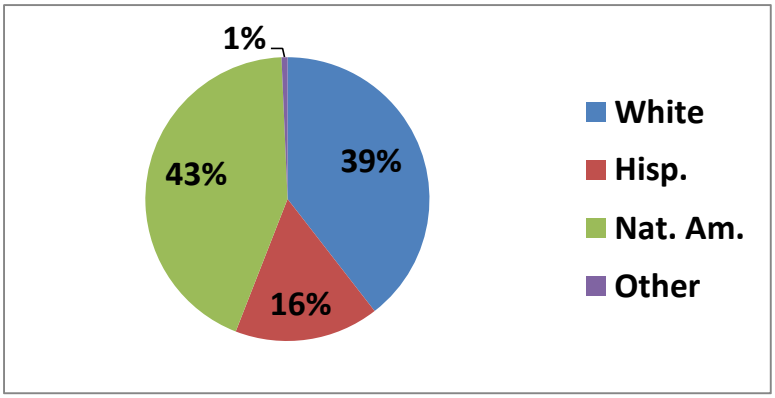
The progress that has been made in student reading achievement in the last five years indicates that the interventions implemented in that time frame have been mostly successful. The 2009 and 2011 results were above state averages and the 2011 results particularly showed solid gains by SES students and Native American students. However, it should be noted, as evidenced by the 2010 results, that one year of positive results does not necessarily display the overall strength of the school's reading program. Also, on average, seven new students enter each classroom every year. Therefore, all of the interventions currently in place should be continued at this time. Additionally, the lack of improvement by those who score in the bottom 15% of those tested indicates a need for further interventions.

Looking ahead into the next three year period we plan to reduce instructional group size for the lowest 15%, incorporate the DRA and STAR Early Literacy test results into the data analysis, and provide more tutoring time through after school and Friday programs.

2007-2011 Student Population 3rd-8th Grades

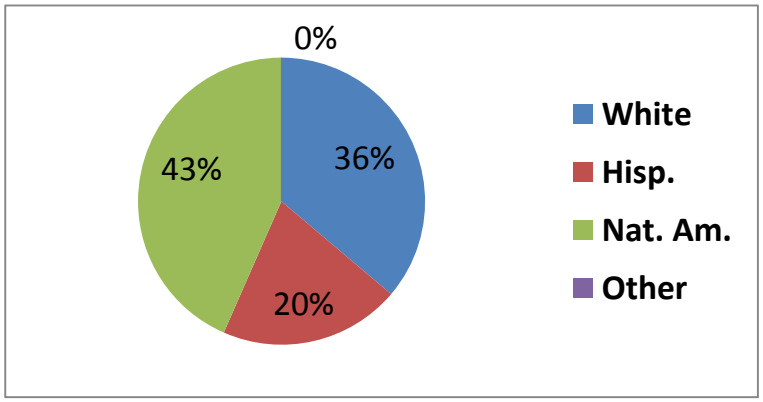
2007

	White	Hisp.	Nat. Am.	Other
% of Population	39%	16%	43%	1%
# of Students	60	25	66	1



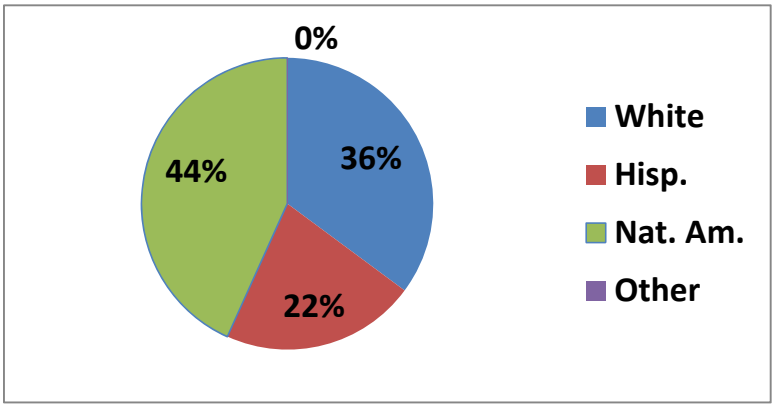
2008

	White	Hisp.	Nat. Am.	Other
% of Population	36%	20%	43%	0%
# of Students	55	31	66	0



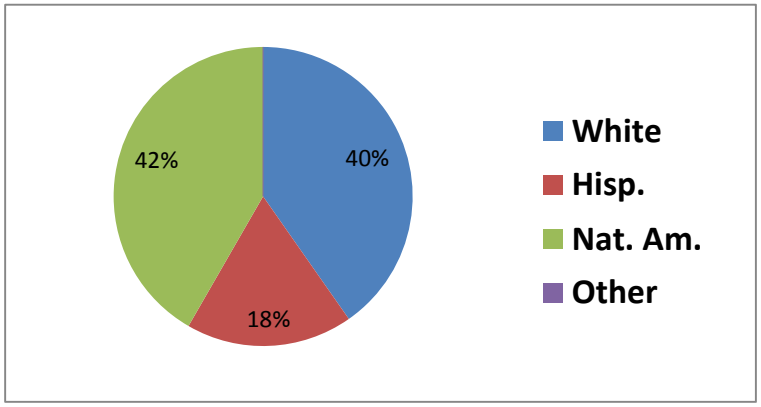
2009

	White	Hisp.	Nat. Am.	Other
% of Population	36%	22%	44%	0%
# of Students	52	32	64	0



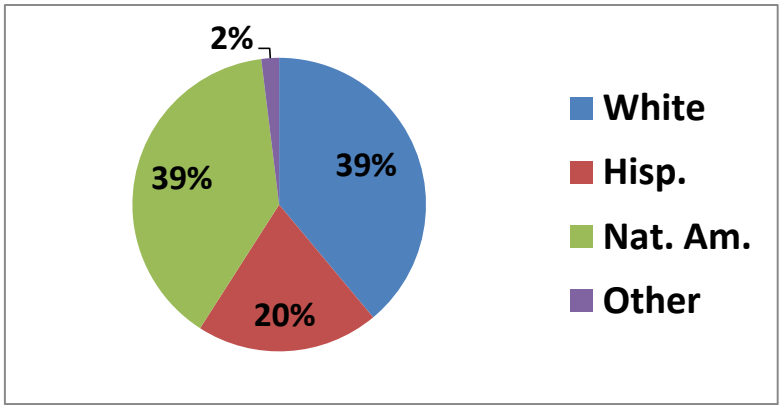
2010

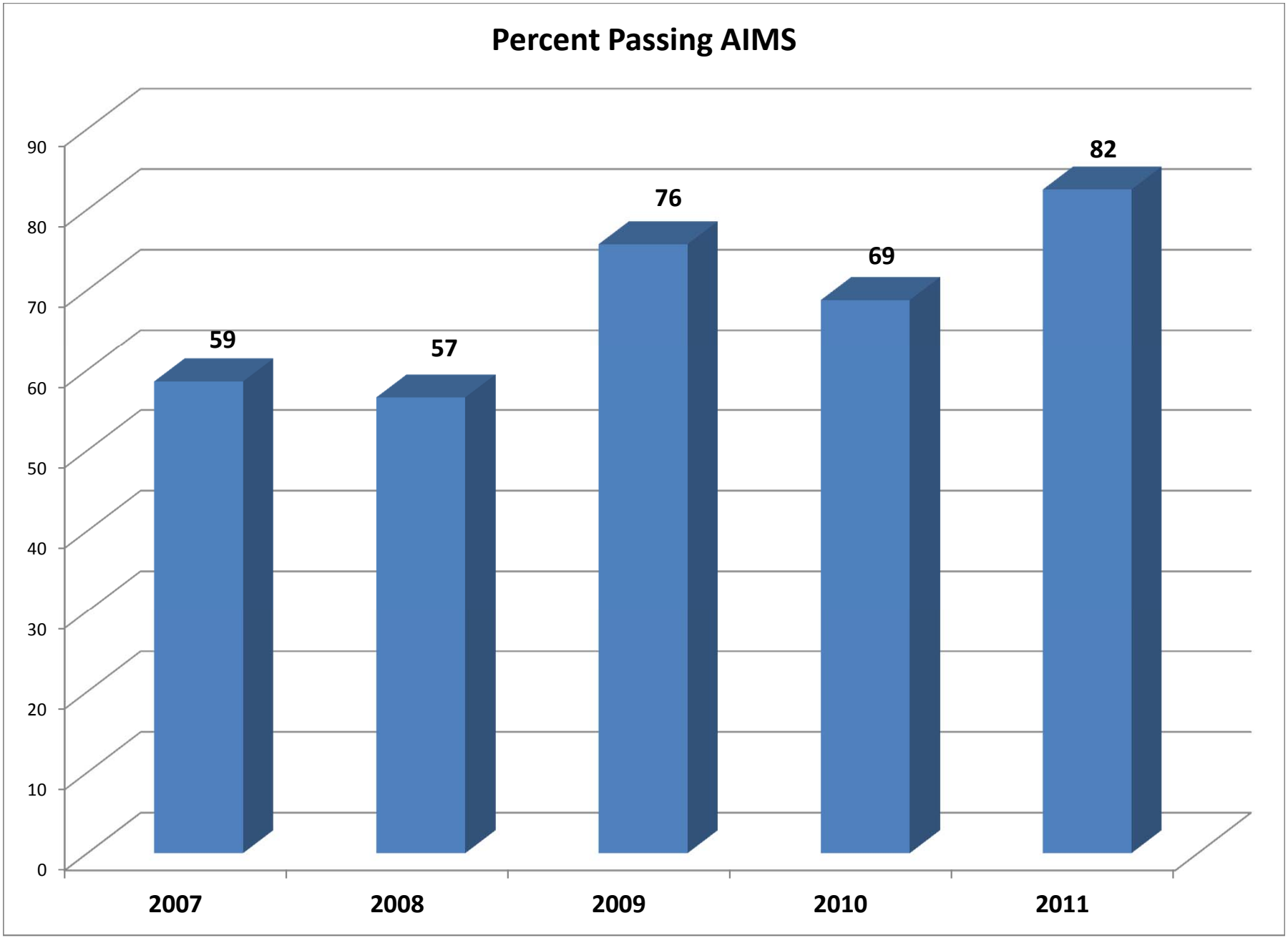
	White	Hisp.	Nat. Am.	Other
% of Population	40%	18%	42%	0%
# of Students	58	26	60	0



2011

	White	Hisp.	Nat. Am.	Other
% of Population	39%	20%	39%	2%
# of Students	60	31	60	3

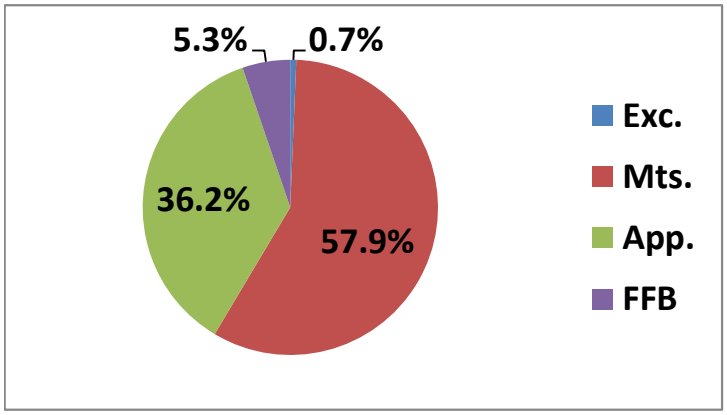



Percent Passing AIMS
90
80
70
60
50
40
30
20
10
0
59
57
76
69
82
2007
2008
2009
2010
2011

2007-2011 AIMS Results

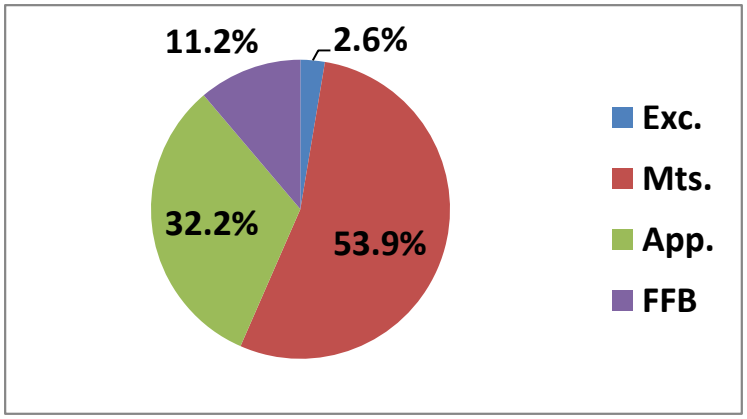
2007

	Exc.	Mts.	App.	FFB
Percent	0.7%	57.9%	36.2%	5.3%
# of Students	1	88	55	8



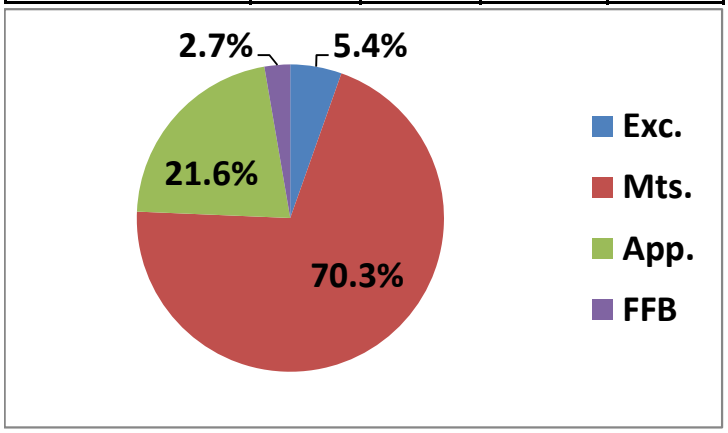
2008

	Exc.	Mts.	App.	FFB
Percent	2.6%	53.9%	32.2%	11.2%
# of Students	4	82	49	17



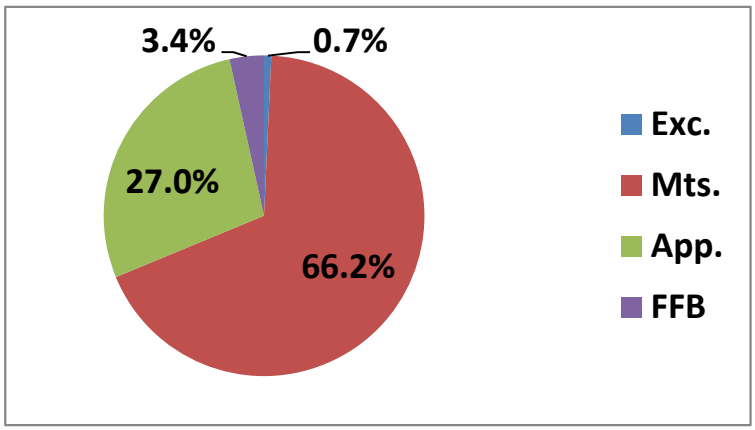
2009

	Exc.	Mts.	App.	FFB
Percent	5.4%	70.3%	21.6%	2.7%
# of Students	8	104	32	4



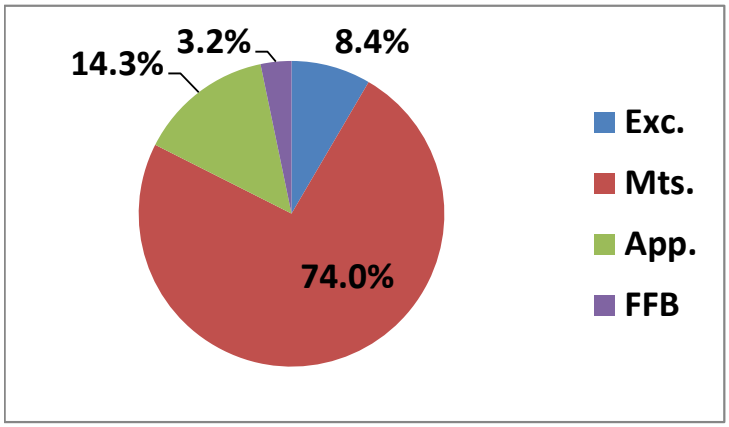
2010

	Exc.	Mts.	App.	FFB
Percent	0.7%	66.2%	27.0%	3.4%
# of Students	1	98	40	5



2011

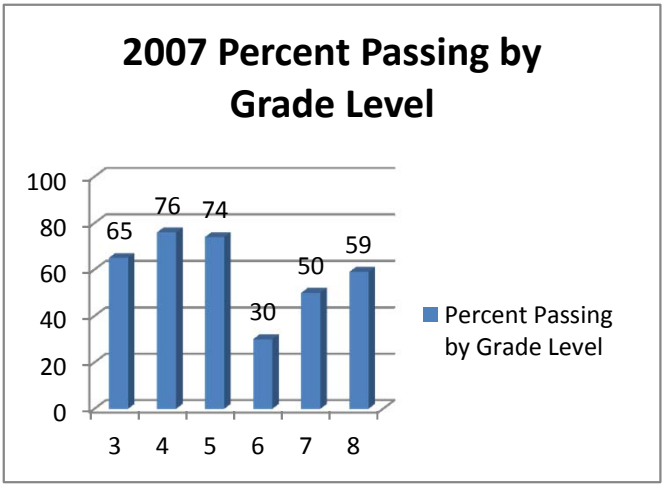
	Exc.	Mts.	App.	FFB
Percent	8.4%	74.0%	14.3%	3.2%
# of Students	13	114	22	5

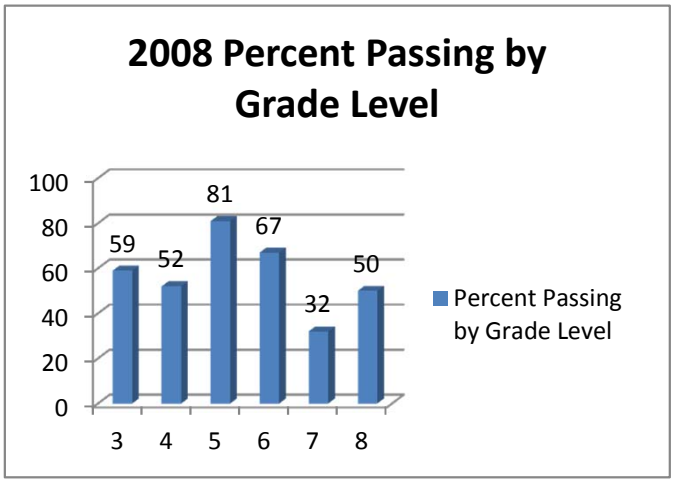


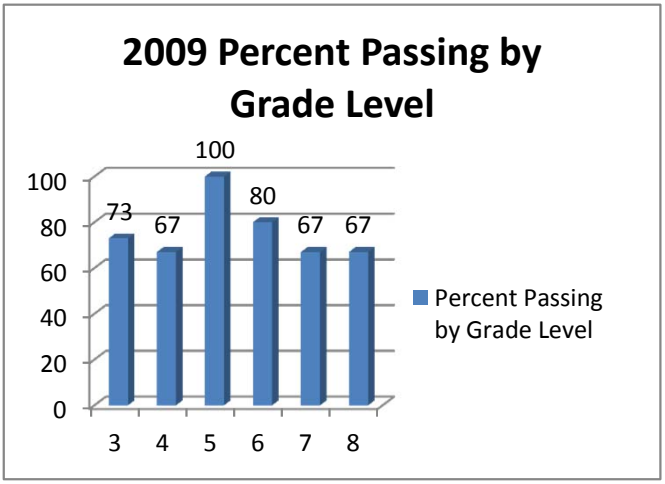
Percent of Students Passing AIMS

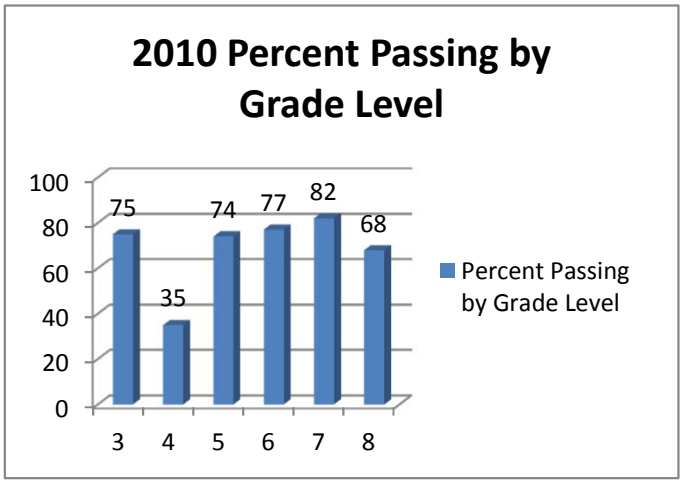
		2007	2008	2009	2010	2011
	Total	59	57	76	69	82
Race	**White**	72	73	90	84	92
	Hispanic	72	65	84	73	74
	Native American	41	39	59	52	78
	Other	100				67
SES	**No**	80	65	100	87	80
	Yes	53	55	73	65	83
Gender	**Male**	54	51	73	64	80
	Female	63	61	78	73	84
Years in Destiny	**1 year 3rd-4th**	64	47	90	36	71
	1 year 5th-8th	55	58	63	74	91
	1 year 3rd-8th	58	53	73	59	85
	2+ years	56	58	76	71	81
Absences	**Few Absences**	63	57	82	73	86
	Moderate Absences	61	61	76	65	87
	Excessive Absences	53	49	68	68	73
Special Education	**Resource**	37	19	40	35	19
	Non-Resource	62	63	81	73	90

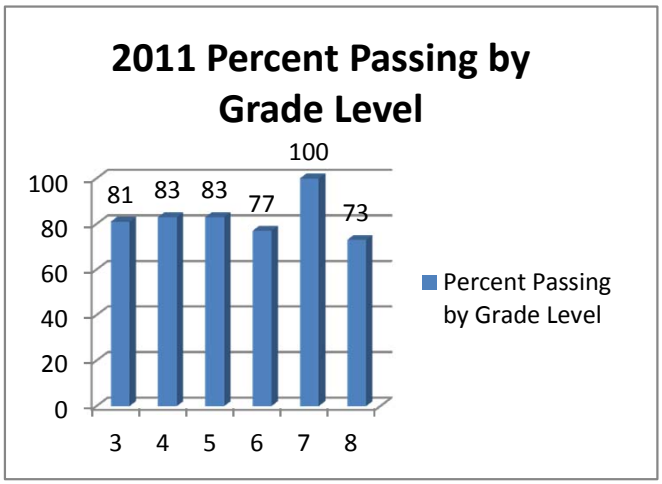
Percent Passing AIMS Reading



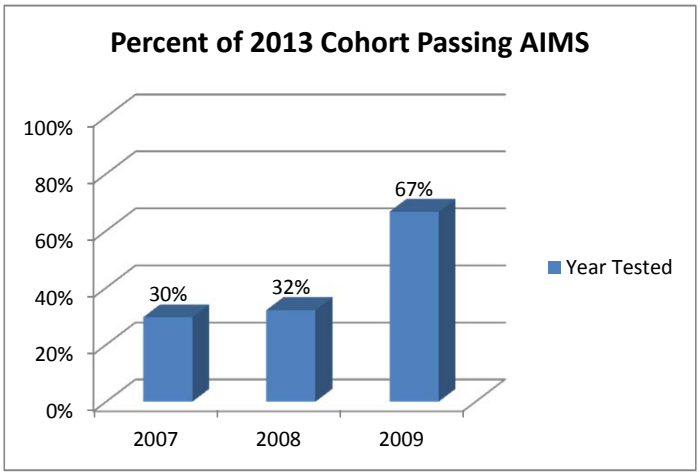


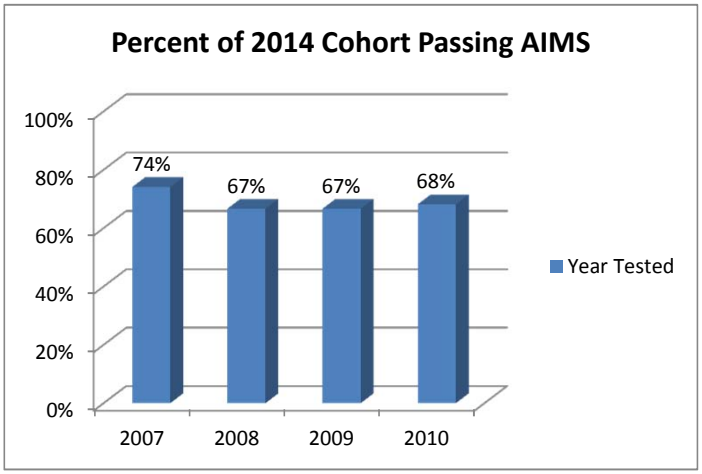


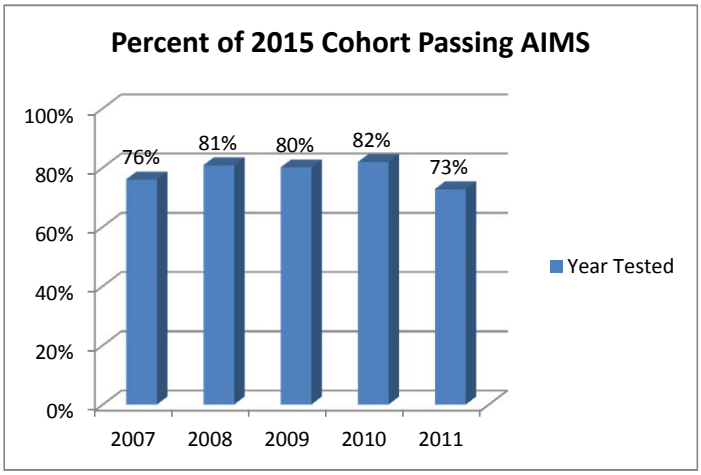


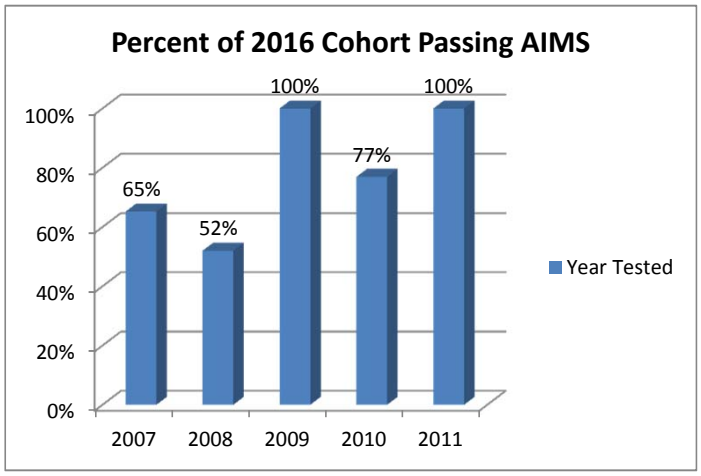


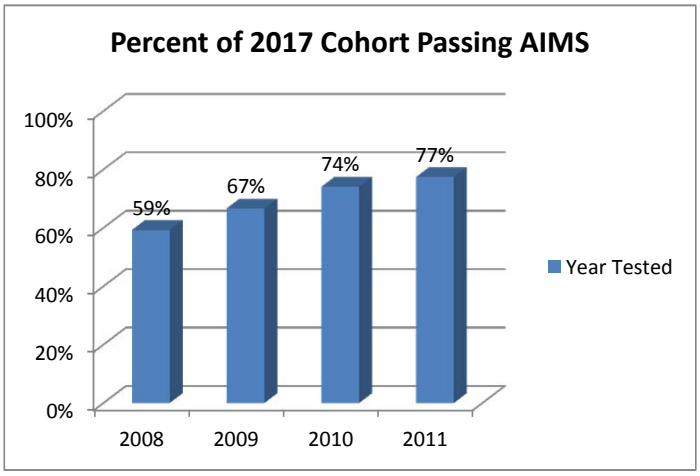
AIMS Reading Cohort Report

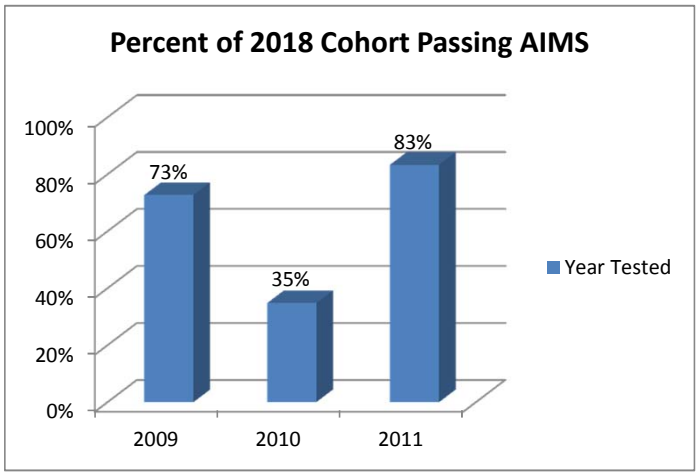






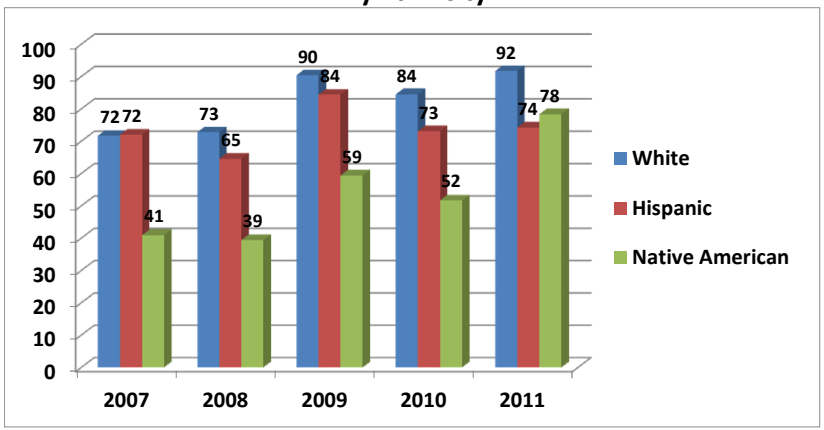




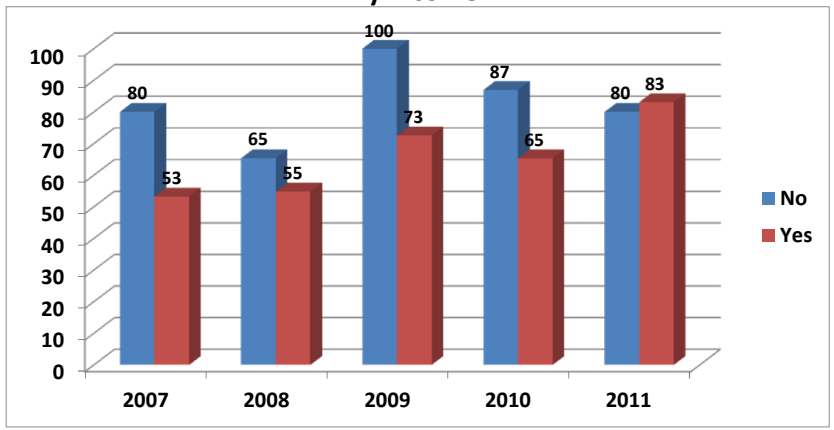


2007-2011 Percent of Students Passing AIMS

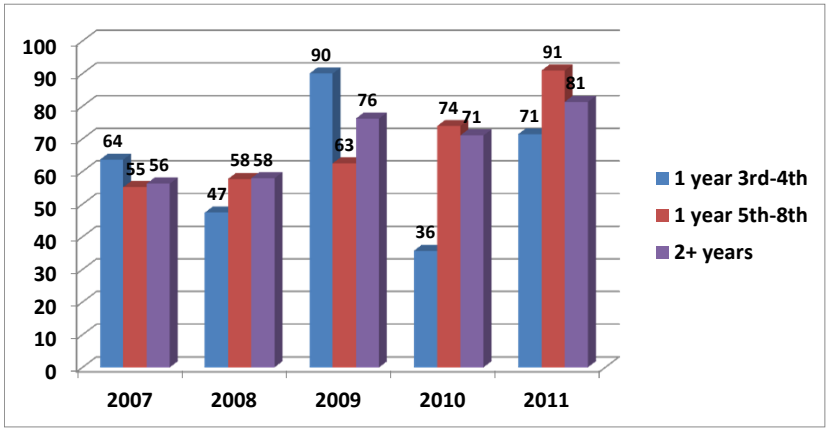
By Ethnicity



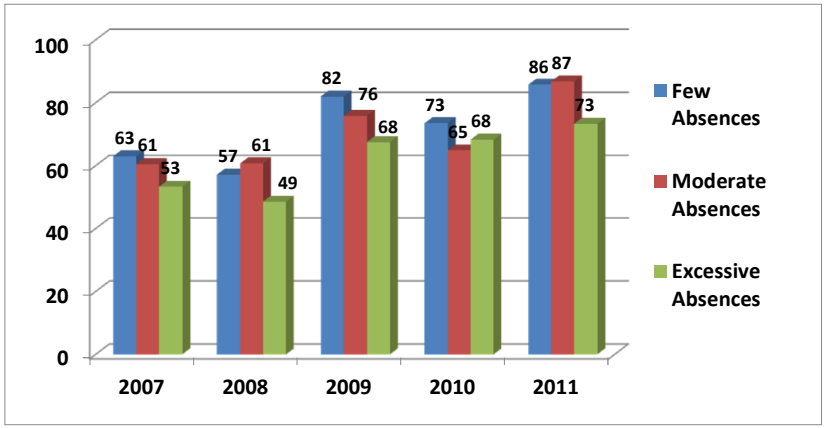
By Income

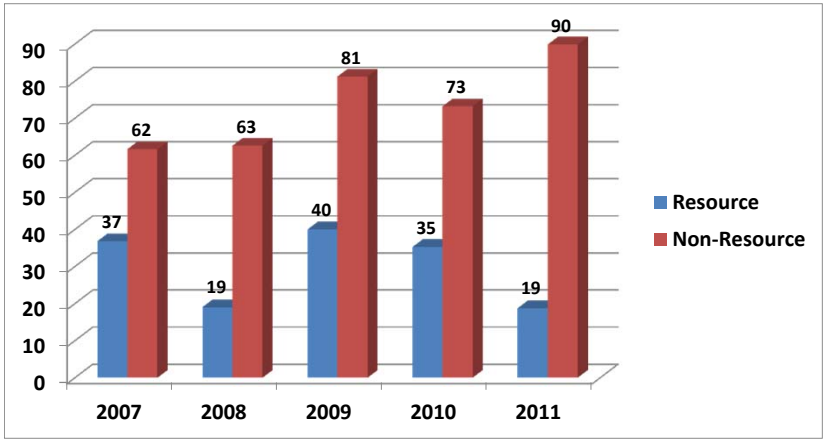


By Years in Destiny School



By Absence Rate

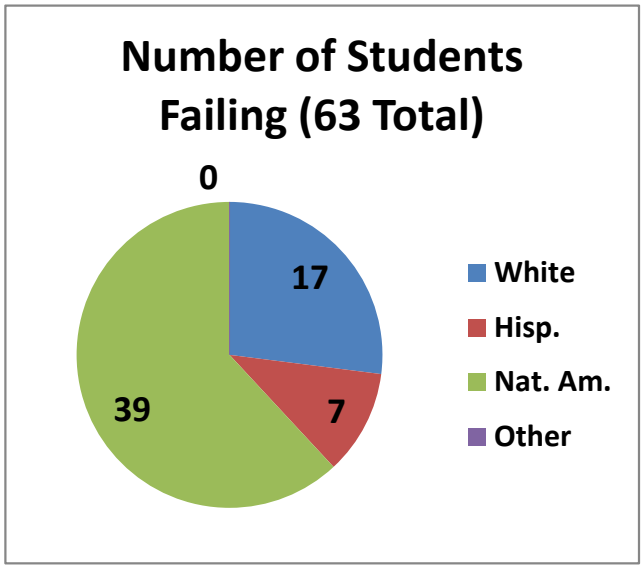




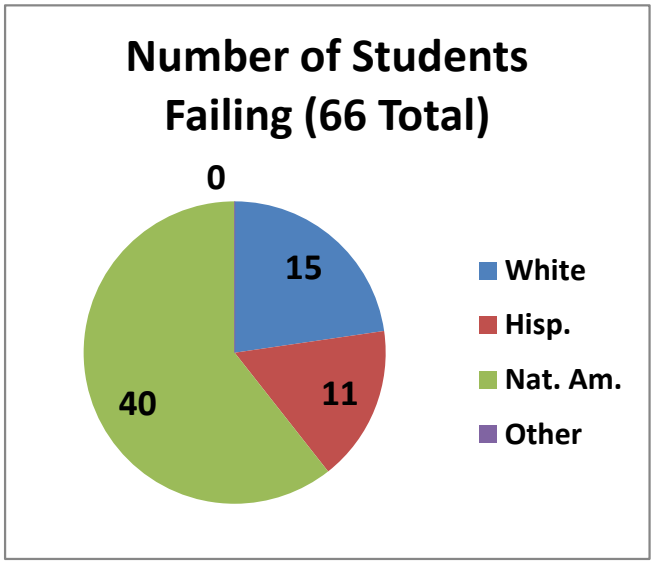
Students Failing AIMS

(By Ethnicity)

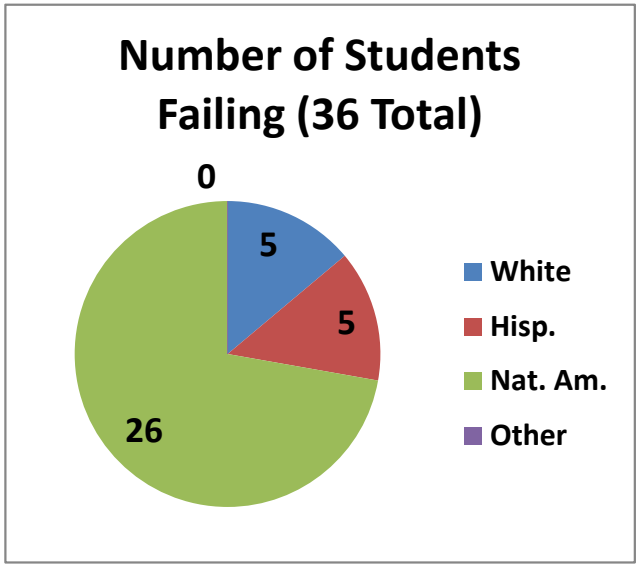
2007



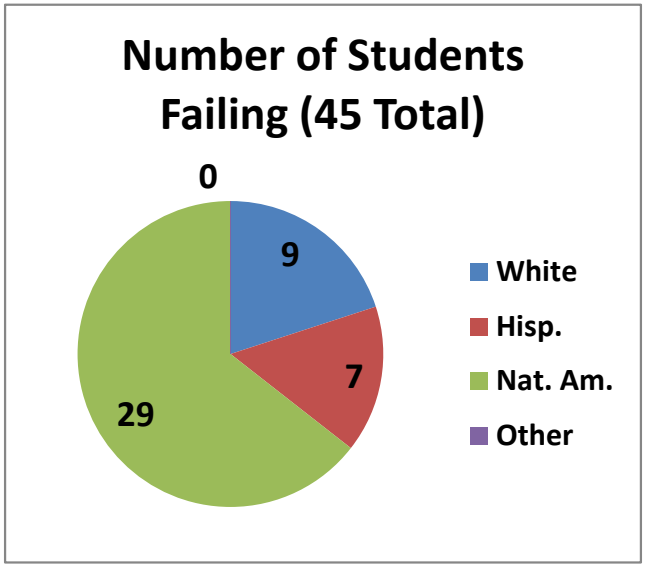
2008



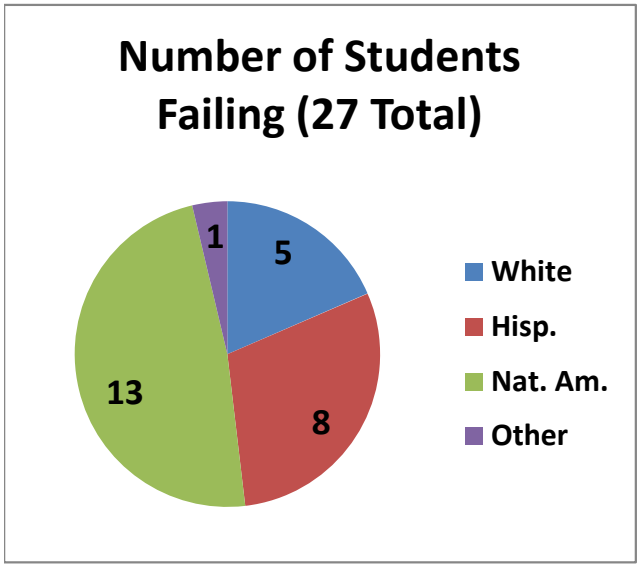
2009



2010



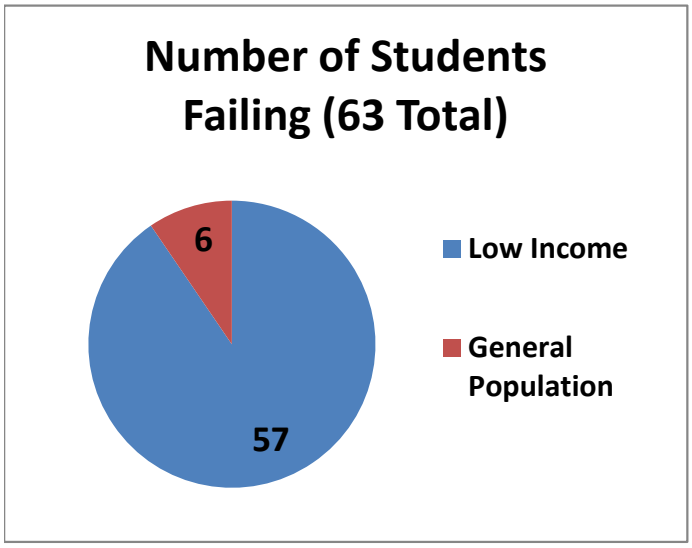
2011



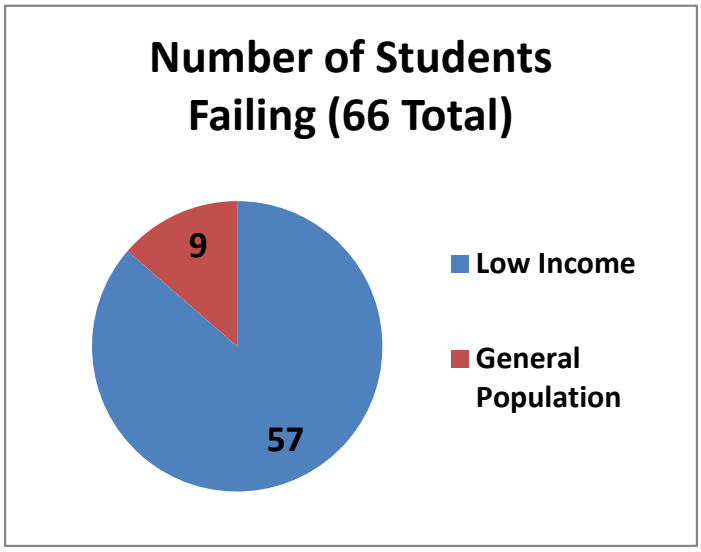
Students Failing AIMS

(By Socioeconomic Status)

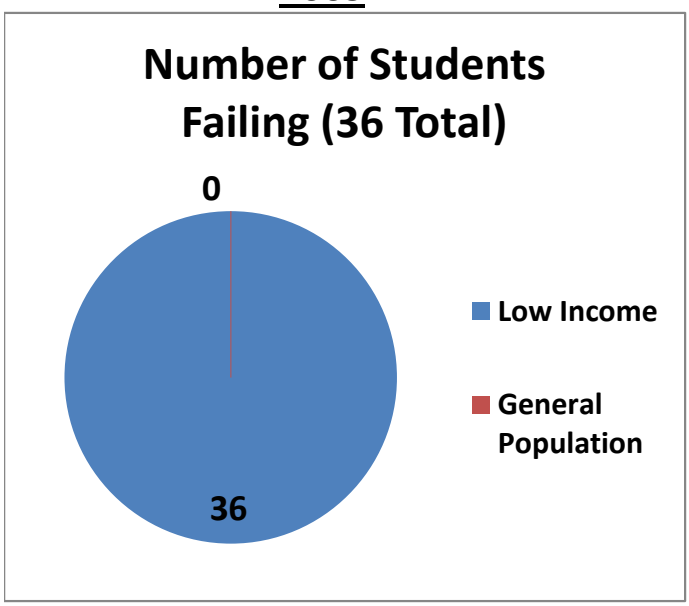
2007



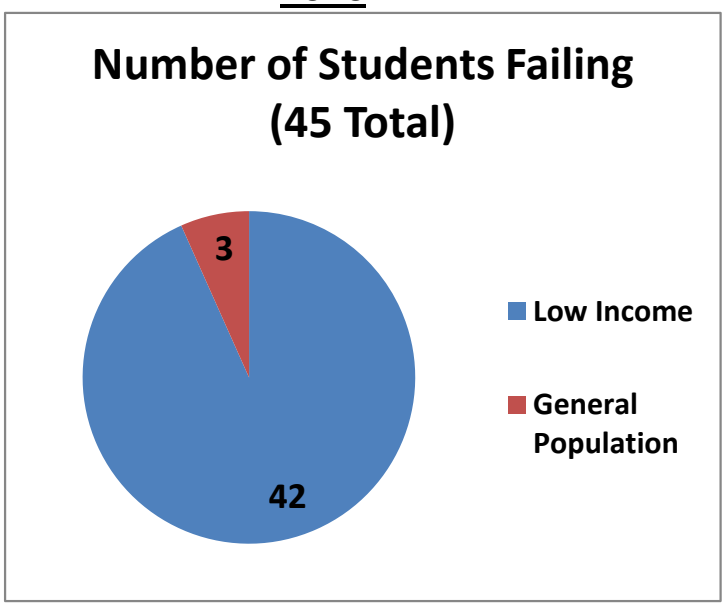
2008



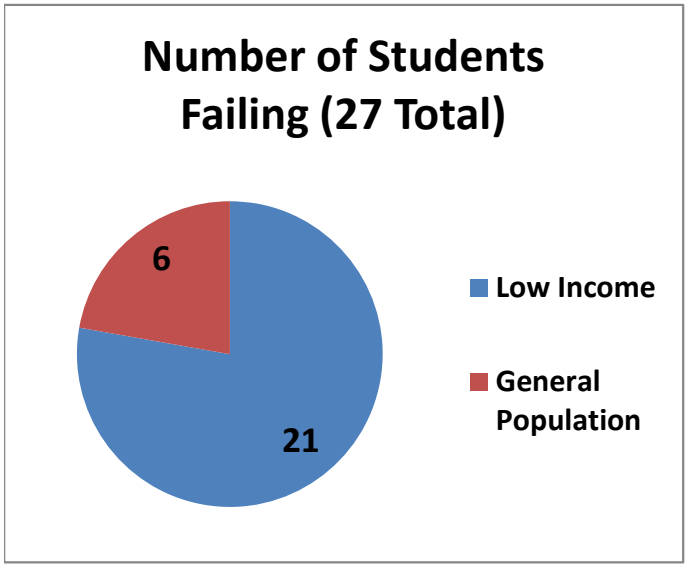
2009



2010



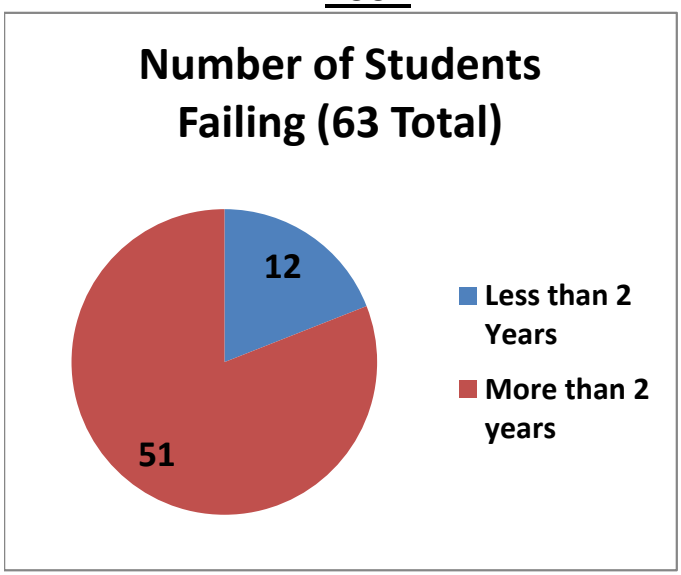
2011



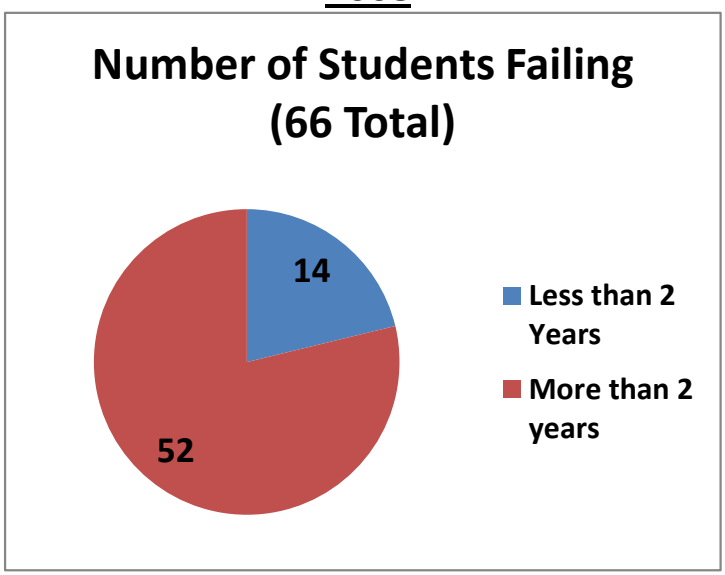
Students Failing AIMS

(By Time in District)

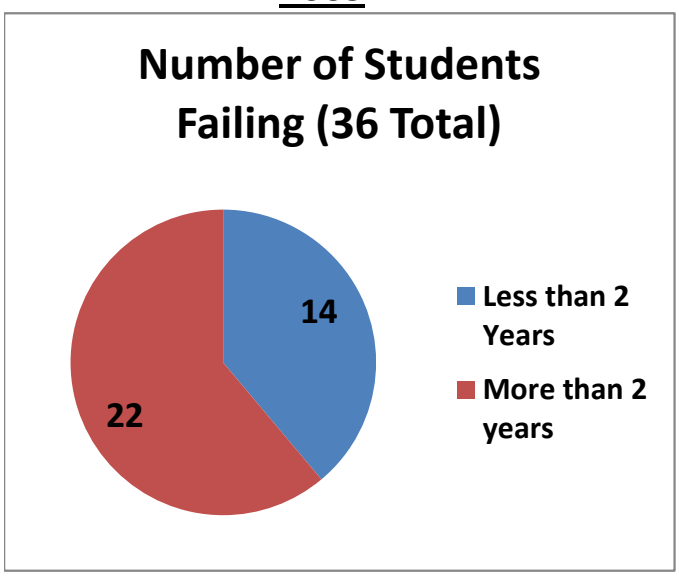
2007



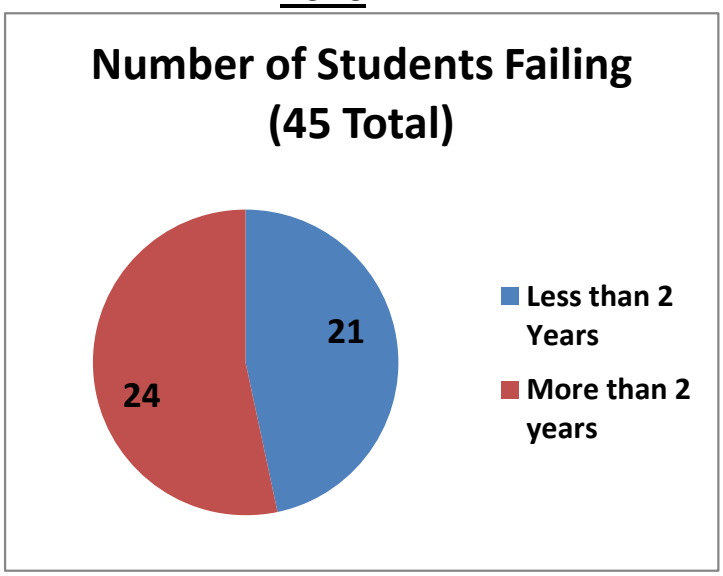
2008



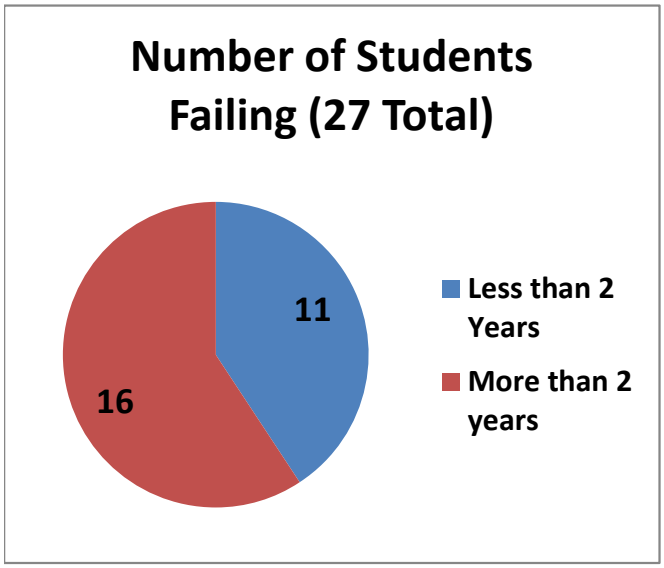
2009



2010



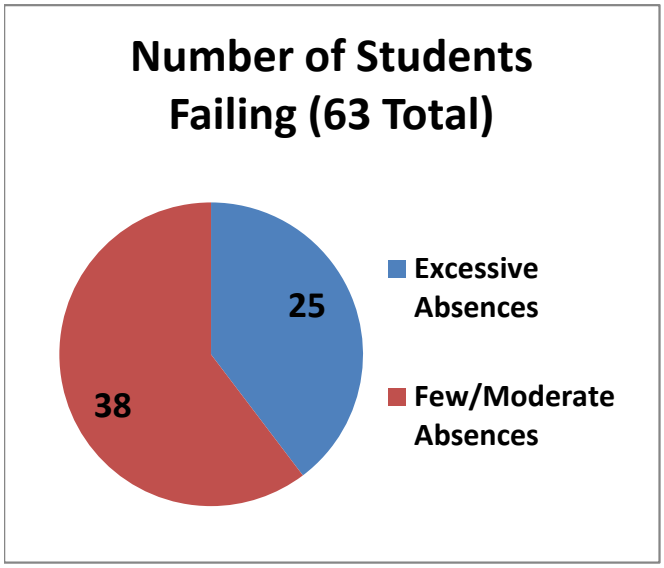
2011



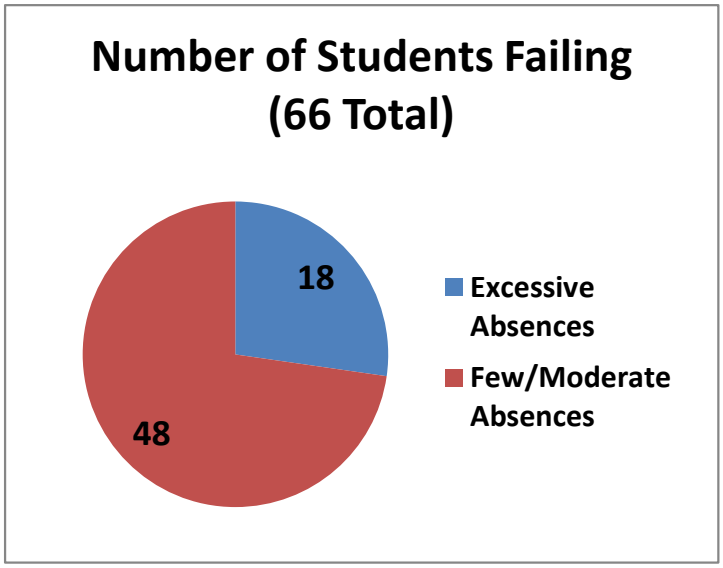
Students Failing AIMS

(By Absentee Rate)

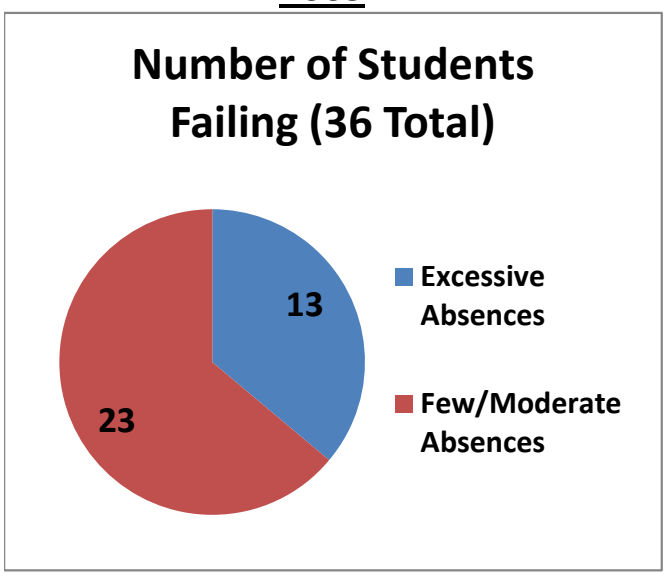
2007



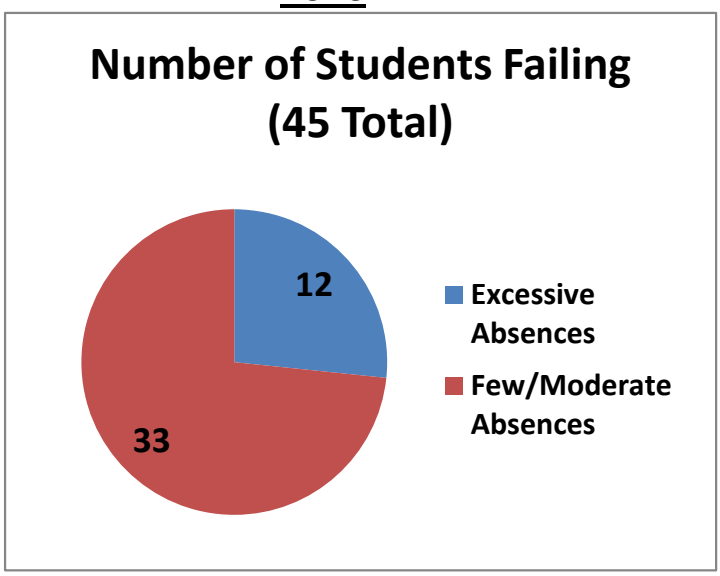
2008



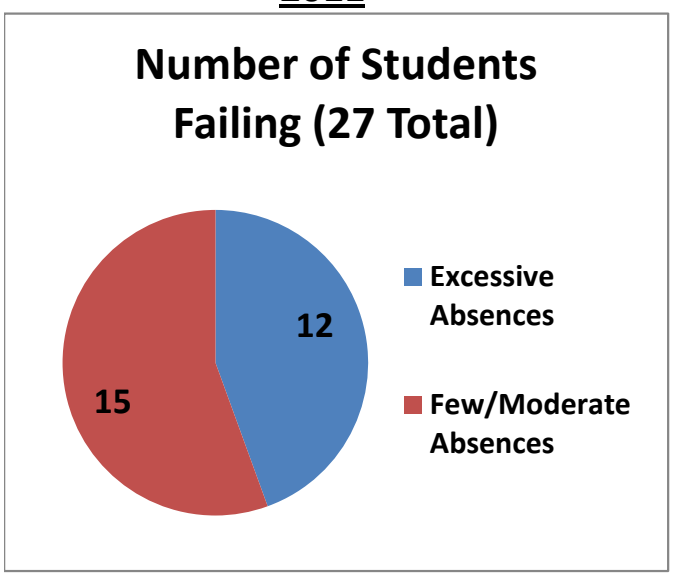
2009



2010



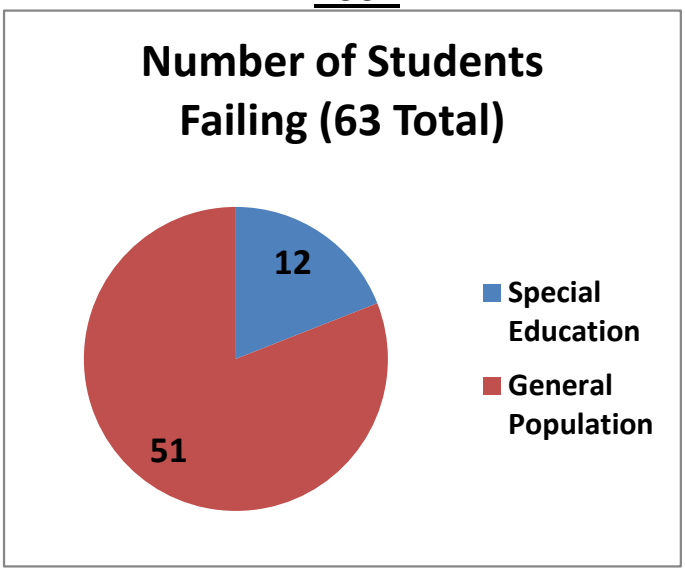
2011



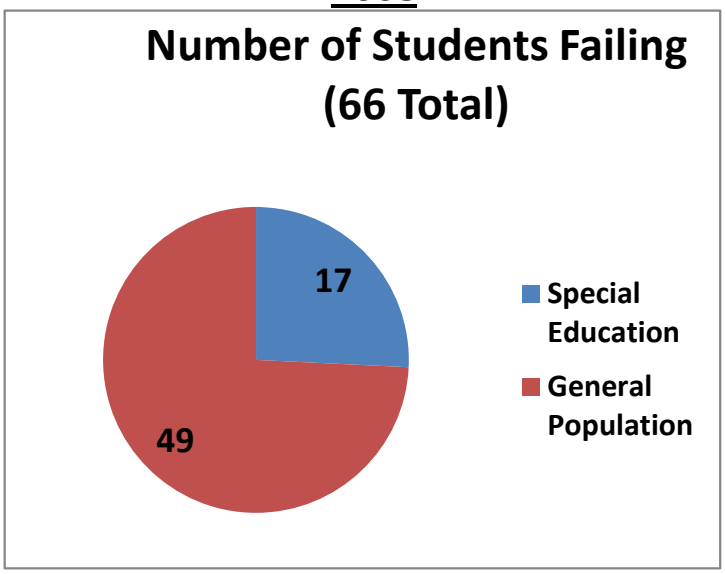
Students Failing AIMS

(By Special Education Enrollment)

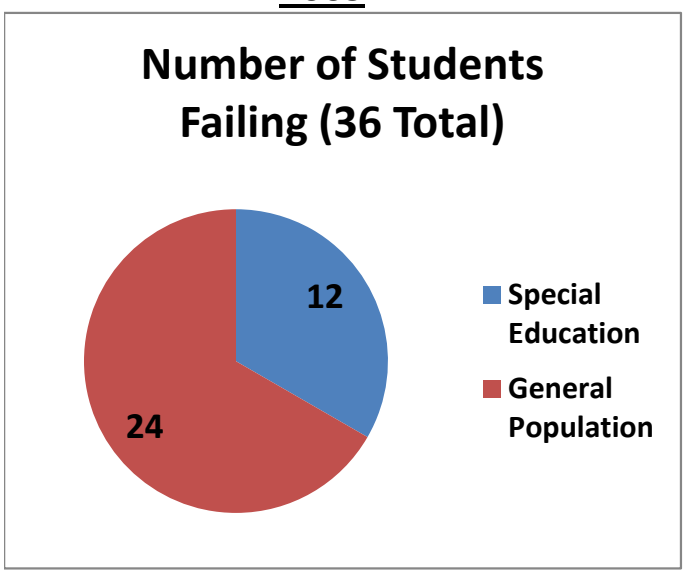
2007



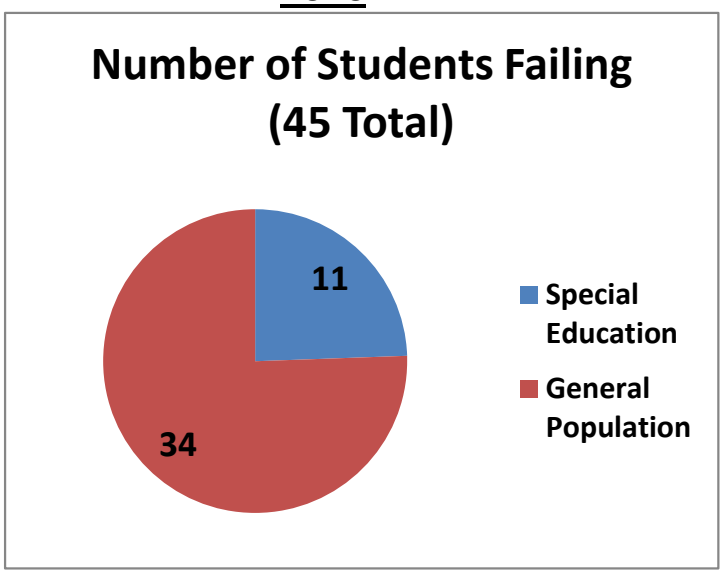
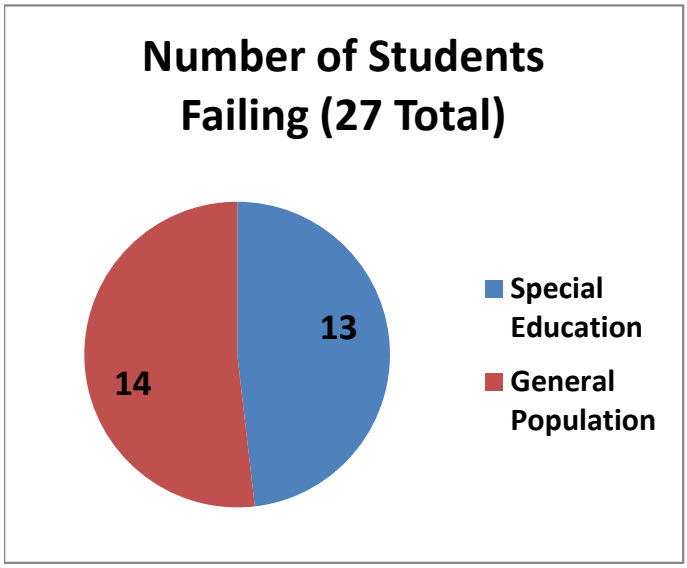
2008



2009



2010



2011